



Voices of Experience: Issues to Consider When Selecting an ePortfolio/Assessment Product

Welcome and Introduction

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Welcome and Introduction

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Overview of Presentation

- I. Background
- II. Implementation with Challenges/Resolutions
- III. Examples
- IV. Tips
- V. Questions and Answer Time

Background

- True Outcomes (web-based assessment system) was initiated at the University of RI in 2004
- A state decision was made for RI College and CCRI to adopt True Outcomes in 2008
- Technical and program upgrade support for True Outcomes was discontinued in 2009
- A year long “discussion” followed in the School of Education at RIC
- In 2009 a group was charged by the VPAA to review and select a vendor

Background

- Reviewed 5-6 different electronic portfolio products to be used by the School of Education
- Choose a product that provided three important features:
 - Electronic Portfolio
 - Assessment & data collection of Teacher Candidate work
 - Reporting

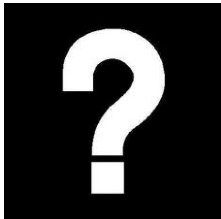
Implementation

- Challenges
 - Going to scale
 - Timeframe
 - E.g., whole school at once, from beginning of program, at program exit; mandatory, voluntary, etc.
- Resolution
 - Pilots
 - Volunteers

Implementation-Pilot I and II

- **Pilot I Fall 2010 Project**
Student Teachers, Cooperating Teachers, College Supervisors
(Student Teachers= 28 ELED, SPED, and some Secondary Programs
(dropped from 42) then Cooperating Teaches and College Supervisor
for Total=62)
- **Note-Selected this population as the students already owned the product. In past the Efolio/Assessment Product used only for courses**
- **Pilot II Spring 2011**
All SPED Student Teachers & Interns
(Students Teachers=59, Interns=12 then Cooperating Teaches and
College Supervisors for Total=154)

Pilot I



Challenges

**Big questions-what to do,
how to do it and why?**



How to select programs and students?

-Entrance? Exit? Number of programs?

Number of students and faculty? Why?


Timeline?

How to train those involved?

Technology issues/staffing?

Challenges/Resolutions for Pilot I

How to select programs and students? Challenges

- **Team decided-no cost to the students (unsure if vendor would be adopted)** 
- **Used students who had previously purchased the product (But then this created a “real” challenge)**
 - ▣ **TC’s, CS, and CT used the product to enter their formal observation reports, but an electronic data entry system was already in place**
 - **Some felt more comfortable with the data system they already knew**
 - **Some participants (TC, CS, CT) self selected withdrawal**
 - **Some gave up without trying**

Challenges/Resolutions for Pilot I

Timeline challenges?

- Forced to work with the given time (late decisions)
- Late August (Other factor here-new leadership)
- Hired a part time technology expert who would be our “go to” person



How to train those involved?

- Scheduled tech room and late afternoon trainings
- Targeted each group of learners (TC, CS, CT)
- Tech person conducted one-on-one sessions for those unable to attend trainings



Challenges/Resolutions for Pilot I

Technology issues/staffing challenges?

- **Used trainings to teach the product to participants**
- **Used late afternoon training dates (but we learned some of the times were parent-teacher conference times)**
- **Delegated responsibilities (Administrative questions to one person, tech issues to tech person-see Team Diagram later)**
 - ▣ **Tech person dealt with all the “techie” questions and details**
(losing pass code, how to do functions, problems...)
 - ▣ **Admin. person dealt with all of the who, what, when, why questions**

Pilot II Resolutions

For Pilot II--Challenges-Used all the feedback from Pilot I
Comments, suggestions, survey, team decisions

Resolutions for Pilot II

(With better understanding of the product and needs of the users)

