

E(vernote)-Portfolios for Student Growth

(Teacher's Guide)

Why Student E- Portfolios?

E-Portfolios offer the opportunity to observe and document a wide range of student behaviors, skills, and learning over an extended period of time. When combined with clearly defined outcomes, they are a powerful tool for analyzing, assessing, and promoting academic progress and personal growth. The e-portfolio enables the student, educators and families to analyze capabilities, focus on strengths, and develop compensatory strategies for underdeveloped areas, and plan for the future. E-Portfolios serve as the hub for integrating the diverse experiences students have both in and out of the classroom. Using e-portfolios, students examine a broad range of their own work, collected over time, to assess their own progress. They then use that information to assist with decision making as they make those crucial choices concerning learning and their future. In this way, students become actively involved in a process of taking responsibility for their own learning and begin to develop the concept of a life plan.

E-Portfolios are a product, and they are also a process, both for the professionals who guide them and for the students who complete them. E-Portfolios for Student growth encompasses three phases:

- **The Professional Process** – discussions among professionals leading to a common understanding of e-portfolios and the e-portfolio process
- **The Student Process** - the short and long term planning, management, and completion of e-portfolio requirements
- **The Student Product** – the tangible collection of evidence

This guide will provide you with information about implementing e-portfolios. Each of the three phases will be covered in separate sections with explanations about working with your students. As an appendix to this document, you will find the basic list of requirements for students at each grade level as well as examples for your reference.

The Professional Process

Overview

E-Portfolios begin with the educators in a school. For student e-portfolios to be a reflection of all aspects of a student's life, a shared understanding about the purpose, value, and process of e-portfolios is a critical first step.

The professional process is the series of dialogues, work sessions, and hands-on experiences that lead to a common understanding of the value of student e-portfolios, the role of the educator and the student in the e-portfolio process, and the e-portfolio itself. Because parts of the e-portfolio address all aspects of students' school and life experience, these professional discussions encourage a more holistic view of students.

Through the professional process, educators share ideas about the value of student portfolios and their role in promoting student achievement, independence and responsibility. Educators need to discuss their crucial role as an advisor in shaping this process. Clearly defining the concept of the e-portfolio advisor is a critical part of the professional process.

Role of the E-Portfolio Advisor

The role of the e-portfolio advisor is to guide students through the e-portfolio process. In order to do this, the advisor must first develop a thorough understanding of the context, rationale, goals, and the overall components of portfolios. To do this effectively, advisors should:

- know the student outcomes, including the standards delineated under each section and portfolio topic for their grade level
- become familiar with all parts of the e-portfolio process and product
- understand school and department expectations and procedures – they will vary developmentally
- assemble a model e-portfolio with all necessary forms, examples, and resources
- understand the e-portfolio assessment indicators so you can assist students in understanding them

The role of the e-portfolio advisor is to develop an increasing level of student responsibility and independence. Advisors support students by:

- ensuring they understand the tasks by providing instruction on e-portfolio requirements as needed
- helping students identify and work through their problems to develop solutions
- fostering time management skills
- fostering organizational skills
- giving students regular feedback on their work and their e-portfolio process
- serving as a resource of ideas for students

Students may struggle with some of the work and become frustrated. This is a normal and expected part of the e-portfolio process. The advisor's role is to assist students in finding their own solutions to problems. Walk them through a problem solving process:

- Help them clarify the problem
- Ask them to explain what they have already tried and why it didn't work
- Ask them what other ideas or solutions they can come up with
- Help them choose and apply another solution
- Monitor their progress

Advisors may need to differentiate requirements to fit each student's needs. Not all students have developed the necessary cognitive, language, technical, or literacy skills to complete all e-portfolio requirements in the standard (linear) manner. All students are expected to complete an e-portfolio consistent with their ability and grade. Flexibility regarding selecting and adapting specific forms or processes will be necessary to address individual needs.

Setting the Stage

This stage of the E-Portfolio development process will begin at the start of the school year and run for approximately one month.

