

Learning How to Assess Learning Portfolios

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Abstract

When institutions switch from a program assessment system to individual learning portfolios, students spend more time reflecting upon, personalizing, and documenting their work. During such a transition, assessment design becomes more challenging. Alignment of artifacts to program standards is essential to ensure continuity of learning and program documentation. We describe a transition from a sterile electronic portfolio system to a learner centered, reflective blogging portfolio (bPortfolio) using free WordPress.com accounts. Session attendees will receive access to examples of portfolio entries, assessment rubrics, and strategies for using four types.

Purposes *in 2000*

- Have students demonstrate individual competency on program standards.
- Provide accreditation evidence to NCATE and State.
- Help students reflect on knowledge and skills learned during the program.
- Help students prepare and organize examples of their professional work.
- Help students prepare evidence of their certification or degree.
- *Help students develop a showcase portfolio.*

- **Why a vendor-based system?**
 - Comfort of lock-step system when beginning unfamiliar process.
 - Immediate implementation
- **Benefits**
 - Alignment between standards and courses (assignments)
 - Efficient aggregation of data
- **Challenges**
 - Top-down decision
 - Faculty buy-in (ownership)
 - Student resistance (cost and purpose)
 - Fails to show student development and deep learning
 - Standards became Silos
 - Faculty follow through with assessments
 - Technical Problems

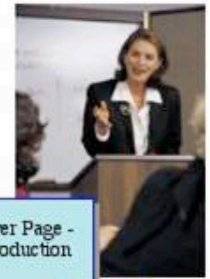
- **Why change eportfolio systems?**
 - **Faculty Initiated**
 - **Low Cost options**
 - **Student ownership**
 - **Takes advantage of other technologies**
 - **Double loop learning**
 - **Move from Program-centered to Learner-centered process**
 - **Utilize Web 2.0 technologies**



Conversation
(Process)
Documentation of Learning

ePortfolio as:

Presentation
(Product)
Documentation of Achievement



Maintained throughout the school year - Organized in reverse chronological order



Level 2
all grades

Developed at the end of
the school year -
Organized Thematically



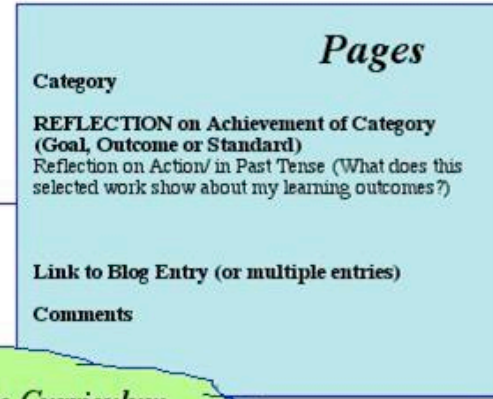
Level 3
upper grades



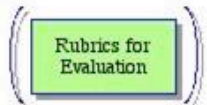
Peer and
Teacher
Feedback



Links to
Individual
Blog Entries



Teacher
& Self
Evaluation



Workspace

Showcase

Creating ePortfolios Using WordPress or Movable Type blogging software (with pages)
©2009, Helen C. Barrett, Ph.D.



bPortfolio - blogging portfolio

Why WordPress?

Reflection

- Metacognition

Chronologically organized

- View development over time

Popular tool

- Easy to use, Double loop learning

Tagging

- User-generated taxonomy aids reflection

Data mashup

- Text, videos, images integrated into one tool

Communication

- Commenting, peer assessment, RSS feeds

Integrated Standards

- Facilitates integration across courses

Metacognition

Summary: During the *EDU 6524 Curriculum Design* course, I examined common instructional planning models, the role of state standards, planning that engages all learners, and aligning goals, teaching, and student learning. As a culminating project, I used what I learned to refine and improve an existing science inquiry unit I had in the shape of an Understanding by Design (UbD) unit for upper-elementary students (attached below). This unit demonstrates my knowledge of standard 1. It was designed to be age-appropriate, accessible and engaging for diverse learners, and carefully align with specific Washington State science standards for grades 3-5. The standards, activities, and assessments are all linked. The enduring understandings and essential questions ensure that all students grasp the underlying big ideas of the unit's content and skills. Examples from this unit include:

Enduring understanding: Students will understand how to design and conduct simple investigations.

Essential question: How do scientists prove things?

Scientific Inquiry for Upper-Elementary Students, an Understanding by Design (UbD) unit.

Books read for the course:

Parkey, F. W., Hass, G., & Anctil, E. J. (2010). *Curriculum leadership* (9th edition). Boston: Allyn & Bacon.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.

What Knowledge is of Most Worth?: What I Learned

I learned that 1859 was a very important year for education. In fact, so many events occurred that year that hugely influenced education, it makes you wonder if there was some sort of cosmic connection.

1
06
2010

I had previously learned about the educational philosophies of educators like John Dewey, Horace Mann, and Rousseau as well as the teachings of leaders like Darwin, Martin Luther King, and Whitman. This lecture was interesting in that it helped me connect the dots about how each of these people had both an individual and combined effect on modern education. It makes you wonder how education today would be different if one of these puzzle pieces had never been added into the equation.