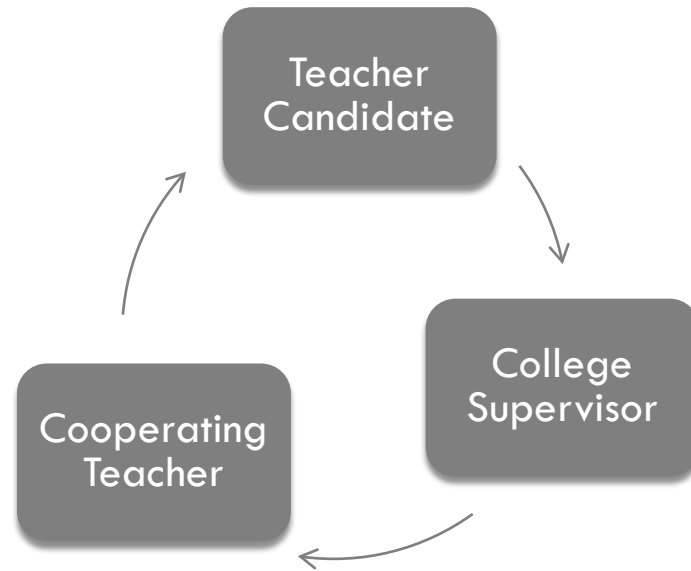
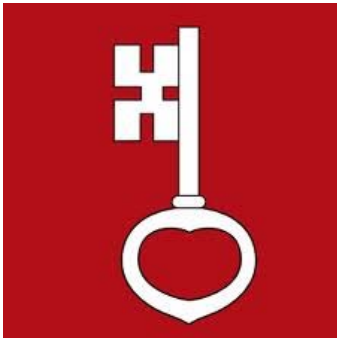
Participants-all from one program (SPED). Many felt comfortable with the product already. Low cost-many already had a subscription

Product-many owned it but was now required

Resources readily available. Tech person had time to create videos and white papers

Training more efficient and better organized (explained later)

Pilot II Resolutions



Trainings-Each group learned each other's role

Challenges/Resolutions for Staffing

□ **Challenge**

Who should work on this pilot/project?

Needed team of people to plan, implement, evaluate

(See next slide with visual of the team)

□ **Resolutions**

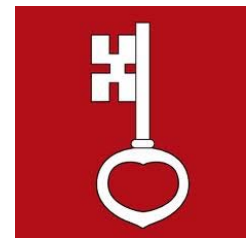
Faculty and new part time technology person

Team formed

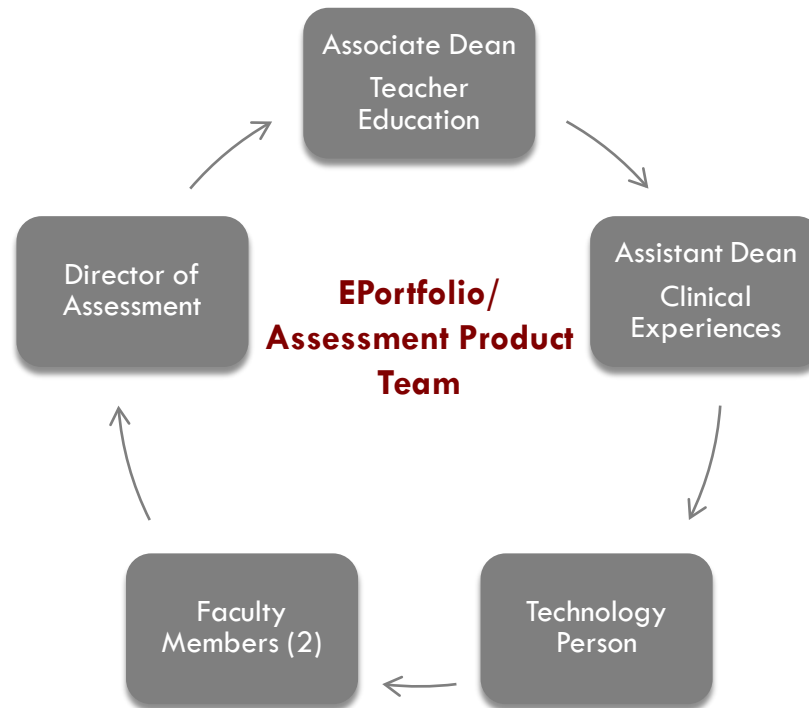
Many emails

Team meetings every few weeks

Final evaluation with survey and review at end of Pilots



Challenges/Resolutions for Staffing



Training Sessions

- **Pilot I Training Sessions**
 - **Three sessions for teacher candidates (September 7th, 8th, and 9th)**
 - **Three sessions for supervisors and cooperating teachers (September 14th, 16th, 20th)**