- Introduce the concept of e-portfolios to students – what they are, why they're important and how they can be used (a model presentation will be provided that explains what a portfolio is).
- Introduce Evernote to students and share the basic notebook structure with your advisees (a sample portfolio and template will be provided as well as an introduction to Evernote for Students Presentation).
- From the beginning set the tone that the e-portfolio is a crucial piece of work that requires consistent, concentrated effort. Set aside a weekly time when students will regularly work on their portfolios and update them as needed. Also provide your advisees with information regarding the essential deadlines and enduring understandings that are a required part of the portfolio for their grade.
- Share the E-Portfolio Rubric with the students at the beginning of the year. This is the foundation for understanding the e-portfolio grading criteria and the desired results. Guide a discussion with students about the rubric indicators. Require that the students document the discussion and take notes in their first "Note" for the Communication Notebook. Have the students find digital images to explain each of the criteria and provide examples (students must embed them in Evernote). At the end of the activity, require that students re-write each expectation in their own words.
- Help students identify tasks to complete each week to encourage time management skills. Some students may need more assistance and direction in developing this skill. They will all need practice and feedback.
- Monitor overall progress and remind students of deadlines and expectations. Charts and graphs are helpful ways to show students what they've completed and what's left to do.
- Support students as they work through problems, frustrations, and mistakes. Perseverance and problem solving are skills to be developed throughout the e-portfolio process. Remind the students that their experiences are normal. Share your own experience with a similar struggle.

Assembling a Model Portfolio

Every advisor should develop their own "model" e-portfolio to display to the students. This gives the students a clear idea what is expected and allows those who are capable of working independently to assemble the e-portfolio on their own. This also allows the advisor to assist those students who need more guidance. It also helps the advisor keep all the necessary forms organized. Let's start by assembling your model e-portfolio. The following instructions will guide you through the process of creating your own from scratch (eventually we will use Evernote Templates for the E-Portfolio Creation step)

1. Make sure that you have an Evernote Account setup and that the Evernote Application is updated to the newest version.
2. Create seven new notebooks titled: Essential Learnings, Emotional Intelligence, Communication, Thinking Skills, Technology, Forms and Published.

3. Create a stack for your Notebooks (by dragging them on top of one another) and title that stack "Growth Portfolio - Last Name"
4. Within the Published Notebook, create five new notes with the "page" and "published" tags: Communication, Thinking Skills, Technology, Essential Learnings, Emotional Intelligence.
5. Insert the forms from the shared "Portfolio Forms" notebook into the Forms section of your E-Portfolio

Congratulations! You have now completed your "model" e-portfolio. With this, and the five steps just outlined, you are now ready to assist your students with assembling their own portfolios.

The Student Process

Overview

One of the essential components of effective implementation of Portfolios for Student Growth is a focus on the student process. How students complete the work tells us volumes about them as learners. Do they get started right away or do they need to be coaxed into starting? Do they need frequent reminders to stay on task? Do they wait for you to help them or try it themselves first? Do they try to improve their work after getting feedback from you? The student process involves short and long-term planning, management, and completion of e-portfolio requirements. It fosters skill development and provides practice in the areas of time and resource management, problem-solving, decision-making, communication, accepting and considering feedback, review and revision, and self-assessment.

Throughout the e-portfolio process students have the opportunity to learn about themselves in relation to the Five Outcomes. They assess their skills, interests, and abilities and reflect on their growth and progress in all facets of their lives. Self-reflection is an integral part of the e-portfolio process and an essential skill for problem solving and life planning.

Students learn responsibility and independence by developing their portfolios. As they learn about themselves and practice e-portfolio development and management, they assume more responsibility for meeting e-portfolio requirements. If, initially, they do not manage their time well, take the time to discuss what you observe. Guide the student to reflect on the situation, identify possible solutions, and make a plan to improve.

