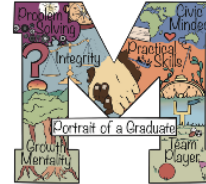


**Strategic Plan Objective
Monitoring Report
Objective 4B**



Objective 4B: Teachers will use student reflections and projects to document individual student goals, strengths, and areas for growth.

Definition of terms:

Digital portfolio: A computer-based collection of student performance over time. It can house pieces of writing, reflections, work, tests, photos, and other artifacts that demonstrate learning through time.

Superintendent’s interpretation: Students use and maintain personal portfolios as a tool for student individualized academic development. Teachers use students' personal portfolios to document individual student goals, strengths, and areas for growth.

Overall Rating: Approaching Standard

Rationale:

Alys Hansen has been having students complete digital portfolios, whether on Weebly or Google Sites, since she started seven years ago. These were primarily art-based, but students did need to include work from other classes. During the 2021-2022 school year, all teachers were trained in how to use Google Sites to create teacher pages with the intention of in turn teaching students how to create student portfolios. This work turned out to be too complex for the younger grades, but Chyrise Bay was able to use her technology/library classes to help upper grade students begin the process. However, these haven’t been continued into 2021-2022.

The following is an outline of the PBL Director’s plan to revise and reimplement digital portfolios.

Questions to consider as Mancos continues the process of implementing digital portfolios:

<p>Can student work be made public or is it housed inside a "walled garden"?</p>	<p>A Google Site can be kept within the walls of Mancos schools unless the owner (the student) changes the sharing settings. It can be kept private or made public, depending on the need.</p> <p>Recommended use: The Site stays within the walls of Mancos schools. The published Site is shared with parents. Teachers are made collaborators. It is not recommended that students share the Site outside of this group for privacy reasons.</p>
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	<p>During the final months of students' senior year, the Capstone is published on the Mancos webpage and deleted once they receive their diplomas (with parent permission under the age of 18).</p>
<p>Can students view and comment on each other's work?</p>	<p>Again, the Site would be accessible only by those who have the link, which has to be shared by the owner. There is not a feature within Google Sites for commenting.</p> <p>Recommended use: A part of gold standard PBL is critique and revision with a goal towards high-quality work. This can come from peers and from outside experts. If students are instructed not to share the link outside of parents and teachers, critique and revision can still be done if those people are physically in the same space.</p>
<p>Can the teacher provide feedback for the student privately?</p>	<p>Teacher feedback can be done one-on-one or through a separate document.</p> <p>Recommended use: Teachers at each grade level 6-12 should provide guidance and feedback on students' Sites. As a PBL institution, we use the term "high-quality work" to discuss work that is ready for an outside audience. This is what we want students to aim for. Teacher, peer, parent, and expert feedback can help students achieve this goal.</p>
<p>Is student work easily organized by date, course or some other category?</p>	<p>The current template is organized by grade, then by course. There are additional pages within each grade for activities, assessment data, and goal setting.</p> <p>Recommended use: The template should be easy and intuitive for students to use.</p>
<p>Are the portfolios transferable from year to year as students move through the school?</p>	<p>Yes, students would retain access to their Google Site as long as they are a student of Mancos schools. Their Google account is their login.</p> <p>Recommended use: The template contains all the pages students would need for 6th-12th grade.</p>
<p>Can students access</p>	<p>When students graduate, they lose access to their school Google account after about six months. They are instructed to download</p>

<p>their work or export it when they leave the school?</p>	<p>their Google Drive to a personal account if they wish to save their work.</p> <p>Recommended use: Direct instruction in how to do this is needed for students who may not know what to do.</p>
<p>Does the platform allow for multiple file types (documents, sound files, video files)?</p>	<p>Google Sites supports all Google formats including Docs, Slides, and Sheets. Images in png and jpeg format can be added. Audio files in mp3, wav, podcast format can be added. Essentially, if it's in a student's Google Drive and sharing settings have been updated, it can be uploaded to a Site.</p> <p>Recommended use: Some schools have developed a "how-to" platform for students' use. This may be needed for our students. At the minimum, teachers need to know how to help their students do the work of building and maintaining a Site. See Needs and Next Steps below for a suggestion on teacher training.</p>
<p>What are the costs for using the tool or platform?</p>	<p>Since Google Sites are a part of the Google Suite, there is no additional cost. However, it does cost the district for data storage. This is why we remove student data once they graduate.</p> <p>Recommended use: Students need training in how to upload their work from their school account to a personal account. This should be a part of their senior year instruction.</p>
<p>Can a teacher create a teacher account and student accounts, or do students sign up on their own? Is there a minimum age to sign up?</p>	<p>Students can create a Google Site as a part of the Google Suite. Teachers will need to guide them through the process.</p> <p>Recommended use: Google does not allow children under the age of 13 to create personal accounts. As a part of the school's Google system, however, we have more leeway, but still have a legal and moral requirement to protect students in an online world. It is recommended, then, that students not create a Google Site until they are in the 6th grade. The Site is published on the Mancos webpage upon completion, with parent permission or at the age of 18. The Site is unlinked/deleted from the Mancos page once the student receives their diploma.</p>
<p>Can the tool be integrated into an existing SMS or other school-wide database</p>	<p>As a part of the Google Suite, Sites work with our Student Management System, which is Google Classroom.</p> <p>Recommended use: The elementary global PBL site should be linked to both the Mancos webpage and teachers' Google Classrooms. The 4th and 5th grade PBL Google Slides should be linked to teachers' Google Classrooms. The 6th-12th grade</p>