- **Pilot II Training Sessions**
 - **Still divided up by teacher candidates and assessors**
 - **Multiple sessions scheduled in one day**
 - **Teacher candidates on February 10th**
 - **Supervisors and cooperating teachers on February 3rd**

Training Sessions

- **Improvements from Fall to Spring**
 - **Better understanding of the program**
 - **Supplemental training materials readily available**
 - **Shorter sessions were more efficient**
 - **Stressed both sides of the process**

- **Challenges**
 - **Public School Calendar**
 - **Parent-Teacher conferences**

Support from Vendor

□ **Support Offered**

- **Multiple means of communication**
- **Fairly assessable**
- **Training offered**
 - **Three day intensive**

□ **Support Lacking**

- **Undefined technical support**
 - **A primary contact available**
- **Lack of training materials**
 - **Guides “assumed” that the user knows the system**

Support from Vendor

- **Meeting the Challenges**
 - **Created our own pool of training materials**
 - **Make use of the primary contact**
 - **Make use of all forms of communication available**

Understanding Users

□ Challenges

- Faculty, cooperating teachers, and teacher candidates have differing levels of technology experience, comfort with technology, perceptions of usefulness of online assessment
- We wrongly thought that cooperating teachers would be resistant

□ Resolution

- Ongoing efforts to gather feedback from stakeholders
- Recognition that training and support needs of various users are different

Assessment Format

□ Challenges

- Vendor recognized rubrics as the only valid form of evaluation
- We had to force fit assessments to a rubric format

□ Resolutions

- We complained strongly about this to the vendor
- We used an online survey tool in addition to the product
- Vendor is expanding options available to assessors

Innovative Product Features

□ Challenges

- We were the first ones to use them!
- They were largely untested; we inadvertently served as a beta site

□ Resolutions

- We have identified bugs and recommended solutions
- We have a say in the refinement of these innovative product features

Reporting

□ Challenges

- ▣ Reporting capabilities are sophisticated, yet difficult to carry out due to insufficient documentation
- ▣ We cannot link data from surveys/forms to standards or other assessments
- ▣ We sometimes cannot “find” data that has been submitted

□ Resolutions

- ▣ We are working through this, a little bit at a time

III. Examples

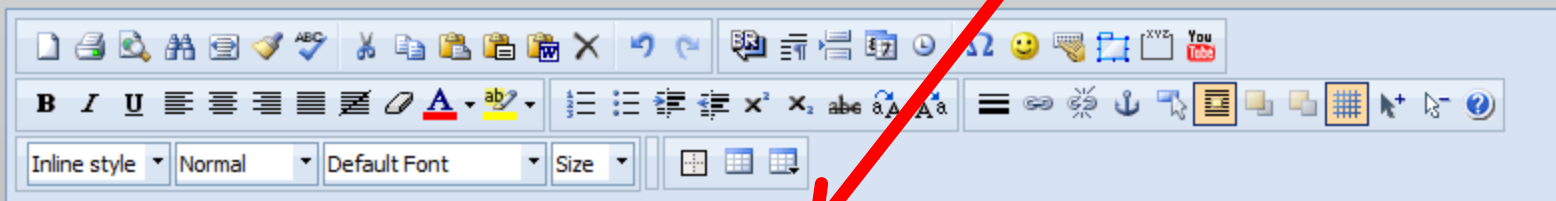
Artifact Development

Option One: Students can create their work within the portfolio

Portfolio: Sue Dell

Page: SPED 526 Science Curriculum Mod Project

Content



Overview of Lesson: 4th grade, Earth and Space Science Lesson

GENERAL EDUCATION LESSON: (In one paragraph, describe the general education lesson)

In this lesson, the students will describe the physical properties of a rock. Students will distinguish and identify the characteristics by using a multi-sensory approach. The students will be able to DIFFERENTIATE BETWEEN ROCKS OF DIFFERENT textures (Smooth or Rough).