As students develop their portfolios, they learn to value themselves and their work. They learn, first hand, about the e-portfolio's purpose and their own responsibility in meeting e-portfolio expectations. They develop a shared understanding, with the teachers who support them, and apply concepts from the e-portfolio to school, work, and community expectations.

The Portfolio for Student Growth process is designed to help students become self-directed, independent, resourceful learners. The goal is for students to internalize and develop competency in clearly defined outcome areas, for KiS-Jeju those five key areas are:

- Essential Knowledge - Contains outcomes and projects from every course.
- Communication - Includes Technical, Korea, and English Exemplars.
- Thinking Skills - Organizational skills, multiple forms of notetaking, and digital media organization.
- Emotional Intelligence - Service Leading experiences and reflections as well as grade reflections and semester summaries.
- Technology - Includes a wide range of competencies from Programming to demonstrating competency in international competition.

Role of the Student

The goal of the e-portfolio process is for students to take responsibility for their own learning. They collect samples of their work, review and reflect on them, and use that information to make better decisions about their own learning and growth. We expect students to interact with their work in order to develop a variety of skills including:

- Evidence collection
- Time management
- Problem solving/Goal-setting
- Increasing independence

- Reflection

Students begin to develop these skills by collecting, keeping track of and categorizing their own evidence. It helps if the advisor sets up a place in the classroom for each student to keep their work. Since digital records can be taken of physical media, it is important that you designate a place for students to keep hard-copies of their hand written work. This can be a file, a box or cubby. When it is e-portfolio time, students have easy access to a collection of their work so they can begin to identify and select items for the e-portfolio. As students begin to analyze their own work, they begin to identify their own strengths as well as the areas where they need to improve. Using this information, students can set goals, taking action, assess their own progress, and communicate with others about what they have learned. This process continues with increasing complexity, increasing independence and development of higher-level thinking skills.

Reflection

The heart of the e-portfolio process is reflection. Reflection is taking the time to give careful consideration to work and self, to look at the evidence and honestly assess learning and growth. Reflection is a skill that must be developed, practiced and nurtured. It is truly an integration of all student outcomes: developing the body of knowledge necessary for understanding self and the world, the communication skills to express thoughts and observations with clarity, the metacognitive skills to examine one's own thinking, the emotional intelligence to be personally honest, the life skills of taking responsibility and control of one's own life, and the ingrained technical skills developed by creating the e-portfolio.

Most students won't know how to do this at first, so teachers should model reflection for students. One technique is "thinking-aloud." This is a process where the teacher articulates all the thinking that goes on inside his/her head and makes it explicit to the student. This gives students the vocabulary for talking about their ideas, their thinking and their work. Within Evernote, students can do recordings of their brainstorming and share them with their teachers and their peers. Another way to start is by asking students to think about what they have learned today. At first, the reflections will be about the activity itself or that fact that they did something with a friend, or that it was fun. As they continue to practice, their reflections will begin to shift towards the strategies they used. Young students can begin by drawing pictures and labeling them with a few words or a sentence (or by audio recording). You can do group reflections and document them using a language experience activity. Later, you can use questions or prompts to stimulate their thinking. What did you do well? What could make it better next time? Through daily reflective activities, students will begin to assess their own learning, use criteria to judge quality and learn how to set and achieve personal learning goals.

Benefits

The e-portfolio benefits each student differently. Some possible benefits are listed below. Naturally, these develop over time as students reflect on their evolving knowledge, skills, and attitudes.

- assists in planning for the future
- develops organizational skills
- develops decision making skills
- develops problem solving skills
- develops work ethics
- develops writing skills

- develops motivation
- develops presentation skills
- develops thinking skills
- develops self-advocacy skills
- documents student growth over time
- encourages students to value their work
- encourages appropriate time management
- encourages pride in accomplishments
- encourages expression of individual creativity
- encourages better attention to the learning process
- encourages respect for self and others
- helps students to make better choices
- improves time management skills
- increases responsibility and independence
- teaches how to communicate with others in a variety of ways
- teaches students to value self
- teaches a positive approach to solving problems

