

Portfolio Practices: Lessons from Schools, Districts and States



SANDRA MURPHY AND
TERRY UNDERWOOD

Portfolio Practices Lebons From Schools Districts And States

Gerald August Christianson



Portfolio Practices Lebons From Schools Districts And States:

Portfolio Practices Sandra Murphy, Terry Underwood, 2000 **Developing Portfolios in Education** Ruth S. Johnson, J. Sabrina Mims-Cox, Adelaide Doyle-Nichols, 2006-02 This is an excellent text for all individuals about to or actually engaged in the portfolio development process It guides candidates step by step through the initial decision making process development and presentation stages and it answers questions that newcomers may not even know to ask Kimberly Kinsler Hunter College of the City University of New York The information on creating an electronic portfolio is clear concise and complete Even a novice will be successful Patricia A Parrish Saint Leo University *Developing Portfolios in Education A Guide to Reflection Inquiry and Assessment* is a far reaching and engaging text on portfolio development Within a conceptual and research framework about the usefulness of portfolios this book suggests practical methods to organize the process and provides tools that will be used not only during preparation programs but also for professional and academic advancement Key Features Provides a conceptual framework for portfolio development Readers are given clear descriptions about how portfolios are designed and used and are guided through the process of selecting organizing evaluating and presenting portfolio artifacts An entire chapter is devoted to developing an electronic portfolio Emphasizes institutional processes Careful attention is given to the role of standards in the development of portfolio rubrics and evaluation Offers real life scenarios Real world examples genuinely connect the reader to the portfolio process and make the experience of developing the portfolio more relevant to practice In addition visuals help create a concrete representation of the material for the learner and templates provide hands on tools Accompanied by High Quality Ancillaries Additional resources on the CD that accompanies the text include PowerPoint slides video clips templates sample documents and electronic links for creating a portfolio An icon appears in the pages of the text wherever related or additional material is available on the enclosed CD Intended Audience This is an excellent supplementary text for virtually any advanced undergraduate or graduate teacher preparation course including Introduction to the Teaching Profession Introduction to Classroom Management Instruction and Assessment Reflection and Evaluation and Field Based Experience It is also a valuable resource for in service teachers administrators and counselors *Performance Management in Portfolio School Districts* Robin J. Lake, Paul Thomas Hill, Daniel J. Evans School of Public Affairs. Center on Reinventing Public Education, 2009 **Capturing the Wisdom of Practice** Giselle Martin-Kniep, 1999-09-15 What do professional portfolios consist of Who are their audiences Why should teachers and administrators use them How are they structured In *Capturing the Wisdom of Practice* Giselle Martin Kniep answers these and other questions drawing on her work with more than 3 000 teachers and administrators from 400 school districts Through excerpts from actual portfolios Martin Kniep illustrates how to select a range of artifacts that will lead portfolio developers to evaluate and improve their work She also discusses using portfolios for key purposes learning curriculum development and assessment research and staff development Readers will find many practical strategies for building and