Normal HTML Preview <div> <p> Words: 507 Characters: 4251

Artifact Development

Option Two: Students can create their work on their own computer and paste it within the content window of their e-portfolio

Students can edit their work prior to submission to professor

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

SUE DELL

Home

Professionalism

2.3. SPED 435: Curriculum M...

SPED 300 Practicum Observat...

SPED 310: Classroom Structu...

SPED 310: Practicum Observa...

435 Cur Mod 1

435 Cur Mod 2

435 Practicum Observation

525 Comm Part 1

525 Comm Part 2

525 Motor Paper

SPED 525 Adapted Book

Overview of Lesson : 4th grade, Earth and Space Science Lesson

GENERAL EDUCATION LESSON : (In one paragraph, describe the general education lesson)

In this lesson, the students will describe the physical properties of a rock. Students will distinguish and identify the characteristics by using a multi-sensory approach. The students will be able to DIFFERENTIATE BETWEEN ROCKS OF DIFFERENT textures (Smooth or Rough).

ALTERNATE ASSESSMENT GRADE SPAN EXPECTATION ADDRESSED BY EACH STUDENT :


Luis: ESS 1.14b. Sort rocks and minerals using one physical property.



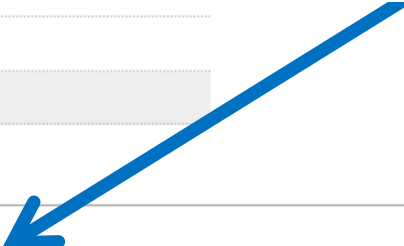
Feedback to Student

Assessment Details

Assignment: 526: Science Curriculum Modification Project
Submitted: 2/6/2011
Assessed by: Dell, Susan ✉
Student: Student, Steve ✉

 View Work  Attached Document(s): None

Students receive email when work is assessed. Assessor feedback provided by criterion of grading rubric (rating and comments)



Assessment Result

Criterion	Rating	Criterion Comments
Lesson Plan	3.0	Good overview of the lesson. Your lesson plan has a clearly defined progression, and is linked to content in the general curriculum.
Adaptive Materials/Positioning	3.0	Your choice of materials definitely supports the learning needs of students- in addition to their communication levels of understanding.
Prior Knowledge	3.0	
Lesson Progression/Steps	4.0	The progression of the lesson is conveyed to students in a way they can understand. You have differentiated for students, allowing students a clear understanding of what happens now, and what is next throughout the lesson
Receptive Communication	3.0	
Communication Objective	4.0	Objectives are clearly written, and have criterions that match student need.
Content Objective	3.0	

Assessment Choices

- Faculty can choose a number of options for assessment based on their grading preference:

Express Assessment

Criterion: 1) Use of Pre-Assessment Data (RIPTS 8)

Assessment

Unacceptable (1) ▼

Unacceptable (1)

Unacceptable + (2)

Acceptable (3)

Acceptable + (4)

Target (5)


Target + (6)

Criterion: 2) Unit Visual Organizer (RIPTS 2)


Assessment

Unacceptable (1) ▼

Comment



Faculty grades a paper copy, input data/comments only (Express Assessment)



Faculty grades an artifact with complete grading rubric

Criterion (1/7): Use of Pre-Assessment Data (RIPTS 8)

Description:

Unacceptable: score (1)

Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.

Unacceptable +: score (2)

Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.

Acceptable: score (3)

Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.

Acceptable +: score (4)

Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.

Providing Student Feedback

525 Analysis of Comm 1

Submitted: 2/8/2011 7:41:09 PM

[Results of previous assessments](#)

Criterion (1/7):Communication Table

Description:

Communication Table has analysis of: Referent; Antecedents; Communication Act; Consequences; Pragmatic Function; Semantic Meaning; # words

Below/Approaches: score (1)

The matrix provides an overview of the child's diversity of communication. Entries provide a cursory level of analysis:Entries were often incorrect or missing

Meets: score (2)

The matrix provides a detailed "snapshot" of the child's diversity of communication; All sections are completed; Entries indicate an adequate understanding of each area, although some errors are noted; A few entries are unclear and would benefit from further information

Exceeds: score (3)


? The matrix provides a detailed "snapshot" of the child's diversity of communication ? All sections are complete. ? Entries indicate an excellent understanding of all areas of analysis ? Additional information has been included for Communication Acts that are unclear.

