

Portfolio Practices: Lessons from Schools, Districts and States



SANDRA MURPHY AND
TERRY UNDERWOOD

Portfolio Practices Lebons From Schools Districts And States

Debora K. Salling



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 *Portfolio School Districts for Big Cities* 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 [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 *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 *Portfolio Practices* Steve Seidel,1997 **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 **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 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 *Portfolio School Districts for Big Cities* ,2009 Performance Management in Portfolio School Districts Robin J. Lake,2009

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 *Developing a K-12 Portfolio Assessment Plan* Debora K. Salling,2000 In this thesis I explored through in depth literature review survey and teacher interviews the value and feasibility of creating and maintaining a K 12 student portfolio that would present a learning history of each student over an extended period of time i e K 3 portfolio 4 5 portfolio 6 8 portfolio 9 12 portfolio Given that assessment is a multi faceted topic and given the variety of assessment strategies available to educators the thesis was limited to the research question How would a K 12 portfolio assessment plan improve the learning teaching assessment process To answer this question I investigated 1 the connection between teaching learning and assessment 2 the contrast between authentic assessment and grading 3 improving teacher effectiveness through alternative assessments 4 the purpose and design of portfolio assessment 5 the issues of reliability and validity 6 the limitations of using portfolios 7 the use of technology to support portfolio

assessment 8 the findings of schools currently using portfolio assessment 9 the attitudes of teachers in the Windsor Locks School District about portfolio assessment in general A qualitative research design was used to investigate the experience of teachers within the Windsor Locks School District Specifically a survey and three interviews were conducted to determine teachers levels of understanding and experiences with portfolios their ability to use portfolios to inform teaching and their willingness and capacity to use a K 12 portfolio The survey results and teacher interviews conducted as part of my research indicate that there are many benefits and few disadvantages to using portfolios in the classroom Specifically if conceived through careful planning the long range portfolio can be an informed collection of student work and a learning biography comprising a variety of insights into the student s skills accomplishments and aptitudes The findings of the teacher interviews and surveys were consistent with the studies conducted by educational researchers such as Roe and Vukelich 1997 Dennie Palmer Wolf 1994 and Hudson and Penta 1998 Specifically they imply that portfolios are useful in diagnosing learner strengths and weaknesses in knowing where to adapt instruction in actively involving students in the assessment process and in effectively communicating student performance with parents much more effectively than traditional models The survey and interviews also showed that there are significant differences between traditional methods of assessment i e standardized tests and portfolio assessment Teachers opting to use portfolios point out that they have moved away from a teacher centered classroom to one where goals are student centered students are engaged in authentic activities and projects and there is less competition in the classroom These teachers described students who are engaged in higher level thinking because the learning activities are authentic and because students participate in assessing their own products and performance While a K 12 portfolio is probably an attainable goal particularly for school districts already committed to and engaged in alternative assessments further research is necessary to determine its effectiveness in the Windsor Locks School District Yet to be determined is how much more value would be added to instruction learning and assessment if a learning history were maintained for each student over an extended period of time Additional study should include the learner s perceptions about portfolios and whether a learner s accomplishments surpass expectations standards while using portfolios over traditional methods Given a school s standards and goals it is also important to consider what types of documentation should be included in a student s learning history Research should also focus on the time management strategies used by teachers when portfolios are employed the issues inherent in having a student academic biography accessible to future teachers and the difficulties of communicating across elementary middle and secondary levels It is my recommendation that the district begin by organizing an Assessment Study Team that is comprised of teachers administrators students and parents from each school and from a variety of subject areas The initial objective should be simply to provide a forum for discussing alternative assessments sharing information and experiences Questions the team can consider are How can students demonstrate the school vision How do we prepare teachers administrators and support staff to be able to discuss student

work Why do we collect student work and how do we know what's good Who will select and reflect on student work How will technology be used to support assessment What are the district's professional development needs and how do we establish a learning community where teachers are willing and able to network across grades and subject areas Other objectives could be decided upon if the members conclude that the team is productive in reaching its initial goal and determine it is worth pursuing a unified assessment philosophy such as a K-12 portfolio

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

The Pingree-Buchanan School District Portfolio School Improvement Process Gerald August Christianson, 2001 With Portfolio in Hand Nona Lyons, 1998 Portfolios can easily become elaborate paper collections or glitzy scrap books This book presents instead the evolution of a different concept of the teaching portfolio as the warrant of a new kind of professional teacher The distinguished contributors explore current tensions of portfolios using portfolio practices at teacher education institutions from Maine to California Includes hands on guidance to help teachers prepare useful portfolios

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

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Table of Contents Portfolio Practices Lebons From Schools Districts And States

1. Understanding the eBook Portfolio Practices Lebons From Schools Districts And States
 - The Rise of Digital Reading Portfolio Practices Lebons From Schools Districts And States
 - Advantages of eBooks Over Traditional Books
2. Identifying Portfolio Practices Lebons From Schools Districts And States
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Portfolio Practices Lebons From Schools Districts And States
 - User-Friendly Interface
4. Exploring eBook Recommendations from Portfolio Practices Lebons From Schools Districts And States
 - Personalized Recommendations
 - Portfolio Practices Lebons From Schools Districts And States User Reviews and Ratings

- Portfolio Practices Lebons From Schools Districts And States and Bestseller Lists
- 5. Accessing Portfolio Practices Lebons From Schools Districts And States Free and Paid eBooks
 - Portfolio Practices Lebons From Schools Districts And States Public Domain eBooks
 - Portfolio Practices Lebons From Schools Districts And States eBook Subscription Services
 - Portfolio Practices Lebons From Schools Districts And States Budget-Friendly Options
- 6. Navigating Portfolio Practices Lebons From Schools Districts And States eBook Formats
 - ePub, PDF, MOBI, and More
 - Portfolio Practices Lebons From Schools Districts And States Compatibility with Devices
 - Portfolio Practices Lebons From Schools Districts And States Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Portfolio Practices Lebons From Schools Districts And States
 - Highlighting and Note-Taking Portfolio Practices Lebons From Schools Districts And States
 - Interactive Elements Portfolio Practices Lebons From Schools Districts And States
- 8. Staying Engaged with Portfolio Practices Lebons From Schools Districts And States
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Portfolio Practices Lebons From Schools Districts And States
- 9. Balancing eBooks and Physical Books Portfolio Practices Lebons From Schools Districts And States
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Portfolio Practices Lebons From Schools Districts And States
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Portfolio Practices Lebons From Schools Districts And States
 - Setting Reading Goals Portfolio Practices Lebons From Schools Districts And States
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Portfolio Practices Lebons From Schools Districts And States
 - Fact-Checking eBook Content of Portfolio Practices Lebons From Schools Districts And States
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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