and/or gradebook?	Google Sites should be linked to teachers' Google Classrooms.
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Adapted from M. Hertz (2013)

The following is a scaffolded articulation of digital portfolio building, starting with the teachers and PBL Director doing most of the heavy lifting in the earlier grades and slowly building to more and more student autonomy as they move up through the grades. Privacy concerns are taken into consideration. The progression of skill building, especially as it relates to Google Apps, is intentional. Our “digital native” students often look like they know what they are doing when in front of a computer. However, one look at a student’s email account lets us know that they don’t know everything we think they do. Being intentional about building these skills (and assessing along the way) ensures that they have the technological skills they need to be successful past graduation.

Grade	What is created	Who is responsible	Who chooses artifacts	What is included	Skills	Notes about privacy concerns
PreK-3	<p>One global Elementary Google Site each year, revised through the year, published/linked on the mancosre6.edu page</p>	<p>Classroom teachers – take photos, write small blurbs</p> <p>PBL Director – use provided photos and verbage to create one global Elementary site</p>	Teacher	Information about three PBL projects per teacher, written by teachers, photos of exemplars	PBL, PoG showcased in artifact	
4	<p>One Google Slide deck per classroom, included on the global Elementary site</p>	<p>Classroom teachers – discuss elements of high-quality work, encourage collaboration in discussing ideas to create a Google Slide deck</p> <p>PBL Director – add Slide deck to global Site, assist as needed</p>	Students in collaboration with each other and with support from teacher	Information about three PBL projects per teacher, written by teachers and students, photos of exemplars	PBL, PoG, selection of high-quality work, Google Slides with scaffolding	
5	<p>Individual student Google Slide decks, included in their 6th grade Site the following year</p>	<p>Art teacher – helps students create Slide deck as a part of 5th grade art</p> <p>Student – selects work, creates Slide deck</p>	Student	Biography 3 artifacts of high-quality work from 5th	<p>PBL, PoG, Google Slides on own, Sharing permissions</p> <p>Beginning Google Ninja training</p>	Nothing that would individually identify a student would be published.

6	<p>Google Site that will follow them through secondary, culminating in their senior year page Capstone</p>	<p>Keyboarding teacher – supports students in creating their Site from a template</p> <p>Advisory teachers – set aside time for students to continue to work on Site throughout the year</p> <p>Teachers – write short class descriptions for students to add to each class section</p> <p>Student – selects work, writes artifact descriptions, writes, goals, adds assessment data, creates Site</p> <p>Special Services, as applicable – helps students in writing and monitoring goals</p>	Student	<p>Google Slides from 5th 3 products from each class</p> <p>Activities Biography each year</p> <p>Glow and grows SMART Goal, IEP goal, ELL goal, or ALP goal</p> <p>Assessment scores</p>	<p>PBL, PoG, Google Sites</p> <p>Learning what their MAPs scores mean</p> <p>Voicing glows and grows</p> <p>Finishing Google Ninja training</p> <p>Adding different file formats to Sites</p> <p>Ongoing cycle of critique and revision</p>	<p>Nothing that would individually identify a student would be published; however, students can decide who has access to their Site. Teachers are added as collaborators, so they can see what is being included on the Site. Parents are given the link.</p>
7-8	<p>Same Google Site that will follow them through secondary, culminating in their senior year page Capstone</p>	<p>Advisory teachers – set aside time for students to continue to work on Site throughout the year</p> <p>Teachers – write short class descriptions for students to add to each class section</p>	Student	<p>3 products from each class</p> <p>Activities Biography each year</p> <p>Glow and grows SMART Goal, IEP goal or</p>	<p>PBL, PoG, Ongoing cycle of critique and revision</p>	

