Course Syllabus

Course Number & Title:
EDUC 519 Professional E-Portfolios for Educational Leaders

Instructor:
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Phone: 805-756-5373

Class Location & Time:
Independent Study
Office Hours: By appointment
Email: asomozan@calpoly.edu

Course Description:
Welcome to EDUC 519: Professional E-Portfolios for Educational Leaders. This course fulfills selected requirements for the Master of Arts degree in Education as well as requirements for the California Preliminary Administrative Services Credential. This is an independent study course where students assemble and present in an electronic portfolio (E-Portfolio) exemplars of professional work keyed to standards for the California Preliminary Administrative Services Credential and requirements for the Master of Arts in Education with a specialization in Educational Leadership and Administration.
Prerequisite: Admission to the Educational Leadership and Administration Program.

COURSE LEARNING OUTCOMES. Candidates will be able to:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final E-Portfolio</td>
<td>CAPE 2 A &amp; 5 A</td>
<td>1-6</td>
<td>1.1-1.2/2.1-2.2/3.1-3.2</td>
</tr>
</tbody>
</table>

Basis of SOE Conceptual Framework:
- Learning for (purpose)
- Learning through (process)
- Learning about (content)

Required Text


Course Guidelines and Expectations

At the completion of the third quarter of the ELAP, candidates must submit for assessment an electronic portfolio of their work-to-date that: meets the following CONTENT and FORMAT requirements:
**E-PORTFOLIO CONTENT**

Degree and credential candidates are expected to:

1. Present a comprehensive collection of assessed work-to-date including classroom, seminar, and professional fieldwork (as evidenced by papers, tests, projects, reflective essays, and fieldwork artifacts);

2. Document candidates’ ability to meet or exceed electronic portfolio standards established by faculty in the Educational Leadership and Administration Program (see rubric at end of syllabus);

3. For credential candidates, document mastery of the Administrative Services Preliminary and Clear Induction Credential Program Standards as defined by the California Commission on Teacher Credentialing (CCTC);

4. Document candidates’ preparation for future employment opportunities as evidenced by:
   - A current, well-developed curriculum vita (resume);
   - A personal letter of interest in a real or hypothetical employment opportunity addressing the candidate’s educational/work philosophy and beliefs and describing his/her most significant leadership accomplishment;
   - A professional photograph that can be included in an employment packet,
   - At least one professional letter of recommendation. N.B.: A letter from your ELAP application package may be used to satisfy the requirement at the ACCEPTABLE level (see grading rubric).
E-PORTFOLIO FORMAT

1. Degree and credential candidates are expected to use the Cal Poly OneDrive (available via the Cal Poly Portal) to organize all E-Portfolio materials in the following layout format (sample):

   ![E-Portfolio Layout]

2. Candidates may add additional folders within the course-level folders (i.e., 512, 513, etc.) if they wish; however, all artifacts must be placed within an appropriate folder. This may require candidates to move items from existing folders into the final E-Portfolio format. The OneDrive program offers this and other customization features.

3. Once E-Portfolios are ready for submission, candidates must use the Share feature in OneDrive to make their portfolios available (with edit privileges) to the course instructor. ALL PREVIOUS VERSIONS OF THE E-PORTFOLIO AND ANY PREVIOUS DOCUMENTS SHARED VIA ONEDRIVE MUST BE UNSHARED ONCE THE FINAL E-PORTFOLIO IS MADE AVAILABLE TO THE INSTRUCTOR. NO EXCEPTIONS.

4. Faculty understand that artifacts for spring quarter will be in-process and, in some courses, not fully complete. Furthermore, artifacts for summer term will be added at the end of that term before final portfolios are submitted on the last day of summer term.

**E-Portfolio Due Date**

Completed electronic portfolios are due by 5:00 p.m. on the last day of class for spring quarter.
E-Portfolio Assessment

Grading for EDUC 519 is credit/no credit (CR/NC). Students must achieve a minimum cumulative rubric score of 3.5 to receive credit for the course. It is not possible to graduate from the ELAP without successfully completing this program milestone.