I really enjoyed Spencer's belief that, "the methods of learning should be active, based on discovery and that students should be told as little as possible". The ending part about telling as little as possible made me giggle because it seems so opposite to the way many educators teach. But I love it. Telling things all day would get mighty boring for me as a teacher. I'd much rather have my students tell me things. (Did you know a polar bear covers its nose when its hunting so it will blend into the snow better?)

I also learned that high school used to be much harder when only 10% of teenagers went to school. When more students started attending, the standards were lowered. I'm missing the connection there. I'm not sure that lowering the standards is ever the right solution. It seems that the same thing is being done in standardized testing, and that certainly isn't helping education at all.

Ellis, A. K., "What Knowledge is of Most Worth?." [lecture]. Retrieved from: Blackboard

Comments : [Leave a Comment »](#)

Tags: [EDU 6120](#), [Philosophies](#), [Student Centered](#)

Categories : [L 1 - Learner Centered](#), [P 1 - Informed by Professional Responsibilities and Policies](#), [P 2 - Enhanced by a Reflective, Collaborative, Professional Growth-Centered Practice](#)

Essentialist Education: Clear and Unclear

In my Education Foundations class, I recently learned about the Essentialist philosophy of education. Considering that it is, "the dominant philosophy in American education today", I'm glad I learned about it. In fact, I'm curious why I didn't already know about it. I thought Progressivism was the up and coming educational philosophy; but I guess it's old news.

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05
2010

There were a lot more ideas about Essentialism that were unclear to me. According to the lecture, Essentialism was a reaction to the perceived pitfalls of Progressivism.

Tagging

Standard 3 Meta-Reflection: Curriculum

May 8, 2010 at 8:31 pm ([Standard 3. Curriculum](#)) ([high standards](#), [curriculum](#), [learning](#))

Standard 3: Curriculum: Provides knowledge and skills that bring academic subjects to life and are aligned with state content standards.

My blogs and my curriculum project both show that I can design and monitor plans for students' academic success. Blogs have helped me to be reflective about my own learning and have reminded me to be purposeful about giving students time to be reflective about their learning and progress toward high standards.

My curriculum project was a detailed curriculum plan for my Introduction to Psychology Unit in my AP Psychology class. This project blended my personal philosophy of curriculum and the planning and implementation of curriculum designed to improve student learning for a specific unit. I taught this unit this year and it went really well. Students performed well on their summative assessment and were very engaged in the content.

[Blogs from Curriculum Class](#)

[Curriculum Project](#) [Intro to Psych](#)

[Permalink](#) [Leave a Comment](#)

Standard 1 Meta-Reflection: Instructional Planning

May 8, 2010 at 8:12 pm ([Standard 1. Instructional Planning](#)) ([curriculum](#), [learning](#), [reflection](#))

Standard 1: Instructional planning: Designs and monitors long and short term plans for students' academic success.

I created both of these artifacts as part of the curriculum for EDU 6524: Curriculum Design. For the curriculum design project I showed that I have the knowledge and skills to bring academic subjects to life and align them to content standards.

The blogs from this course are representative of other blogs I have written and are reflective writings in which I responded to course topics, lectures, discussions, readings, etc. The blogs allowed me to interact personally with the subject matter. Personal connections and interactions with a new subject is a great way to learn. I have taken this

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Blogroll

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- [WordPress.org](#)

Tags

[assessment](#) [authentic](#)
[learning](#) [best](#)
[practices](#) [coaching](#)
[community](#) [involvement](#)
[competency](#)
[curriculum](#) [data driven](#)
[decisions](#) [development](#) [digital](#)
[citizenship](#) [EDTC](#)
[6536](#) [EDU](#)
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[effective use](#)
[empower students](#)
[ethical](#) [exceptional students](#) [high](#)
[standards](#) [inquiry](#)
[instruction](#) [internet safety](#)
[knowledge](#)
[construction](#) [learning](#)
[learning environment](#) [multicultural](#)
[education](#) [parents](#)
[planning](#)
[professional](#)
[development](#)

Communication



Monica Reed said,

January 25, 2010 @ 2:39 am

1

Yes, I love that our school has such a nice computer lab! I'm also thrilled that the programs we use on the computers reinforce so strongly the concepts that students have been learning in class. I do know, though, that not every school has the advantages we have. After we leave this school and get jobs elsewhere next fall, it will be interesting to see what kind of technology resources will be available to us. From the looks of this post, it looks like you're doing a wonderful job helping your kids further their understanding with the use of computer programs. Keep up the good work!

[Reply](#)



Debby Espinor said,

January 25, 2010 @ 7:23 pm

2

Good start on your pageflakes site. I appreciate your desire for your students to have access to technology. That is where grant writing and some of the online teacher funding sites work.....would it not be wonderful for each of your students to have the new upcoming mac tablet? Great job on your mid term as well. You are a natural.

[Reply](#)



crhoden said,

January 28, 2010 @ 4:00 am

3

Sounds great Erin! You seem to be very passionate about your students getting equal opportunity to use technology or whatever may be the most effective methods in education and that is a good thing. I do hope that you have the opportunity to see young people blessed with these technology resources sometime in the near future. Thanks for your post.

Data Mashup

Technology

Standard 10 Technology: Integrates current technology into instruction and professional communication/collaboration activities where appropriate.