		<p>Student – selects work, writes artifact descriptions, writes goals, adds assessment data, creates Site</p> <p>Special Services (ESS, ELL, GT) as applicable – helps students in writing and monitoring goals</p>		ALP goal Assessment scores		
9-11	Same Google Site that will follow them through secondary, culminating in their senior year page Capstone	<p>Advisory teachers – set aside time for students to continue to work on Site throughout the year</p> <p>Teachers – write short class descriptions for students to add to each class section</p> <p>Student – selects work, writes artifact descriptions, writes, goals, adds assessment data, creates Site</p> <p>Special Services (ESS, ELL, GT) as applicable – helps students in writing and monitoring goals</p>	Student	Same as above, with the addition of: Resume Community service hours ICAP information	PBL, PoG, Ongoing cycle of critique and revision	
12	Capstone page in finished Google Site	Mostly student-driven, with support and	Student	Same as above, with the	PBL, PoG, Finalizing a	Site is published on the Mancos

		guidance as needed		addition of evidence of the following, using the Capstone rubric as a guide: Math skills Language skills Growth mentality Integrity Problem solving Civic Minded Practical Skills Team Player	product for public viewing	webpage upon completion, with parent permission or at the age of 18
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The following is a three-year plan to implement digital portfolios and Capstones with fidelity:

<p>Year 0 Spring 2023</p>	<ul style="list-style-type: none"> ● Make a calendar for 6th grade Advisory as reminders of times to add to next year's Site. ● HS ESS teacher and PBL Director create rubric for Capstone. ● Students who need to create a Capstone as a part of graduation requirements go through the process of creating only the Capstone (12th grade) portion of a Google Site using the template and rubric.
<p>Year 1 2023-2024</p>	<ul style="list-style-type: none"> ● PK-5th: Classroom teachers – take photos, write small blurbs; PBL Director – use provided photos and verbage to create one global Elementary site ● Art teacher begins Slides with 5th grade. ● 6th grade keyboarding teacher begins Sites with 6th grade. ● 6th grade advisory teachers set aside time in Advisory for students to continue to add work and data to the Site. ● Seniors who need a Capstone create the Capstone (12th grade) portion of a Google Site using the template and rubric. Staff support depends on staffing and master schedule for next year. ● Spring 2024: 6th grade teachers use PD time to explain the process and pitfalls. 7th-11th grade teachers plan Sites for the following year. ● Parking lot feedback for what's working and what needs to be revised.
<p>Year 2 2024-2025</p>	<ul style="list-style-type: none"> ● PK-5 continues writing PBL descriptions and taking photos. ● PBL Director continues using what is provided to create a global Elementary Site. ● Art teacher continues Slides with 5th grade. ● 6th grade keyboarding and advisory continues Sites with 6th grade, adding 5th grade Slides from previous year. ● 4th & 5th: Classroom teachers – discuss elements of high-quality work, encourage collaboration in discussing ideas to create a Google Slide deck; PBL Director – add Slide deck to global Site, assist as needed ● All seniors create the Capstone (12th grade) portion of a Google Site using the template and rubric. Staff support depends on staffing and master schedule for this year. ● 7th grade teachers and students continue Site created last year. ● 8th-11th grade teachers and students begin new Sites, using Advisory class time if possible; core class time if not. ● Parking lot feedback for what's working and what needs to be revised.
<p>Year 3 2025-2026</p>	<ul style="list-style-type: none"> ● Full implementation of global Elementary site for grades PK-5. ● Full implementation of 5th grade Google Slides ● Full implementation of digital portfolios, 6th-11th. ● Full implementation of Capstone page, 12th.

Needs and next steps:

- Offer differentiated training in Google Suite for all teachers. This can be done *for free* through Google Apps for Education (GAPE) at this site: https://edu.google.com/intl/ALL_us/for-educators/training-courses/?modal_active=none. There is also a possibility that a technology grant that was secured by Chyrise Bay could pay for individualized technology training through CEA's COpilot platform.
- Administration needs to discuss whether a Capstone is something they want all students or just a few to complete. If admin would like all students to complete a Capstone, then this needs to be emphasized in the graduation requirements AND systems need to be in place to support this expectation. This might look like a calendar with times to meet with groups and individuals or time within a senior class to work on the Capstone.
- Teachers create their own Google Site to share with parents, link on the mancosre6.edu webpage, and post in their Google Classroom. These are valuable as exemplars for students, communication with parents, and building classroom culture.
- Make access to the Mancos Online Writing Lab, Mancos PBL Resources, the yearly Elementary PBL Site, teacher webpages, and Capstone projects front-and-center on the mancosre6.edu webpage.
- Articulate Google Suite skills from elementary to secondary. Use something like a "Google Ninja" course for accountability and fun!

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Drafted 3/2/2023 A. Farrar
Adopted 4/17/23 Board of Education

References

Mary Beth Hertz. (2013, May 30). *Using E-Portfolios in the Classroom*. Edutopia; George Lucas Educational Foundation.

<https://www.edutopia.org/blog/e-portfolios-in-the-classroom-mary-beth-hertz>