

# Implementation Outline

## Engaging Student Learning, Assessment, and Reflection Through ePortfolios

**Implementation Lead: Carl Dickerson**

**Objective:** Integrate ePortfolios into the Kriewald School of the Arts classroom where students can compare their artistic abilities from beginning of one year to the end, keep track of goals and accomplishments, share progression in research projects, and provide teachers with an assessment tool that displays skills, learning growth and needs.

- **Phase 1: Preparation (November 2022)**

- Present proposal to administration, teachers and other participants that will help in the implementation.
- Provide examples of ePortfolios, including my own
- Evaluate campus technology availability/ support and connectivity
- Determine any other resources needed

- **Phase 2: Planning (December 2022 -January 2023)**

- Create an implementation leadership team of teachers interested in being used in the pilot of the program (2 teachers from each, 4th and 5th grade)
- Analyze how successful ePortfolios are centered around the learning, not the technology
- Team exploration of the platform: Google Sites, What can you do and not do? Hurdles we may face/restrictions
- Create several cross-curricular project based lessons that pilot teachers can use at the beginning of implementation, that produce artifacts that can help students see growth and progress easily, allowing for a better understanding by all of the impact of creating ePortfolios.
- Guide leadership team in the creation of their own ePortfolios that they will eventually share with their students

- Determine student expectations/ responsibilities and assessment rubric
- Present the team to campus, discuss what they will be piloting, outcomes, and what will come after the pilot.
- **Phase 3: Pilot Implementation: 4th - 5th grade classrooms (February 2023 - April 2023)**
  - Leadership Pilot team introduces ePortfolios to students/ parents: process, purpose, goals, and outcomes
  - Teachers lead discussions with students on what should be considered good content for their ePortfolios, look at examples of student examples from other schools, compare how those examples allow students to use their creativity and personality to make the ePortfolio a representation of themselves.
  - Teachers guide students through the process of creation of their Google Site, personalization, organization, overall experience for their audience, explain expectations, and how to post on their ePortfolio (Jenson, 2011).
  - Scaffold student learning by guiding them through short Project Based Learning opportunities where they can record steps, progress, results and post to their ePortfolios. Then, coach students in the reflection process and how it can be used to develop their learning, ask questions, and find solutions to problems that may arise during the process (Lukitasari et al, 2021).
  - Allow students to present their ePortfolios to class, give/get “feedforward” for improvement.
- **Phase 4: Reflection (May 2023)**
  - Implementation leadership team meets to discuss challenges faced, unplanned hurdles, successes and outcomes, and student receptiveness and understanding. Present findings to the admin team.
  - Team review of all ePortfolios created by the students in the pilot classrooms to choose well crafted, creative, and successful ePortfolios to use as examples for the full campus implementation
  - Create a guidebook for campus teachers to use to help with their implementation, with steps and a Q&A section.
- **Phase 5: Full Campus Implementation: Kinder - 5th grade (August 2023 - September 2023)**
  - Implementation Leadership team develops a beginning of year campus professional development presentation of their experience as an introduction and lead to full campus implementation.

-Campus teachers are separated into groups during PD led by leadership team members that guide students in the creation of their own ePortfolios, how they were used in their classrooms, and share the successes/student examples. Groups may also discuss how ePortfolios can be adapted to their grade levels. The team members will act as overseers of the implementation of the groups they are assigned to.

-Teachers will follow the process of guiding their students through creation and implementation/posting

-Guide students on how to present their ePortfolios to others

-Schedule an Campus Open House night where students are the presenters of their own ePortfolios, taking ownership of their work and learning.

- **Phase 6: Sustainability and Extension (Ongoing)**

-Yearly beginning of Year and End, reviewing successes and challenges, tips, examples and ways to take their students' ePortfolios to the next level.

-Implementation Leadership team grows, evolves to include or replace teachers

-Students are encouraged to continue to develop their ePortfolios after they move on to middle school

-Meet with administrators from district middle schools and other elementary schools presenting our successful implementation of ePortfolios and how they could help student learning at their campuses.

## References

Jenson, J. (2011) Promoting Self-regulation and Critical Reflection Through Writing Students' Use of Electronic Portfolio. *International Journal of ePortfolio*.

Lukitasari, M., Hasan, R., Sukri, A., Handhika, J. (2021). Developing student's metacognitive ability in science through project-based learning with e-portfolio. *International Journal of Evaluation and Research in Education*.