Technology has always provided a steep learning curve for us educators. The quest to stay on top of emerging technology, especially as it relates to education, feels like a marathon with no finish line. For those of us who know the commitment and passion that is involved in marathon running, the idea of a

Integration

Collaboration As a Teacher's Calling

January 25, 2010 by hannahjoy06

When I was in high school I used to HATE doing group projects. I hated having to trust others in my group to do a project as well as I wanted them to, I hated leaving my grade in the hands of others, and I hated having to go at others' pace.

So, it is funny that I am now an educator who sees complete value in the idea of collaboration. Out of all of the aspects of ISTE Standard 1, Standard 1c stood out to me the most by stating that the "*Teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.*"

I sat back and thought, "How do I effectively use collaboration in my Kindergarten classroom?" This seemed to take me a bit to think about, but then I realized that collaboration is a major part of my Kindergarten classroom already. I appreciated Charles Crook's argument for collaboration in early ages and grades very much.

One of the things he mentioned was that, "Young children's interest in establishing mutual knowledge seems very strong (Crook 1998)." I have definitely found this to be true and definitely can see this as a major proponent for collaboration at young ages. By using programs such as Wordle, Inspiration, Kidspiration, and other collaborative programs, I am teaching my students how to collaborate with each other with respect, helping my students establish the mutual knowledge and ideas that they so desire, and preparing them for a world filled with group projects. Hopefully this will help them in their coming days of group projects so that they can have the collaborative skills to succeed in making these projects effective and worthwhile.

In thinking about collaboration, I also wanted an easy way to collaborate with the parents of my classroom, so I created a PageFlake page to help with this. On my page, I was able to post messages, due dates, and other important pieces of information. People these days are not generally patient, so I felt it was essential to make it all on one page so that my parents of my class had the most chance to check the needed dates and pieces of information. Hopefully this will help to keep the collaboration and communication lines open between us.

<http://teacher.pageflakes.com/anderhan/28826214>

*The quote I referenced in this reflection was from the following article:

Crook, C. (1998). Children as computer users: the case of collaborative learning. *Computers & Education*, 30(3-4), 237 – 247.

Posted in Standard 10: Technology, Standard 7: Collaboration | Tagged collaboration, EDTC6433 | 1 Comment

CATEGORIES

Standard 10: Technology
Standard 11:
Inquiry/Research
Standard 12: Professional
Citizenship
Standard 1: Instructional
Planning
Standard 2: Learning
Environment
Standard 4: Pedagogy
Standard 5: Assessment
Standard 6: Communication
Standard 7: Collaboration
Uncategorized

PAGES

About Me
About My Portfolio

TAGS

anticipation aspirations
bridging the gap
citizenship
collaboration concepts
constructivis
core knowledge critical
thinking
curriculum EDTC
6433 EDTC6433
EDTC6536
EDTC 6536 essentialism
etiquette history
inductive teaching innovation
instructional practices integration
knowledge laws
morality motivation
new
knowledge

Five Steps to Create a bPortfolio in WordPress

Create an account



Select Theme, Widgets, & Categories



Enter your first post (reflection)



Create your “About” pages



Share your portfolio

David Wicks: Educational Technology

Reflections on teaching, learning, and technology



About

Presentations

Workshops

Type text to search here...



bPortfolios for Residency Certification Students

[Go to comments](#) [Leave a comment](#)

Part 1 – bPortfolio Overview and Example – This screencast introduces Seattle Pacific University Residency Certification students to the bPortfolio or blogging portfolio they will create during their program. (4:05) [full screen](#)

Part 2 – bPortfolio Process: Helen Barrett Diagram – This screencast introduces Seattle Pacific University Residency Certification students to Helen Barrett's ePortfolio Model for Higher Education and how it is being used in their program. (7:28) [full screen](#)

Part 3 – bPortfolio: 5 Steps to Create a bPortfolio in WordPress – This screencast describes the five steps Seattle Pacific University Residency Certification students will take set up their bPortfolios in WordPress. The five steps are:

- Create an account
- Select Theme, Widgets, & Categories
- Enter your first post (reflection)
- Create your About pages
- Share your portfolio

(2:29) [full screen](#)

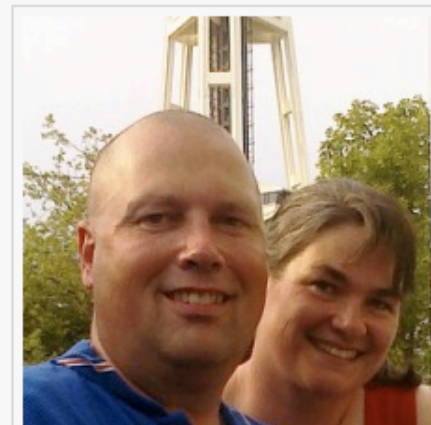
Part 4 – bPortfolio: Step 1 Create a WordPress Account – This screencast shows Seattle Pacific University Residency Certification students how to set up a WordPress account. (4:54) [full screen](#)

Part 5 – bPortfolio: Step 2 Selecting Theme, Widgets, and Categories – This screencast shows Seattle Pacific University Residency Certification students how to select a WordPress Theme for their bPortfolios. (11:18) [full screen](#)