using portfolios and learn what conditions are needed for success I am absolutely convinced says Martin Kniep that every professional who uses portfolios in a serious way will become a better teacher or administrator Note This product listing is for the Adobe Acrobat PDF version of the book Portfolio School Districts for Big Cities Paul Thomas Hill, Daniel J. Evans School of Public Affairs. Center on Reinventing Public Education, 2009 **Portfolios Across the Curriculum and Beyond** Donna J. Cole, 2000 A valuable resource of the types and uses of portfolios for teachers and teacher educators Great examples and guidelines Robert J Drummond University of North Florida Make portfolios work without all the work Learn how to use portfolios to increase your level of performance in the classroom and improve student assessment This updated easy to read step by step guide to using portfolios incorporates current teaching practices and cutting edge technology Here is an alternative method of evaluating student work that is painless and effective Teachers want to spend more time teaching and less time assessing Traditional assessment practices are time consuming and too often don't reflect the total progress of a student Standardized testing tells us how well a student tests rather than how much a student has learned Portfolio assessment offers a more complete picture of your students progress and frees you to be more creative with your students It offers Clear objectives to guide you through each chapter Rationale for an alternative to traditional assessment practices Portfolio guidelines by grade and subject Up to the minute technology for enhancing portfolio implementation This new jam packed version of Portfolios Across the Curriculum and Beyond should be the definitive portfolio book on the market A valuable resource for teachers administrators and teacher educators **The Example School Portfolio** Victoria Bernhardt, 2014-06-23 This book presents a prototype school portfolio along with annotated explanations and suggestions Although this book describes a hypothetical elementary school the data and examples come from real schools at which the authors worked and the recommendations can be applied to any level school engaged in systemic reform The Portfolio Mindset Christine Campbell, 2012 At the first Portfolio School District Network meeting in 2009 15 people sat around a table wondering whether the portfolio idea could work only in special circumstances like New York City or New Orleans Three years later 27 districts are implementing this continuous improvement strategy and more are eager to learn how they can make it work for them Cities and states adopting the portfolio strategy are moving fast looking for talent solutions and people to unite with in the work In January 2012 over 100 district and charter leaders gathered in New Orleans for the sixth network meeting John White new state superintendent of Louisiana launched the meeting with the idea of a portfolio mindset one that believes that innovation comes from the ground up Over the course of the two day meeting network members worked together on real problems and came away with new ideas and valuable connections This brief summary presents the themes that emerged from the meeting as well as next steps for the network The Portfolio Connection Susan Belgrad, Kay Burke, Robin J. Fogarty, 2008-04-08 As a new teacher I am always looking for ideas that will make me feel more confident Using a portfolio will help me show evidence that the students are making progress toward meeting state standards

Stephanie Jones TeacherForrest City High School AR A good overview of the entire portfolio process from its philosophical foundations to the celebration of student achievement Michael F Dwyer English Department ChairOtter Valley Union High School Brandon VT Encourage student creativity and academic growth through portfolios and authentic assessment Research and practice show that portfolios are powerful tools for assessing students authentically communicating with parents about the learning process and helping learners across all grade levels and content areas record their successes and take ownership of their learning The third edition of *The Portfolio Connection* offers practical advice and reader friendly strategies for implementing student portfolios in the classroom Through step by step procedures the authors help teachers incorporate standards into the portfolio process by providing expanded checklists and rubrics to monitor student progress The updated edition also includes Additional information on e portfolios and integrating technology Steps for conducting student led conferences Portfolio examples for children with special needs Guidance on increasing parent involvement Information on the impact of NCLB on student assessment Discover how you can use portfolios to heighten students self reflection while expanding their critical and creative thinking skills

Portfolio Practices Steve Seidel,1997 Portfolio School Districts for Big Cities ,2009 *How to Develop a Professional Portfolio* Dorothy M. Campbell,1997 Designed for use as a supplemental text in undergraduate and graduate courses in Introduction to Teaching Foundation of Education and General K 12 Elementary Secondary Methods of Instruction This book is the first manual to present clear manageable step by step practical procedures and tips on how to organize a professional portfolio to document the achievement of nationally developed standards for teachers This text introduces the national teacher standards and then guides students through the portfolio development process in a logical sequential manner from the initial stage involving the collection of potential artifacts to the final step of constructing a Presentation Portfolio

Portfolio Assessment Amy E. Seely,1994 Discusses and highlights portfolios as an alternative assessment practice in the classroom what to put in portfolios how to evaluate and manage them *Performance Management in Portfolio School Districts* Robin J. Lake,2009 *The 7 Components of a Portfolio Strategy. Portfolio School Districts Project* University of Washington, Center on Reinventing Public Education,2012 The portfolio strategy is a performance management model for districts that aims to create dramatic student achievement gains at scale It centers on creating more high quality schools regardless of provider giving schools autonomy over staff and funding and holding all schools accountable for performance This one pager outlines the seven key components upon which the portfolio strategy is built The related papers below provide a more detailed look at each of the individual components including metrics for districts implementing these parts of the strategy

Writing Portfolios in the Classroom Robert C. Calfee,Pamela Perfumo,1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

The Pingree-Buchanan School District Portfolio School Improvement Process Gerald August Christianson,2001 *How to Develop a Professional Portfolio* Dorothy M. Campbell,Beverly J. Melenyzer,Diane H. Nettles,Richard M.