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations. (http://www.adprima.com/student_portfolios.htm)

Criteria for the Student Process

The Goals of the Student Process: The creation and maintenance of the e-portfolio itself as well as presenting it when required. The student demonstrates the knowledge and skills of a self-directed, independent, and resourceful learner by:

Planning

- Understands the e-portfolio requirements and works toward that end
- Gathers evidence without being told

Time Management

- Works independently
- Focuses on work without chatting
- Completes work in a reasonable amount of time

Problem Solving

- Looks for ways to improve the e-portfolio
- Attempts to solve problems independently
- Uses a dictionary, blog, tutorial, or other resources when necessary

Goal Setting/Self Assessment

- Demonstrates ability to analyze and critique own work
- Includes details and examples in reflections
- Includes steps for growth/improvement in reflections

The Student Product

Overview

The student e-portfolio product is the tangible collection of evidence. It is what most people think of when they think about portfolios. The product is the electronic notebook of artifacts and materials that demonstrate student learning and growth. Students complete a student e-portfolio product each year in each course and continue to develop their portfolio through all grades at KiS-Jeju.

Used collaboratively by the student and teacher, the student e-portfolio product serves as a springboard for facilitating and documenting student growth in knowledge, skills, and attitudes. It is a well-planned and organized collection of artifacts, evidence, and student work as well as reports regarding academic progress and individual behavior.

The student e-portfolio product is also an effective communication tool. It can be shared with a variety of audiences. It is a valuable compendium of data to be used with families in parent teacher conferences. It can assist other teachers, as well as next year's teacher, in understanding the student's present levels of achievement.

The collection of evidence in the student product helps students see and measure their own learning and growth. When students have access to a collection of their own work, they first of all remember all the different things they've learned. When they lay out several pieces done over time, they begin to notice where they have changed and improved. It can be equally important that they notice where perhaps they haven't improved and stop to think about why. Reviewing and reflecting on this work leads to setting personal goals for improvement.

The student e-portfolio product is contained in an electronic note taking platform called Evernote and each student assembles that notebook at the beginning of each school year. Inside the main notebook stack, there will be seven distinct notebooks, one for each outcome. As students progress through the e-portfolio process, they will update the material that they "publish" to the KiS community. Ideally, the e-portfolio should be put together during the first few weeks of school so that students can use it throughout the year.

Supplies

Students need to do the following to assemble their e-portfolio.

- Signup for a Free Evernote account at Evernote.com
- Share that Evernote account email address with their advisory teacher at the beginning of the year.
- Pick up three Evernote Journals for hand-written assignments over the coming semester.

Suggested Contents of the Student Portfolio Product

Essential Knowledge

- Progress report (from each grading period) with written reflection
- Sample of best writing from English and Korean courses.
- List of books read during the year and reflections.
- Work from math – number sense, patterns, example problems
- Work from science – observation, investigation, lab reports
- Work from social studies – content, geography, maps, projects, presentations
- Work from elective classes (artwork, music recordings, etc.)
- One homework sample from each course.

Communication

- Dialogue Sample in English and Korean
- Letter to family in English and Korean
- Note to classmates, teacher, adults
- Report/Presentation artifact with reflection
- Evidence of communication technology use (tty, VP, e-mail, blog)
- Digital Citizenship Materials

Thinking Skills

- Language Experience transcript from class meeting – problem solving
- Graphic organizer or concept map
- Creative artwork, writing, brainstorming
- Decision-making evidence

Emotional Intelligence

- All About Me form w/self-portrait
- Cooperative learning evidence
 - Working in a group, helping others, sharing materials
- Community service class activity
- Incident or behavior report w/reflection
- Personal information form (name, address, age, parent contact)
- Work habits checklists (class and school behavior, homework)
- What do you want to be when you grow up? Class activity
- Calendar and schedule evidence
- Bus and travel evidence (school bus, field trips)
- Community Awareness evidence (from community unit, field trips, home)

Technology

- Varies by grade level and is articulated in the school Technology Strategic Plan.