Part 6 – bPortfolio: Step 3 Entering Your First Post (Reflection) – This screencast shows Seattle Pacific University Residency Certification students how to make a first post in their bPortfolio. (16:56) [full screen](#)



RSS feed



David & Michelle at the Space Needle

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<http://tinyurl.com/bportfolios>

Four Types of Assessment

Self-
Assessment

Peer-
Assessment

Instructor-
Assessment

Program-
Assessment

Self-Assessment

Timely Post	I published a blog post for the module within the date parameters listed in the course schedule.	1 point
Reference/Citation	I made reference to an assigned reading in my blog post using APA citation criteria.	1 point
Spelling/Grammar	I verified that my blog post has correct spelling, punctuation, and grammar.	1 point
Relates to Instruction	I reflected on how the module topic relates to my current or future instructional practices.	1 point
Demonstrate Understanding	I demonstrated my understanding of the main concepts by including commentary on educational implications, issues, and ideas brought up in the reading.	1 point
Organization	I organized my thoughts in a manner that is concise and easy for others to follow.	1 point
Artifact	I included an artifact related to the topic of my blog post. Possible artifacts include: documents, images, web links, video clips, and audio files.	1 point
Heading	I included a meaningful heading that will help others know which module I am reflecting on and the topic.	1 point
Tags, Categories, & Standards	I tagged my post with at least two meaningful key words AND I tagged my post with the course tag EDU6120 AND I categorized my post with one or more program standards.	1 point
Interaction	I read my group members' blog posts for this module and wrote a thoughtful comment on at least one person's blog post. (You will be assigned a group during the first week. You aren't responsible for reading blog posts made after the due date.)	1 point

Self-Assessment

Standard #1	Instructional Planning: Designs and monitors long and short-term plans for students' academic success.
Course	EDU 6524 Curriculum Design
Criterion 1	Instructional Goals: Integration of instructional goals and content outcomes.
Level 1	Not attempted = 0
Level 2	Insufficient = 1 The artifact provides limited evidence of instructional goals or the progression of steps to successfully attain them. As a result, students would work on the assignments with limited knowledge of the related learning targets or the progression of steps to successfully reach them.
Level 3	Proficient = 2 The artifact demonstrates a logical relationship between the instructional goals and the progression of steps to reach them. As a result, students could demonstrate an understanding of the required learning targets and the expectations to reach them.
Level 4	Exemplary = 3 The artifact clearly specifies the instructional goals, the progression of steps to reach them, and the relationship between the two. As a result, students could articulate the learning process to reach the learning targets and could apply that process independently to expand their depth of knowledge beyond the scope of the required curriculum or assignments.
Criterion 2	Lesson Sequence: Short-term plans are connected to a long-term goal.
Level 1	Not attempted = 0
Level 2	Insufficient = 1 The artifact provides limited evidence of sequence or progression between lessons. As a result, students could have little awareness of when they have acquired new knowledge and skills.
Level 3	Proficient = 2 The artifact demonstrates appropriate sequence or progression among the lessons such that the full scope of the required content and complete learning tasks will be presented. As a result, students could acknowledge accomplishment of learning targets and would be aware of what is needed to move to the next level of performance.
Level 4	Exemplary = 3 The artifact demonstrates sequence or progression among the lessons such that students can pursue independent learning. As a result, students could articulate the completion of a level of performance and independently access the learning tasks they need to move to the next level.

Instructor Assessment

WEEKLY REFLECTIONS

Dear Friends,

I want to go over a few thoughts about your weekly reflections. Here they are:

1. The rubric for posting your reflections is found in "Course Information."
2. The rubric contains five aspects, each worth two points for a total of 10 points.
3. The key points are "insight," "essence," "connections," "questions," and "documentation." You can read about them in the rubric.
4. Each week the deadline for posting is Wednesday at 12:00 midnight. Late posts are accepted, but they are penalized 5 points.

I look forward to your reflective posts each week.

Thanks,

Arthur

<http://tinyurl.com/2et246p>

Instructor Assessment Tools

- Pageflakes -
<http://teacher.pageflakes.com>
- Netvibes
<http://netvibes.com>
- Google Reader
<http://reader.google.com>
- Reeder (iPhone/iPad)
<http://reederapp.com/>

•

Pageflakes

Cristal Barragan (5)

Inspiring to be Leaders

I finally found out who my mentor teacher will be for my internship next fall. As I think about my internship, my future students, my mentor teacher, and the school, I can't help but question my readiness for this entire thing. Up to now, everything has been reading about the classroom; now, it is time [...] »

- Enhancing Student Learning with Learning Teams
- Establishing Effective Classroom Management
- Using Research-Based Practices
- Five Significant Concepts for Positive Expectations

Amber Bobst (7)

Standard 5

Standard 5: Engage in Professional Growth and Leadership As a teacher, no matter how long you have been teaching, it is so important that you engage in communities that help you grow and learn how to better yourself as a teacher and a person. There are many different sites online that offer this opportunity at [...] »

- Digital Citizenship
- Standard 4
- Standard 3
- Standard 2

Rochelle Davies (5)

Curriculum Design – EDU 6524

Standard 3 Meta Reflection – Curriculum -Provides knowledge and skills that bring academic subjects to life and are aligned with state content standards. I met Standard 3 by learning how to use the Understanding By Design model to create and align curriculum. I choose to design my curriculum with the focus on Penguins so the [...] »