The rubric used to assess E-Portfolio quality follows:

- **Exceptional (5)** – E-Portfolio is outstanding, reflects extra components and exceeds normal expectations.
- **Effective (4)** – E-Portfolio satisfies expectations, includes required components, and is representative of professional work.
- **Acceptable (3)** – E-Portfolio includes most of the required components but may lack professionalism. Candidate must make appropriate revisions to the product then resubmit for review and assessment.
- **Poor-Marginal (0-2)** – E-Portfolio lacks required components, is weak in components, and uses unprofessional presentation techniques. Candidate will receive instruction and guidance for making required revisions. Work must be redone with significant revision before resubmitting for review and assessment.

**E-PORTFOLIO ASSESSMENT RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>POOR - MARGINAL 0-2 POINTS</th>
<th>ACCEPTABLE 3 POINTS</th>
<th>EFFECTIVE 4 POINTS</th>
<th>EXCEPTIONAL 5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Layout</td>
<td>The layout of the portfolio does not or only partially conforms to the required format presented in the syllabus.</td>
<td>The layout of the portfolio conforms to the required format presented in the syllabus.</td>
<td>The layout of the portfolio conforms to the required format presented in the syllabus AND contains some additional features that enhance the readability of the portfolio.</td>
<td>The layout of the portfolio conforms to the required format presented in the syllabus AND contains many additional features that enhance the readability of the portfolio.</td>
</tr>
<tr>
<td>Folder Organization</td>
<td>Folder contents are not or are poorly organized. Folder looks like a file dump.</td>
<td>Folder contents follow a basic organizational scheme.</td>
<td>Folder contents follow a well-developed organizational scheme and nested folders are used where appropriate.</td>
<td>Folder contents follow and thoughtful and highly-organized presentation scheme. Nested folders are used where appropriate.</td>
</tr>
<tr>
<td>Evidence of Multimedia</td>
<td>Portfolio files contain no digitized audio or Portfolio files incorporate one or two digitized</td>
<td>Portfolio files incorporate several appropriate</td>
<td>Portfolio files effectively incorporate many</td>
<td>Portfolio files effectively incorporate many</td>
</tr>
<tr>
<td>Use in the Portfolio</td>
<td>POOR - MARGINAL (0-2 POINTS)</td>
<td>ACCEPTABLE (3 POINTS)</td>
<td>EFFECTIVE (4 POINTS)</td>
<td>EXCEPTIONAL (5 POINTS)</td>
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<td>video artifacts (video, sounds, music, etc.) or URL links to online resources</td>
<td>Artifacts are missing or are of poor quality. If artifacts are present, they only marginally address program and/or CTC Standards. Artifacts are of poor quality.</td>
<td>Sufficient artifacts are presented to demonstrate learning outcomes for each of the program and/or CTC Standards. Artifacts are of fair quality.</td>
<td>Artifacts are presented to demonstrate learning outcomes for each of the program and/or CTC Standards. Artifacts are of high quality.</td>
<td>More than the required artifacts are presented to demonstrate learning outcomes for each of the program and/or CTC Standards. Artifacts are of exceptional quality.</td>
</tr>
<tr>
<td>Syllabi, Assignments, Papers, Presentations</td>
<td>CTC Standards (credential candidates only)</td>
<td>No or only few required CTC Standards addressed in the portfolio.</td>
<td>Required CTC Standards addressed in the portfolio.</td>
<td>Required CTC Standards addressed in the portfolio and CTC artifacts (fieldwork materials) are high quality.</td>
</tr>
<tr>
<td>Fieldwork Materials</td>
<td>Hiring Documents</td>
<td>Required documents are missing or of poor quality. Minimal effort is reflected in the documents.</td>
<td>Required documents are provided, but they are generic in nature and content. Fair effort is reflected in the documents.</td>
<td>Required documents are complete and appropriately formatted. Each is professionally prepared and reflects considerable effort.</td>
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**Academic Honesty**

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.
Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Accessible Learning

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

THE SCHOOL OF EDUCATION

<table>
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<tr>
<th>VISION</th>
<th>MISSION</th>
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<tr>
<td>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</td>
<td>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</td>
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LEARNING OUTCOMES

Informed – Advancing Disciplinary Knowledge
InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs
EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness
EngagED educators are culturally responsive, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities
ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.
Grounded – Demonstrating Professionalism
GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Transformed – Encouraging Continuous Growth & Reflection
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection.

DISPOSITIONS

Professionalism
1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice
2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change
3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.