*\*This is an interactive, shared document.  Please contribute.\**

**North Hagerstown High School HUB - Digital Portfolios 2017**

“A digital portfolio is a collection of work (information, artifacts, links, blogs, images) that showcase a person’s skills, interests, abilities over time.”

**Student-Led “Tour” Notes:**  (Presenters - [McKenzie Brechbill](https://sites.google.com/wcps.k12.md.us/mckenziejanebrechbill2019), [Raven Grove](https://sites.google.com/wcps.k12.md.us/ravengrove2019/home), [Claire Knepper](https://sites.google.com/wcps.k12.md.us/claireknepper), [Donald Davis](https://sites.google.com/wcps.k12.md.us/donalddavisiii).)

| 1. ***What did we see in this student’s introductory “tour” that is interesting, surprising, inspiring?*** |
| --- |
| Love that students take pride in how creative they can be with their slides. |
| 1. ***What did we learn about digital portfolios and/or student from this tour?*** |
| Types of pages students are encouraged to create:  home, professional, showcase, high school and more.  Home….about interests  Professional….college and career interests  Showcase…..students pull something they really loved and felt proud about  High school breaks down by grades…. |
| 1. ***Other comments, questions, feedback...*** |
| Only students can enter in information.  Encourage students to put in specific pieces of work. |

**NHHS Digital Portfolio Purpose:**

1. Create a culture of student ownership and responsibility in the learning process.
2. Immerse students into a real-world work and build upon digital literacy skills.
3. Through selection and reflection, regularly engage students as critical thinkers and self-evaluators.
4. Help facilitate communication and collaboration about student performance with parents, faculty, and ADM.
5. Evaluate student progress overtime with a focus on college and career standards and transfer skills (other than county and/or state required testing).
6. Identify school improvement goals, course, department, instruction - strengths and needs.
7. Provide a tool and an attractive, professional place for culminating college and career planning.

**Faculty/Student Resources:**

* Google sheet with grade level and alphabetical [list of student links](https://docs.google.com/spreadsheets/d/1ORTS4RrkAH9XH4ro6e1B_EAne68-lta9_brSTXjISy8/edit?ts=5a2eb08b#gid=1980738959)
* Google form [used to collect](https://docs.google.com/a/wcps.k12.md.us/forms/d/e/1FAIpQLSd-8ydyjJwpEGAMga-J5RYUXyiOI_c1q5u5_nqUiQ1sMB6-oA/viewform?c=0&w=1) student links
* Digital Portfolio - [Student directions](https://docs.google.com/document/d/1wT4nOMAIEw1PxKpO0d0-sHZzsI6bIJgYWKO2CV-xU1I/edit) (setup and page contents)
* [Class Portfolio Update](https://docs.google.com/document/d/19NS6MNNfa62SqodM9ksyllCtef4RqYKSj2D-puHx7F0/edit) - informal assessment and/or portfolio conference checklist
* [Student Portfolio Update](https://docs.google.com/document/d/1-bH716EThTZjEzrvNI94R9-inUu6I8pJ7rrJkUY7Fzo/edit) - informal assessment and/or portfolio conference checklist
* [Update Visual](https://docs.google.com/document/d/1ygNBCL5LVHriZbvgo1icC94UydIA_OF527lcrqcLsos/edit) - post for students (if/as needed)

**Artifact Examples:**  All forms of evidence...

| Written assignment | Lab reports | Artwork | Journal entries | Select assessments | Images/Video of physical work |
| --- | --- | --- | --- | --- | --- |
| Achievements | Audio | Recommendations | Learning logs | Annotations |  |
|  |  |  |  |  |  |

**Design Versions:**  The English department is completing the “upfront” work for the “skeleton” of the school-wide digital portfolio.  For consistency, uniformity, and validity, faculty and student tools/guidelines have been started and are in the works **but feedback, suggestions and help are desired.**  *Of the following designs, which best supports the concept of a “school-wide, transdisciplinary” (non-departmentalized) digital portfolio and our goals?*

| **Version 1** | **Version 2** | **Version 3** |
| --- | --- | --- |
| * ***HOME - page*** * ***PROFESSIONAL ME - page*** * ***HIGH SCHOOL - page***   High School Sub-Pages   * 9th - Freshman * 10th - Sophomore * 11th - Junior * 12th - Senior * ***SHOWCASE - page*** * ***MORE - page***   Middle Artifact Sub-Page  Elementary Sub-Page | * ***HOME - page*** * ***PROFESSIONAL ME - page*** * ***HIGH SCHOOL - page***   High School Sub-Pages   * 9th - Freshman * 10th - Sophomore * 11th - Junior   + English & Social Studies   + Science & Math   + Arts & Languages   + Career & Electives * 12th - Senior * ***SHOWCASE - page*** * ***MORE - page***   Middle Artifact Sub-Page  Elementary Sub-Page | * **HOME - page** * **English** * **Geometry** * **Biology** * **Government** * **German** * **Computer Science** * **Digital Arts** |
| 9th - [Student Example](https://sites.google.com/wcps.k12.md.us/mohamed-sesay-digital-portfoli/high-school-artifacts/grade-9)  11th, IEP, 1040 - [Student Example](https://sites.google.com/wcps.k12.md.us/daltonherreraspiritwalker)  11th 790 lexile - [Student Example](https://sites.google.com/wcps.k12.md.us/amirahredd) | (no prototype - but possibility) | [Student Example](https://sites.google.com/wcps.k12.md.us/walter-west/home) |

**Considerations:**  Below is a list of perceived and real concerns and comments that must be addressed.  What else should be added?  How should we address these concerns or issues?  What support is needed?

| **#** | **Concern/Comments** | **Suggestions or Solutions** |
| --- | --- | --- |
| 1 | *“I don’t believe in or care about student portfolios.”* |  |
| 2 | *“Listen class. I have been asked to do this. It’s not my idea.  But, we are going to do as we are told.”* |  |
| 3 | *“This is not my job.  This is not a part of my course or curriculum.”* |  |
| 4 | *“I see the possibilities here.  But, realistically, to do this right, I need time.”* |  |
| 5 | *“No one is going to look at or do anything with these portfolios.”* |  |
| 6 | *“When and how often should these be updated.”* |  |
| 7 | *“What do I actually do with my students - as a whole or during a conference.”* |  |
| 8 | *“How can ADM, counselors, SIT, student support services and faculty use these?”* |  |
| 9 | *“Class.  Update your portfolio while I grade papers.”* |  |
| 10 | *“Ok.  I am with you.  But, what should I or we be looking for, and/or how should we be using them?”* |  |
| 11 | *“Should and how should we assess these?”* |  |
| 12 |  |  |