- Interpreting and Applying Educational Research II EDU 6976
- Standards Based Assessment EDU 6613
- Educating Exceptional Students EDSP 6644

Tina Latvala (4)

6524 Curriculum Design

Module 2 Reflection/Blog: This week we were asked to reflect upon our curriculum in our school and our department. We were asked to question whether or not we agreed with a unified curriculum across America, or not, and to share a unit. Also, our goal for this week was to analyze our teaching style method [...] »

- 6120 American Education Past & Present
- 6644 Educating Exceptional Students
- 6526 Survey of Instructional Strategies
- EDU 6525 Culturally Responsive Teaching

Jessica Murphy (4)

Clear and Unclear Windows

After this week's discussions and readings, it is clear to me that there is much to think about when developing assessments for our students. For example, certain types of assessments are better matched with specific learning targets. I also learned that there are many types of assessments that I did not previously consider before. Also, [...] »

- Percolating in the Classroom
- I Learned Statement
- Causes and Solutions to Teacher Burnout
- The Curriculum and Culture of Woodinville High School: An Int...

David O'Neill (4)

Survey of Instructional Strategies Module 3 Reflection

This week I learned about the concept attainment strategy. This model of teaching made me think seriously about my internship teaching practices. I am sure there were instances during my internship in which I provided too many facts without guiding students towards understanding the main concepts or themes of a lesson. Although students require facts [...] »

- Survey of Instructional Strategies: Module 2 Reflection
- Survey of Instructional Strategies Module 1 Reflection

Erin Saffold (4)

Module 3: EDU 6526

Concepts vs. Facts Enrolling in an online class has its challenges, but it also has its benefits. Being able to learn on your own time is both a challenge and a benefit. But being able to really learn from fellow classmates is definitely a benefit. During this week's module, even though the topic was relatively [...] »

- Module 2: EDU 6526
- Module 1: EDU 6526
- It would be fun to be a P.E. Teacher
- Group Work Entry 4

Erica Sorensen (5)

EDU 6526 Module 3 Reflection

Dell'Olio and Donk (2007) define concept attainment as a model of teaching that "provides a guided experience in exploring characteristics of items and their memberships in various categories" (p. 112). They go on to say that this teaching model lets students categorize items based on exploration of their characteristics or attributes. This model seems to [...] »

- EDU 6526 Module 2 Reflection
- EDU 6526 Module 1 Reflection
- EDU 6120 Final Group Presentation
- EDU 6120 Course Metareflection

Nicole Seamans (5)

Curriculum and students

This weeks discussion was primary about analyzing our instructional strategies within the curriculum, looking at how students learn with different curriculums, and discussing our hidden values being taught within the curriculum. In addition to the reading, many of us reflected on what we are currently doing to ensure students are learning with whatever curriculum we [...] »

- Inductive Strategies–Survey of Instructional Strategies Modulo 2
- week 1 reflection–survey of instructional strategies
- About me— curriculum design module 0
- American Education Meta-Reflection

netvibes

Arthur Ellis bPortfolio Feeds

EDU 6120 1 (451) Edit EDU 6120 2 New Tab

In my page

(20) Hannah Anderson Share Edit

- Concept Attainment 3 days ago
- Inductive Teaching 1 week ago
- Marzano's 9 Strategies 2 weeks ago
- My Journey Through the History of Education 1 month ago
- Key Idea About Our Court Systems Today 1 month ago
- Key Idea About What Knowledge is Most Important? 1 month ago
- Clear & Unclear Windows about Essentialism and Progressivism 1 month ago

older

(15) Joshua Auckland Share Edit

- EDU 6525 – Reflective Posts 1 month ago
- EDU 6120 – Response Posts 1 month ago
- EDU 6120 – Meta-reflection 1 month ago
- EDU 6525 – Integration and Action Exercise 1 month ago
- Key Idea Identification – Court Decisions and American Education 1 month ago
- I Learned – What Knowledge Is of Most Worth 1 month ago
- Clear and Unclear Windows – Progressivism and Essentialism 1 month ago

older

(19) Christine Burnett Share Edit

- Meta-Refelction of EDU 6120 1 month ago
- Key Ideas About the Courts and Education 1 month ago
- ELL + Family = Optimal Learning 1 month ago
- What Knowledge is of Most Worth?: What I Learned 1 month ago
- Draft Professional Development Plan 1 month ago
- Essentialist Education: Clear and Unclear 1 month ago
- Alternative Ideas in Moral Education: Clear and Unclear 2 months ago

older

(20) Kelly Falen Share Edit

- Instructional Strategies – week 3 reflection 3 days ago
- Instructional Strategies – Week 2 Reflection 1 week ago
- Instructional Strategies – Week 1 Reflection 2 weeks ago
- Educational Foundations – Meta Reflection 1 month ago
- Module 9 Reflection – Must all children go to school? 1 month ago
- Module 8 Reflection – What knowledge is of the most worth? 1 month ago
- Module 7 Reflection – Progressivist and Essentialist Education 1 month ago