Wyman,2013-01-30 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book Fifteen years in the marketplace How to Develop a Professional Portfolio A Manual for Teachers by Dorothy M Campbell Beverly J Melenzyer Diane H Nettles Richard M Wyman Jr has grown to be the preeminent guidebook for teachers who need guidance in portfolio development from start to finish Thousands of pre service and in service teachers have followed the tools provided in this uniquely versatile and practical book with its clear manageable guidelines and tips for professional portfolio development that can be followed by teachers at all stages of their careers In seven concise chapters the latest edition of this best selling text offers step by step procedures for portfolio development using the 2011 InTASC national teaching standards as the basis for the organization throughout the text The text provides guidance for educators on how to assemble the portfolio choosing standards and organizing the material around teaching standards Artifact possibilities are included as well as how to use the portfolio throughout one s teaching career as well as interview questions and ways to use the portfolio in an interview The final chapter is devoted to showing teachers how to pull it all together in an electronic portfolio The end matter features professional affiliates developing a portfolio at a glance and a helpful Glossary of key terms Clearly written with ample real life examples throughout the text is simple enough to use without outside help so that novice and experienced teachers alike can independently create a portfolio that showcases their strengths in each of the InTASC standards The most concise and applicable teaching portfolio development text around How to Develop a Professional Portfolio A Manual for Teachers Sixth Edition gently guides its audience whether student teachers new teachers tenured teachers and even master teachers to a greater understanding and success in creating a professional portfolio to the best of one s abilities showcasing each individual s talents and contributions in the most professional and unique of ways **Portfolios in Teacher Education**

Maureen McLaughlin,MaryEllen Vogt,1996 Allowing students to both learn about portfolios and experience them firsthand this book describes teacher education courses where undergraduate and graduate students are evaluated using portfolio assessment techniques the same methods they will one day use in their own classrooms The book also explores how portfolio assessment can enable university educators to move from traditional methods of testing to more authentic assessment that reflects each student s real progress In addition to presenting portfolios as a method to evaluate achievement of learning goals the book addresses the use of portfolio assessment in other contexts including admission to universities admission to teacher education programs student teaching job interviews and inservice teacher evaluations Chapters in the book are 1 Moving along the Assessment Continuum 2 Aligning Theory and Practice 3 Introducing Portfolios Concepts and Process 4 Creating Self Reflection 5 Venturing Inside Student Portfolios 6 Conferences and Evaluation 7 Student Attitudes toward the Portfolio Process 8 Portfolios at the Graduate Level 9 The Portfolio Evolution and 10 Where Do We Go from Here Appendixes present an assessment glossary course syllabi examples of evaluation sheets additional student performances and suggested

readings Contains 76 references RS *School Administrators' Use of Professional Portfolios as a Tool for Reflective Practice [microform]* Susan Schwartz, 2005 This research study using a mixed method quantitative and qualitative design investigated the use of professional portfolios as a tool for reflective practice by school principals and vice principals The purpose of this study was to examine the impact of the use of professional portfolios on school administrators personal and professional growth and on teachers and students in their schools In Phase 1 quantitative data were gathered over a 3 month period through a voluntary online survey completed by school administrators who have a professional portfolio The survey asked questions about current professional portfolio use prior experiences with portfolios as well as enablers inhibitors and outcomes of use Interested administrators were invited through the survey to participate in Phase 2 the qualitative phase of the study which included 90 minute one on one interviews sharing of professional portfolios and subsequent duplication and analysis and follow up e mail conversations depending on the need In Phase 2 the connection between portfolio use and reflective practice was explored in greater depth with 12 administrators Their prior experiences with portfolios and reflective practice as well as the conditions that supported and hindered portfolio implementation and reflective practice were investigated The results provide a description of portfolio use and reflective practice while in the administrator role and reveal that the administrators who participated in this study were enthusiastic about and valued the reflective portfolio process for themselves and for the teachers and students in their schools Through the process of constructing organizing and sharing their portfolios the administrators in this study reported a positive impact on their professional growth and reflective abilities as well as on their effectiveness as leaders Many of them became advocates for the portfolio process openly encouraging teachers students and other administrators to use it Having all stakeholders using portfolios and reflective practice helped to move them towards the development of professional learning communities The findings also offer suggestions to educators of preservice in service university and leadership development programs for providing effective professional development about portfolios and reflective practice

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