Add comment:


Vocalizations are the sounds one may use to express thoughts and ideas. These may not be understood by all, but are valid attempts to communicate with others.

Your definition of vocalizations certainly discriminates it from speech. It provides a value on a non-typical communication style.

 Record Audio Comment

 Save as Spelling Mistake

 Save as Grammar Mistake

 Save as Regular Comment

use to express thoughts and ideas. These may not be understood

Faculty comment options:

- Areas are highlighted
- Record Audio comments
- Document Spelling Mistakes
- Document Grammar Mistakes
- Provide Regular Comments

Standards-Based Reporting

Standard: RI Professional Teaching Standards

Section/ SubSection	0.00-0.99	1.00-1.99	2.00-2.99	3.00-3.99	4.00-4.99	5.00-5.99	6.00	N	Mean	S.D.
1. Standard 1: General Knowledge	4%	13%	4%	39%	30%	9%		23	4.1	1.2
2. Standard 2: Content Knowledge	4%	9%		48%	35%	4%		23	4.6	0.8
3. Standard 3: Human Development and Learning	4%	4%	9%	65%	13%	4%		23	4.3	1.0
4. Standard 4: Diversity	4%	4%	30%	43%	17%			23	4.1	1.0
5. Standard 5: Critical and Innovative Thinking	4%	26%		61%	4%	4%		23	4.1	0.9
6. Standard 6: Learning Environments	4%	13%		65%	13%	4%		23	4.3	0.8
7. Standard 7: Collaboration					31%	62%		13	5.6	0.5
8. Standard 8: Communication	4%	9%		43%	35%	9%		23	4.5	1.0
9. Standard 9: Assessment	4%	9%		70%	13%	4%		23	4.4	0.9
10. Standard 10: Professional Development	4%	4%	4%	57%	22%	9%		23	4.4	1.1
11. Standard 11: Ethical and Legal Issues					69%	23%		13	5.5	0.5

Demographic Reporting

Observation and Progress Report - Capsule Rating

AAEEL Northeast U.S. Conference – March 18, 2011

Support Materials



RHODE ISLAND
COLLEGE

RIC HOME CALENDARS CAMPUS MAP SEARCH



Chalk & Wire FACULTY SUPPORT

What is Chalk & Wire?
Chalk & Wire Login Procedures
How can I learn how to use Chalk & Wire?

What is Chalk & Wire?

Chalk & Wire is an online program that allows users to create electronic portfolios. These portfolios can contain a wide variety of information and media, which can then be assessed by other users. From these assessments, reports can be generated in order to tabulate data on the institution level.

One of the main uses for Chalk & Wire here at RIC will be for submitting **Observation Reports** and **Teacher Candidate Work Samples** for Student Teaching, however Chalk & Wire can also be used for specific classes.

[Click here](#) to go to Chalk & Wire.

If you have any technical questions about Chalk & Wire, please contact Ryan Hanley and Dr. Greg Kniseley at chalkandwire@ric.edu, or by calling (401) 456-2806 (RIC ext. 2806).

FACULTY
TOOLBOX LINKS

- Home
- Orientation
 - New Employees
 - All Faculty
- Instructional Technology & Training
- Blackboard Faculty Support
- Phone Numbers
- Campus Map

Examples of Hiring e-portfolios

Heather Santoro, Elementary Education (SPED)

Course: ELED 300 Concepts of Teaching (Fall 2010)

Click on [Course Portfolio](#)

Lessons Learned

The Takeaway...

The “right” Eportfolio/assessment product might also have many challenges.



Tips

- See handout for questions to ask when selecting an Eportfolio/assessment product

Questions?

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