older

(14) Andrea Freeman Share Edit

- Meta-Reflection Standards 1- Instructional Planning & 3-Curriculum Design 1 month ago
- Meta-Reflection Standard 12:Professional Citizenship 1 month ago
- Meta-Reflection Standard 9:Cultural Sensitivity: Establishes a culturally inclusive learning climate that facilitates academic engagement and success for all students. 1 month ago
- The U.S. Courts and Education 1 month ago
- Knowledge Of Most Worth? 1 month ago
- Pedagogic Creed 1 month ago
- Moral Education 2 months ago

older

(23) Elaine Glant Share Edit

- EDU 6526 – Module 3 3 days ago
- EDU 6526 – Module 2 1 week ago
- EDU 6526 – Module 1 2 weeks ago
- Meta-Reflection: American Education Past and Present 1 month ago
- Key Idea – The Courts and Education 1 month ago
- "I Learned..." – What Knowledge is of Most Worth? 1 month ago
- Teaching ELL Students – Family Involvement 1 month ago

older

(10) Kelsey Jensen Share Edit

- Meta-Reflection for EDU 6120: Issues and Ideas in American Education

(31) Melissa Kagele Share Edit

- Meta-Reflection for Standard 11: Interpreting and Applying Educational Research I and II 1 week ago
- Meta-Reflection: Instructional Technology and Information Management

(27) Dina Kennedy Share Edit

Google Reader

The screenshot displays the Google Reader web interface. At the top left is the Google Reader logo and a search bar. Below it is a sidebar with navigation options: Home, All items (22), Starred items, Your stuff, Shared items, Notes, Trends, Browse for stuff, People you follow, and a search box for public sharing. The main content area is titled "Burnett Christine" and shows a feed of items. The selected item is a post titled "Meta-Refelction of EDU 6120" by christine0417, dated Jun 6, 2010 4:58 PM. The post text discusses the author's reflections on education, mentioning ancient Greek and Asian philosophers, the role of the Supreme Court, and the importance of active learning and reflection. It also includes a citation for Ellis, A. K. (2001).

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Starred items ☆

Your stuff

Shared items

Notes

Trends

Browse for stuff

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Blogs I'm following (20)

Student Blogs (2)

- Anderson Hannah (1)
- Bocian Shirley
- Burnett Christine
- Engelbrecht Chloe
- Glant Elaine (1)
- Hasenpflug Chelsea
- Hyland Margot

Burnett Christine » Show: Expanded - Li

Show: 0 new items - all items Mark all as read Refresh Feed settings... [show detail](#)

☆ **Meta-Refelction of EDU 6120** Jun 6, 2010 4:58 PM

by christine0417

Connections. If I had to sum up what I learned about this class in one word, that's the word I would use. I knew about the teachings of the ancient Greek and Asian philosophers. I was familiar with European history and the thinkers of centuries past. I understood the events surrounding the establishment of our country. I was knowledgeable about the Constitution and the role the Supreme court plays in interpreting it. But what I wasn't aware of was the effect all these historical events and famous people played in shaping modern American education. I hadn't ever really appreciated before how connected beliefs about education were to history. Thanks to this class, I appreciate the field of education even more because I now realize education is a direct result of everything that we have experienced as a human race.

The lectures and readings of this class helped me further define what my goals are as a teacher. My own ideas were a little vague and grandiose. Learning that, "the four accepted goals of education are to help students attain academic knowledge, citizenship, self-realization, and careers" gave me a concrete and specific list of objectives to keep in mind as I grow as a teacher.

This class also helped confirm many of my ideas about education. From my experiences teaching, I already knew what kind of teacher I liked to be and how I wanted to teach. But my philosophy was based only upon what I liked. Now, I have the ideas of famous educators to back up my beliefs. My love for inquiry-based instruction is backed up by Spencer saying, "the methods of learning should be active, based on discovery and that students should be told as little as possible". My focus on intrinsic motivation is supported by the ideas of Calvin. And so on.

This course also further explained a facet of education that I need to continue to develop in my instruction; the practice of reflection. I had heard about the practice of student reflection, but was never quite sure of it's value and application. Therefore, I never really employed it. Now that I learned that, "active learning is a place to begin, but unless it is accompanied by reflective thinking, little meaningful learning will result", I will work harder to integrate it into my lessons.

Ellis, A. K., "Foundations: Issues and Ideas in American Education." [lecture series]. Retrieved from: Blackboard

Ellis, A. K. (2001). *Teaching, learning, and assessment together*. Larchmont, NY: Eye on Education

Reeder

The screenshot shows the Reeder app interface on an iPad. The top status bar displays "iPad", signal strength, "7:38 AM", and "100%". The main content area is a feed of articles, organized by date. The visible articles are:

- Monday, July 19, 2010**
 - Learning with 'e's 12:41 PM
 - Opening doors**
This just in from JISC: Speaking ahead of next week's Open Educational Resources symposium, Brian Lamb from the University of British Columbia urge...
- Saturday, July 17, 2010**
 - Learning with 'e's 7:12 AM
 - Web x.0 and beyond**
 - I'm amazed and delighted at the huge response to my slideshow Web 3.0: The Way Forward? which started out as a brief analysis of current thinki...
- Tuesday, July 13, 2010**
 - Learning with 'e's 2:58 PM
 - Web 3.0: The Way Forward?**
 - Web 3.0: The way forward?View more presentations from Steve Wheeler. There were some interesting presentations at the Vital Meet semina...
- Monday, July 12, 2010**
 - Learning with 'e's 12:00 AM
 - Physiology of a PLE**
 - Yesterday I posted my views on what I think are the essential components of a Personal Learning Environment - the Anatomy of the PLE...
- Sunday, July 11, 2010**
 - Learning with 'e's 4:27 AM

