Electronic Portfolio Development for Teachers
Using Google Sites

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Objectives

* **Learn essential elements of a professional portfolio**

* **Compare/contrast the criteria of the Iowa Teaching Standards and one's teaching practices**

* **Able to write a reflection on each artifact used and explain their relevancy to the Iowa Teaching Standards and Competencies.**

Objectives

* **Integrate various technology elements into the portfolio design**
    - **Able to use the scanner to create electronic artifacts.**
    - **Able to use digital cameras to save jpeg files**
    - **Able to create pdf files from electronic documents.**
    - **Able to make links in Google Sites**

Objectives

✳ **Integrate various technology elements into the portfolio design**

– Web 2.0 tools

- Vimeo
- YouTube
- Picnik
- FotoFlexer

Requirements

* **A**

* **Complete 15 hours of work**

* **The participant will provide at least five artifacts (using a variety of data sources and data points) representing four or more of the eight Iowa Teaching Standards compiled as an ePortfolio using Google iSites.**

* **Complete the standards matrix.**

Requirements

* B

* Complete 15 hours of class

* The participant will provide 4 artifacts (using a variety of data sources and data points) representing three of the eight Iowa Teaching Standards compiled as an ePortfolio using Google iSites.

* Complete the standards matrix.

Requirements

* F

* **Failure to meet minimum criteria for a B**

Syllabus

* **What is an ePortfolio?**
* **Overview of an ePortfolio aligned with the Iowa Teaching Standards, (examples of ePortfolios).**
* **Collecting, managing, and mapping artifacts (What can you use?)**
* **Artifact Reflections; What makes a good reflection?**

Syllabus

✳ **Artifact Electronic Collection (Student work needs permission forms). Review the technical processes required in documenting artifacts electronically:**

-Scanning

-Using Digital Camera

-Creating PDF files

-File naming

Syllabus

✳ **-Basic structure of Google Sites**

    *Links

    *Editing text

    *Inserting images

    *Attaching files

Syllabus

* **Sharing the start of one's portfolio format with participants, along with class feedback and reflection regarding the development and the ongoing updating of a professional portfolio.**

Resources

*Iowa Teaching Standards and Model Criteria adopted by the state board of education

http://isea.org/media/0506_tq_teachingstandards.pdf

Creating Electronic Professional Portfolios Aligned to Your State Teaching Standards by UNI professor, Dr. Leigh Zeitz, Ph.D.

Electronic Portfolios: A Guide to Professional Development and Assessment, Marilyn S. Heath. Linworth Publishing, Inc. 2004

*Using Teaching Standards to Improve Student Learning (DVD) University ofNorthern Iowa (2003)

What Is an Electronic Portfolio?

* Organized collection of "digital" artifacts, selected and reflected upon by the author, and it is developed to fulfill a specific purpose for an intended audience. (Heath, p.9)

* Presentation is expanded beyond the 3-ring binder to include a variety of storage media and publication.

Portfolio

* Without the
* **REFLECTION**
* a portfolio is simply a scrapbook.

Benefits of an Electronic Portfolio

* Much of what you generate is already in electronic format.

* Much of what you do does not communicate effectively on printed pages.

* Organization is opened up

Benefits of an Electronic Portfolio

* Much easier to reproduce, distribute, and access than paper portfolios
* Effective way to demonstrate technology skills or learn new ones.
* Inexpensive
* Easy to share with others

Disadvantages of an Electronic Porfolio

* Takes time

* Takes technology skills

* Can be stressful

* Might not meet your needs

Vocabulary

* **Artifact –** A sample of teaching/learning work.
* **Folio** – Collection of ALL of your work.
* **Hyperlinking** – The process of making active connections between files. Clicking on an active link in one file will cause a designated file to open.

Vocabulary

✳ **PDF (Portable Digitial Format)** - A universal file format that preserves the fonts, images, graphics, and layout of any source document, regardless of the application and platform used to create it. It requires Acrobat Reader or Mac Preview, a free software package, to read a .pdf file.

Vocabulary

* **Portfolio** – Select group of artifacts selected for a specific purpose or audience.

* **Portfolio Artifact/Standard Table –** A table that lists the artifacts included in the portfolio and indicates the standards satisfied by each artifact.

* **Scanning –** The process of digitizing the image of a document or photo.

* **Standards** – Criteria used to evaluate professional skills.

Vocabulary

* **Standards-Indexed Portfolio** – *Standards* are the primary center of attention. Artifacts are sorted by each standard they support. Often a single artifact will appear under multiple standards.

* **Artifact-Referenced Portfolio** – *Artifacts* are the primary center of attention. A single artifact will usually address multiple standards. Often achieved using a matrix/table.

Standards Overview

State of Iowa Teaching Standards

Standard 1	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
Standard 2	Demonstrates competence in content knowledge appropriate to the teaching position.
Standard 3	Demonstrates competence in planning and preparing for instruction.
Standard 4	Uses strategies to deliver instruction that meets the multiple learning needs of students.
Standard 5	Uses a variety of methods to monitor student learning.
Standard 6	Demonstrates competence in classroom management.
Standard 7	Engages in professional growth.
Standard 8	Fulfills professional responsibilities established by the school district.

Page Break

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

	Data Source	Artifact(s)
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.		Spanish Grammar Lesson Plan Writer's Workshop Lesson Plan
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.		Spanish Grammar Lesson Plan Writer's Workshop Lesson Plan
c. Relates ideas and information within and across content areas.		Writer's Workshop Lesson Plan
d. Understands and uses instructional strategies that are appropriate to the content area.		Spanish Grammar Lesson Plan Writer's Workshop Lesson Plan

Artifact Matrix

		State of Iowa Teaching Standards							
		Click on linked numbers to view standard's information							
Artifact Reflection	**Artifact Name**	**1** a b c d e f g	**2** a b c d	**3** a b c d e	**4** a b c d e f	**5** a b c d e f	**6** a b c d e	**7** a b c d	**8** a b c d e
Artifact Reflection 1	2009-2010 Classroom Observation		a b c d	c d e	c e f		d	c	
Artifact Reflection 2	Web 2.0 Tools from NETA		b		f			a c d	e
Artifact Reflection 3	Iowa Core								a c e
Artifact Reflection 4	Professional Development Calendar	b f g		a				b d	c e
Artifact Reflection 5	ITCDP TierII							b	a c
Artifact Reflection 6	Technology Committee Notes	c f		e	f			b d	b c e
Artifact Reflection 7	Teaching 3rd Grade - Manning Community Website				c f	d e			

Now What?

* **Steps to the ePortfolio using the EPTP template** *(Google Sites)*
* 1. Create a Google Account & find template
* 2. Edit the opening page
* 3. Fill out the standards matrix
* 4. Fill out the standard pages

Now What?

* 5. Decide how to share your artifacts

    -scan

    -digital photo

    -pdf

    -document (word, excel, powerpoint)

    -Google Apps

    -Embed using html

    -Video/Audio

Now What?

* 6. Write your reflections
* 7. Insert images or make links to artifacts

    -matrix

    -standards

    -reflection

* 8. Make links from standard pages to your artifact reflections
* 9. Set up sharing of your site