

Dazzle: Reflective e-Folio Aligned to Standards Document What Students Know and Can Do

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Keys to What Students Know and Do.



- ✦ Standards: What is the target?
 - ✦ Program
 - ✦ Course
- ✦ Authentic Learning Activities: Real-life tasks
- ✦ Performance Assessment: What is measured?
 - ✦ Formative Assessment
 - ✦ Peer Review
 - ✦ Summative Assessment
- ✦ eFolios
 - ✦ Working Portfolio
 - ✦ Exit Portfolio
 - ✦ Interview Portfolio

Standards: A Key to Learning



“Academic standards identify specific skills and levels of competency that all students must possess in order to move through the educational system. It is suggested that through maintaining high academic expectations, which are assessed through formal tests, students will perform at higher levels. In addition, having set standards will encourage schools, teachers, and students to become more responsible for the learning and achievement of the students.”

Retrieved from the web July 22, 2009 http://www.stanford.edu/~hakuta/www/archives/syllabi/CAITex_SBR/whatisbr.html

Standards Drive Learning Activities and Assessment in a Course Syllabus: A Key to Learning



Course Syllabus Snippet

STANDARD FIVE: LEARNING ENVIRONMENT. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

INDICATORS	ASSESSMENT ACTIVITY BASED ON ASSIGNMENTS DISCUSSIONS EXAMS	ASSESS	Ch.	Mod
2. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive	Grouping and room design and analysis assignment.	24/30	CH 8	X
	Part 1: Diagram your mentor's classroom. Have a dialog with your mentor as to how this configuration was created and why. Include a summary of this discussion along with your floor plan and upload it to the drop box along with part 2 of the assignment. Upload both parts of the assignment as a single document. You may scan your diagrams and add it to your document. Part 2: Using the hypothetical classroom described in the "given," diagram YOUR future classroom space showing how you will group for different kinds of instruction. Justify your answers using your text and your mentor's ideas as references!			

Formative Assessment

Grouping and Room Design

Pts	Self Peer Prof			Criterion
10				Part I. Diagram your mentor's classroom (floor plan). Quality illustration. Hand drawings will not earn the same credit as computer illustrations. If you hand draw the floor plan, use a straight edge, templates, and color for your design.
5				Based on discussion with your mentor, explain the thinking behind the configuration. Be specific
10				Part II. Quality diagram for your future classroom space. Quality illustration. Hand drawings will not earn the same credit as computer generated illustration. . If you hand draw the floor plan, use a straight edge, templates, and color for your design. This illustration may not be the same illustration as used in part 1.
5				Document your use the concepts from the textbook, along with your mentor's wisdom, your own reflection in a descriptive paragraph explaining the thinking behind the arrangement/grouping decisions you made.

Rubric: Formative Feedback

		Part 1	
10	10	10	Diagram your mentor's classroom (floorplan). Quality illustration. Use templates awesome, straight lines, color. Hand drawings must meet the same quality as computer illustrations.
5	5	5	Based on discussion with your mentor, explain the thinking behind the Interesting configuration. Be specific
		Part 2:	
10	10	10 easy to read	Quality diagram for your future classroom space. Quality illustration. Use templates straight lines, color. Hand drawings must meet the same quality as computer illustrations.
5	5	4	Use the concepts from the textbook, along with your mentor's wisdom, your own Thoughtful reflection in a . Minor descriptive paragraph explaining the thinking behind the arrangement/grouping decisions you made.

What is a portfolio?



"A professional teaching portfolio is an organized, goal-driven set of documents that provide evidence of a teacher's knowledge, dispositions and skills. It is an evolving collection of carefully selected or created documents that are accompanied by reflection and self-assessment. In general, the teaching portfolio provides authentic evidence of a teacher's work and is a vehicle for fostering reflection on the art and practice of teaching." (Costantino p.2)

Life-long, Life-wide eFolio

Pre-service Teacher Portfolios

- ❖ Entrance Portfolio
- ❖ Working Portfolio
- ❖ Exit Portfolio
- ❖ Interview Portfolio

In-service Teacher Portfolios

- ❖ Working Portfolio
- ❖ Showcase Portfolio

(Constantino & De Lorenzo 2009)

Types of Portfolios

Working Portfolio :

"A working portfolio is a vehicle for documenting growth and development toward performance standards and teacher education program requirements. The intent of this type of portfolio is to integrate academic coursework and field experiences so that there is a meaningful connection between theory, practice, and the documentation presented in the portfolio. The materials included in this portfolio provide evidence of a teacher candidate's accomplishments at various benchmarks throughout the program. They reflect work in progress and growth over time and are not intended to be polished documents." (Costantino p. 3)

eFolio Questionnaire

- ▶ Survey
- ▶ Acquisition of knowledge
- ▶ Multiple Artifacts
- ▶ Reflection



Summative Assessment: A Key to Learning

▶ <http://www.juliestender.efoliomn2.com/i>



- See the indicators and assessment grouped under each of the 10 standards
- Note the survey that opens in the indicator
- Open the evidence document
- What thought process connects the document to the indicator?

Reflection: A Key to Learning

Connecting the dots: Standards Learning Activities Assessment



"Being strategic about how the classroom is set up can really impact student learning. The first document is an example of what I would like my future room to look like. The second is a lesson that I really had to adjust as I went along. It didn't go how I planned and analyzed the classroom and adjusted as I went on."

Program Alignment: A Key to Learning

Subpart 6, Standard 5, Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:



Indicator	ED 3100	ED 3105	ED 3140	ED 3350	ED 4700	ED 5700	ED 6800	ED 6820	ED 6840
I			K	K	K		A	A	

5Q analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement and productive work.

Grouping RM Design and Analysis assignment

Portfolio Rubric Revised: Reflection

The indicator for the standards is correctly placed in the survey questionnaire and the learning activity displays within the questionnaire.		Standard IX: Reflection Indicator B. Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment Student Reflection Completing this part of the education helped me understand the benefit of self reflection so that I was better able to improve my assessment qualities.
The indicator for the standards is correctly placed in the survey questionnaire and the learning activity displays within the questionnaire and the reflective statement is basic	Standard IX: Reflection Indicator B. Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment	Standard IX: Reflection Indicator B. Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment
Demotes the person's competence to perform the stated indicator.	Student Reflection I chose this artifact as it is important for a teacher to understand methods of inquiry, problem solving, and self-assessment/reflection for use in professional development.	Student Reflection It's important to engage students in inquiry, self-assessment, and problem solving activities. When you engage students in these activities you can monitor your teaching skills, and use them to grow.

Keys to Learning: What Students Know and Can Do

- Standards
- Align Authentic Learning Activities
- Align Performance Assessment
 - Formative
 - Summative
- eFolio: Life-wide, Life-long