A sharing menu is overlaid on the right side of the screen, displaying a URL: <http://feedproxy.google.com/~r/blogspot/cYWZ/~3/ZoYWh0dS0AM/ope...> and various sharing options:

- Note
- Delicious
- Pinboard
- Instapaper
- ReadItLater
- Twitter
- Safari
- Copy Link
- Mail Link
- Mail Article
- Mobilizer
- Mobilizer

The background text of the article being viewed is partially visible and reads:

environment, and the society, it seems per form. We have an un and expertise that we can, and higher education must show leadership in this respect," he argues.

Lamb's argument is particularly topical as the government's digital champion **Martha Lane Fox** is taking up the challenge of getting more people online. We need to ensure people are finding quality content once they get there and a strong motivation for people to engage with the internet is learning. JISC's and the Higher Education Academy's programme on Open Educational Resources is driving a contents revolution in the UK, working with UK universities and colleges to share educational materials

Why Blackboard for Assessment?

Self-Assessment

- Reflection and Faculty Checks

Developmental

- Assessments are open and can be changed over time

Familiar tool

- Familiarity with LMS

Centralized

- Central data collection tool

Communication

- Commenting, Feedback



Announcements

VIEW TODAY

VIEW LAST 7 DAYS

VIEW LAST 30 DAYS

VIEW ALL

April 07, 2009 - April 14, 2009



Thu, Mar 05, 2009 -- *C&I Program Portfolio*

Posted by: Andrew Lumpe

SPU's School of Education is fully accredited by the following agencies:

- Washington Professional Educator Standards Board (<http://www.pesb.wa.gov/>)
- National Council for the Accreditation of Teacher Education (<http://www.ncate.org/>)
- Northwest Commission on Colleges and Universities (<http://www.nwccu.org/>)

Like all accredited universities, SPU requires that students document their learning during their degree program using a portfolio. As determined by the faculty and approved by the accrediting agencies, the Curriculum and Instruction program has 12 standards related to effective teaching and learning. Each program standard is aligned with a required course.

During the C&I Orientation course, you will learn about the standards and create an initial ePortfolio. As you complete courses during the program, you will submit artifacts in your ePortfolio and self-assess each submission using the rubrics in this Blackboard course. You may modify your ePortfolio and self-assessments as much as you like during your program. Faculty will periodically review your submissions, provide feedback, modify assessments if needed, and conduct full review at the end of your program.

If you have any questions, please contact the chair of the C&I Program, Dr. Lumpe at lumpea@spu.edu.

- Announcements
- C&I Program Standards
- How to Make an ePortfolio
- Assessment Rubrics
- Discussion Board
- My Assessment Results
- Online Learning Help

Tools

- Communication
- Course Tools
- Course Map

Control Panel

- Refresh
- Detail View



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C&I Program Standards and Course Alignment

Program Standard	Course
Standard 1 Instructional Planning: Designs and monitors long and short-term plans for students' academic success.	EDU 6524 <i>Curriculum Design</i>
Standard 2 Learning Environment: Creates and maintains school-wide and classroom environments that are safe, stable, and empowering.	EDU 6655 <i>Human Development and Principles of Learning</i>
Standard 3 Curriculum: Provides knowledge and skills that bring academic subjects to life and are aligned with state content standards.	EDU 6524 <i>Curriculum Design</i>
Standard 4 Pedagogy: Engages students in learning experiences that are meaningful, stimulating, and empirically proven to promote intellectual growth.	EDU 6526 <i>Survey of Instructional Strategies</i>
Standard 5 Assessment: Assesses students' mastery of curriculum and modifies instruction to maximize learning.	EDU 6613 <i>Standards-based Assessment</i>
Standard 6 Communication: Communicates regularly and effectively with colleagues, parents, and students through a variety of mediums.	EDU 6600 <i>Communication and Collaboration: Parents, Colleagues, and Community</i>
Standard 7 Collaboration: Cooperates with other professionals to bridge gaps between schools and community and between departments/disciplines within schools.	EDU 6600 <i>Communication and Collaboration: Parents, Colleagues, and Community</i>
Standard 8 Exceptionality: Addresses the unique learning and behavioral needs of all children, collaborating with other educators and professionals where necessary.	EDSP 6644 <i>Educating Exceptional Students</i>
Standard 9 Cultural Sensitivity: Establishes a culturally inclusive learning climate that facilitates academic engagement and success for all students.	EDU 6525 <i>Culturally Responsive Teaching</i>
Standard 10 Technology: Integrates current technology into instruction and professional communication/collaboration activities where appropriate.	Any 6000 level EDTC course
Standard 11 Inquiry/Research: Competently consumes and produces where necessary empirical data to guide educational practice.	EDU 6976 <i>Interpreting and Applying Educational Research I</i> EDU 6975 <i>Interpreting and Applying Educational Research II</i>
Standard 12 Professional citizenship: Willingly engages in dialogue that transcends the individual classroom, taking informed, coherent positions on important matters of educational policy and practice.	EDU 6120 <i>American Education Past and Present</i>

Announcements

C&I Program
Standards

How to Make an
ePortfolio




Assessment
Rubrics


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My Assessment
Results


Online Learning
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Tools

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 Detail View

[CURRICULUM AND INSTRUCTION EPORTFOLIO \(GROUP3000\)](#) > ASSESSMENT RUBRICS



Assessment Rubrics



Standard 1

Standard 1 Instructional Planning: Designs and monitors long and short-term plans for students' academic success.