Criteria for the Student Portfolio Product

The Goal of the Student Product: The student develops greater understanding of his/her knowledge and skills in the five outcomes through the collection and review of evidence in his/her e-portfolio. This will be assessed according to the following criteria:

Evidence/Content

- Includes all required evidence for each outcome/course
- Attends to details of completeness, editing, correctness
- Demonstrates critical and creative thinking and makes evidence interesting

Overall Appearance

- Is neat, easy to read, and well organized (using tags and sub-notebooks)
- Student uses a wide range of media in the portfolio (audio, video, text, pictures, annotations, web-clips, etc.)
- Each published page is a reflection of the content in the section and is organized using the principles of design.

Evaluating Student Portfolios

Advisors are responsible for evaluating individual student e-portfolios. We all want students to put forth their best effort in all learning situations. However, we know that is not always the case. The advisor should know the students well enough to gauge whether the work in the e-portfolio

is satisfactory. Sometimes students rush to complete work in order to be finished. The advisor needs to set clear expectations of what is satisfactory work and ask student to re-do or expand on work that doesn't meet that criteria. As students learn about criteria and begin to be able to judge their own work, they can be involved in self-assessment. One excellent technique is to have a piece of work evaluated by both the student and the teacher and compare the result. This process helps students better understand your criteria as well as develop their own internal sense of quality work.

The use of rubrics helps everyone know, in detail, what the target is. When you identify the aspects of work that are important and describe the different levels of quality, it helps students understand what you want as well as how the work they produce stands in relation to that expectation.

Students sometimes have difficulty keeping track of what needs to be done. A method that works well is to post a daily checklist/chart in the classroom or on your own Schoology or Evernote Portfolio site. This chart lists all the e-portfolio requirements for that quarter in your class. As students submit work, the advisor is able to review it for completeness and thoroughness. If the work is incomplete or requires more effort, the work is returned. When the work is satisfactorily completed, the requirement is checked off on the chart. An advantage to this procedure is that it provides the students with immediate, ongoing feedback of their work. It also allows students to monitor their own progress and keep track of what they have yet to complete. The biggest advantage of this arrangement is that it is a tremendous time saver for the e-portfolio advisor. It greatly reduces the amount of time spent on reading and reviewing e-portfolio requirements at the end of the quarter.

Making Portfolios Useful

It is important that students see the relevance and usefulness of their portfolios. Portfolios can serve as a valuable tool for parent teacher conferences, job applications, and college admissions. They offer students a meaningful way to talk about themselves and share their learning journey with others. After collecting evidence during the year, reviewing it, reflecting on what it says about them, even young students can learn to share it with an audience. Portfolios can be used during any parent conference. Students can learn to participate in meetings in a meaningful way and use their e-portfolio work to answer questions about what they know and understand and what they want to learn more about. They are a wonderful way to make transitions between grade levels, allowing the student to introduce him/herself to a new teacher or team/department. Some young children even make presentations before a group or class and talk about their likes, dislikes and learning goals. Deciding what to share and how to share it helps students synthesize information, note and explain patterns, celebrate successes and growth, explore ongoing challenges, and apply that knowledge to setting goals for the future. We believe strongly in developing active learners and making the e-portfolio useful in a variety of contexts is a cornerstone of that belief.

Resources

Readings:

- Benson, B. & Barnett, S. *Student-Led Conferencing Using Showcase Portfolios*. Thousand Oaks CA: Corwin Press, 2005
- Fogarty, R. (ed.) *Student Portfolios: A Collection of Articles*. Palatine IL: IRI/Skylight Training and Publishing, 1996
- Forte, I, & Schurr, S. *Making Portfolios, Products, and Portfolios Meaningful and Manageable for Students and Teachers*. Nashville TN: Incentive Publications, Inc., 1995.

- Hebert, E. *The Power of Portfolios: What Children Can Teach Us About Learning and Assessment*. San Francisco CA: Jossey-Bass, 2001