Relevant Course: EDU 6524 Curriculum Design



Standard 2

Standard 2 Learning Environment: Creates and maintains school-wide and classroom environments that are safe, stable, and empowering.

Relevant Course: EDU 6655 *Human Development and Principles of Learning*



Standard 3

Standard 3 Curriculum: Provides knowledge and skills that bring academic subjects to life and are aligned with state content standards.

Relevant Course: EDU 6524 Curriculum Design



Standard 4

Standard 4 Pedagogy: Engages students in learning experiences that are meaningful, stimulating, and empirically proven to promote intellectual growth.

Relevant Course: EDU 6526 *Survey of Instructional Strategies*



Standard 5

Standard 5 Assessment: Assesses students' mastery of curriculum and modifies instruction to maximize learning.

Relevant Course: EDU 6613 *Standards-based Assessment*

Question 1**1 points**[Save](#)

Place a weblink to your ePortfolio entry for this standard.

Normal 3 Times New Roman **B** *I* U ~~S~~ x_2 x^2 | [List Icons] [Link Icon] [Image Icon]

Path: [body](#)

Question 2**3 points**[Save](#)

Reflecting on your artifacts for this standard, which one of the following statements best describes your contributions to this goal?

Instructional goals and content outcomes are integrated.

- 1. Exemplary - The artifact clearly specifies the instructional goals, the progression of steps to reach them, and the relationship between the two. As a result, students could articulate the learning process to reach the learning targets and could apply that process independently to expand their depth of knowledge beyond the scope of the required curriculum or assignments.
- 2. Proficient - The artifact demonstrates a logical relationship between the instructional goals and the progression of steps to reach them. As a result, students could demonstrate an understanding of the required learning targets and the expectations to reach them.
- 3. Insufficient - The artifact provides limited evidence of instructional goals or the progression of steps to successfully attain them. As a result, students would work on the assignments with limited knowledge of the related learning targets or the progression of steps to successfully reach them.
- 4. Not Attempted

Program Assessment

is static and grades may be entered on the Grade Details page accessed by selecting the table cell for the grade. In the interactive view of the directly in the cells. Use the arrow keys or the tab key to navigate through the Grade Center and the Enter key to submit a grade.

Accumulated Column Manage Reports Work Off

Set as Default Sort Columns By: Categories Order: ▲ Ascending

Icon Legend

Grade	Last Access	Total	Cohort	Comp Exam	Standard 1	Standard 2
	June 20, 2010	145.00	-	pass	9.00	9.00
	May 25, 2010	160.00	Marysville	pass	9.00	13.00
	June 14, 2010	0.00	-	-	-	-
	June 14, 2010	0.00	-	-	-	-
	January 24, 2010	0.00	-	-	-	-
	March 26, 2010	0.00	-	-	-	-
	April 12, 2010	0.00	-	-	-	-
	June 11, 2010	0.00	-	-	-	-
	June 14, 2010	0.00	-	-	!	!
	June 27, 2010	0.00	-	-	-	-

Program Assessment

- **Capstone portfolio assessment at the end of SPRING quarter:**
- This assessment will have a summative focus and serve as final (capstone) documentation of performance on Standards STLP for certification.
- The following four expectations are in place at this checkpoint:
- The portfolio represents capstone achievement on all standards and, as such, all criteria are addressed;
- There will be a significant amount of internship-based evidence that comes from the student's classroom experiences and responsibilities, with less evidence deriving from the formal learning opportunities provided through SPU coursework;
- Assessment results of at least "competent" on all criteria will be needed to be recommended for certification.
- The portfolio is of such a quality that it could be used as a reference tool in the student's job-search efforts.
-

Program Assessment

5	exemplary	<i>Documentation suggests a level of knowledge and/or skill on the criterion to the extent that the student can serve as a model for others to emulate.</i>
4	proficient	<i>Documentation suggests a high degree of knowledge and/or skill to perform well on the criterion.</i>
3	competent	<i>Documentation suggests a sufficient knowledge and/or skill to perform well on the criterion.</i>
2	progressing	<i>Documentation suggests a developing knowledge and/or skill to perform well on the criterion.</i>
1	improvement desired	<i>Not enough documentation provided to suggest emerging knowledge and/or skill to perform well on the criterion.</i>
0	not attempted	<i>No documentation provided to support performance on the criterion.</i>

Summary

Benefits

- Student satisfaction
- Double loop learning
- Level of Metacognition
- Reduced cost
- Instructor buy-in

Challenges

- Instructor Training
- Digital citizenship/reputation
- Wordpress.com or MU
- Student training/support

Comments or Questions?



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