

Introduction to Using Portfolios in the Classroom

by Charlotte Danielson and Leslye Abrutyn

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Chapter 1. The Types of Portfolios

As more and more educators use portfolios, they increasingly recognize that the process has the power to transform instruction. Some teachers, however, are confused by the many types of portfolios, their different uses, and the practical issues surrounding storage, ownership, and the like. The three major types of portfolios are: working portfolios, display portfolios, and assessment portfolios. Although the types are distinct in theory, they tend to overlap in practice. Consequently, a district's program may include several different types of portfolios, serving several different purposes. As a result, it is important for educators to be clear about their goals, the reasons they are engaging in a portfolio project, and the intended audience for the portfolios.

Working Portfolios

A working portfolio is so named because it is a project "in the works," containing work in progress as well as finished samples of work. It serves as a *holding tank* for work that may be selected later for a more permanent assessment or display portfolio.

A working portfolio is different from a work folder, which is simply a receptacle for all work, with no purpose to the collection. A working portfolio is an intentional collection of work guided by learning objectives.

Purpose

The major purpose of a working portfolio is to serve as a holding tank for student work. The pieces related to a specific topic are collected here until they move to an assessment portfolio or a display portfolio, or go home with the student. In addition, the working portfolio may be used to diagnose student needs. Here both student and teacher have evidence of student strengths and weaknesses in achieving learning objectives, information extremely useful in designing future instruction.

Audience

Given its use in diagnosis, the primary audience for a working portfolio is the student, with guidance from the teacher. By working on the portfolio and reflecting on the quality of work contained there, the student becomes more reflective and self-directed. With very young children, however, the primary audience is the teacher, with the participation of the student.

Parents may be another important audience of a working portfolio, since it can help inform parent/teacher conferences. The portfolio is particularly useful for those parents who do not accept the limitations of their child's current skills or do not have a realistic picture of the way their child is progressing compared with other children. In such situations, evidence from a portfolio can truly "speak a thousand words." In addition, a portfolio can serve to document the progress a student has made, progress of which a parent may be unaware.

Process

An Introduction To Using Portfolios In The Classroom

Kathleen Blake Yancey



An Introduction To Using Portfolios In The Classroom:

An Introduction to Using Portfolios in the Classroom Charlotte Danielson, Leslye Abrutyn, 1977 *Forum*, 1996

Portfolios in the Writing Classroom Kathleen Blake Yancey, 1992 This collection of 10 essays argues that portfolios in the writing classroom are worth exploring and that such exploration opens up new opportunities new ways to learn to write to think about teaching writing to understand students teachers and curricula and to describe and report on what is found The collection makes this argument by sharing the stories of teachers in various situations teachers alone teachers as team members and teachers concerned with administration as well as learning Three key points are made that portfolios should be designed locally by teachers and students that they require periodic review and that through such reviews more can be learned about writing and its teaching The articles and authors are as follows 1 Introduction Writing Portfolios Changes and Challenges Catharine Lucas 2 Teacher s Stories Notes toward a Portfolio Pedagogy Kathleen Blake Yancey 3 Increasing Student Autonomy through Portfolios Sue Ellen Gold 4 Portfolio Practice in the Middle School One Teacher s Story James E Newkirk 5 Portfolios Process for Students and Teachers Catherine D Aoust 6 Looking into Portfolios Sandra Murphy and Mary Ann Smith 7 Portfolio Reflections in Middle and Secondary School Classrooms Roberta Camp 8 Writing Portfolios in Secondary Schools David Kneeshaw 9 Portfolio Practice and Assessment for Collegiate Basic Writers Irwin Weiser and 10 Portfolios in the Writing Classroom A Final Reflection Kathleen Blake Yancey A 39 item annotated bibliography of resources on portfolios for teaching and assessment concludes the volume SR *Portfolios in Teacher Education Classrooms* Eve Jane Kleiser, 1998 *Resources in Education*, 2001-10 Portfolios in the Classroom Beth Schipper, Joanne Rossi, 1997 The wonderful effect of the portfolio process is the self awareness that develops when kids generate their own selection criteria make decisions and reflect on their work When students discuss what they want to include in their portfolio and why and analyze which project or piece of writing meets those criteria they are creating connections to learning far beyond the scope of traditional forms of assessment Portfolios also increase learning because students take responsibility for their learning actively engage in the learning process think about their own thinking grow in confidence and self esteem set goals for future learning Using portfolios enables teachers to be clearer in their presentation of instructional strategies Using examples from real portfolios and successful classroom experiences Beth and Joanne take you step by step through helping children create portfolios that reveal accurate assessments of their own work Portfolios in the Classroom features instructional ideas that extend your use of portfolios questions throughout the text that guide you to key ideas real student examples from classrooms where teachers have successfully used portfolios samples to illustrate discussion of each element in the process end of chapter summaries and a complete bibliography reproducible forms for you and your students to use recommendations for using portfolios as a tool for parental involvement This is a book full of ideas and suggestions that you can put to use immediately in your classroom English Journal, 1997 *An Introduction to Standards-Based Reflective*

Practice for Middle and High School Teaching Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers

Teaching in the Middle School M. Lee Manning, Katherine Toth Bucher, 2001 The exceptional feature of this book is that it covers both middle school concepts and the basic information needed to understand young adolescents ages 10 14 It provides the essential knowledge for middle school teaching including young adolescent development organization core and exploratory curricula instructional strategies and concepts Distinguished by its skillful blending of research and practice it enables readers to move from theory to practice Chapter coverage explores how middle school educators provide culturally and gender responsive educational experiences for particular topics Discussion of the latest technology gives today s teachers access to the vast world of information and helps them take advantage of the rapidly changing technological advances Anecdotal accounts case studies and scenarios provide actual accounts of experiences with young adolescents and how middle school teachers have handled these situations and issues For general education teachers at the middle school level

Portfolios for Technical and Professional Communicators Herb J. Smith, Kim Haines-Korn, 2007 For upper level courses in Technical Communication and Professional Writing Portfolios for Technical and Professional Communicators is a short practical guide that discusses how to create professional paper and electronic portfolios Designed for technical communication and professional writing students it covers the portfolio building process and reinforces text concepts using guidelines exercises assignments and student examples It covers design and content issues important to technical and professional communicators and integrates examples specific to the profession Unique chapters offer coverage of portfolios and legal issues portfolios and the job search and how to use portfolios in interviews and on the job

Standard Catalog for High School Libraries, 1928 The 1st ed accompanied by a list of Library of Congress card numbers for books except fiction pamphlets etc which are included in the 1st ed and its supplement 1926 29

Planning and Administering Early Childhood Programs Celia Anita Decker, John R. Decker, 2005 This practical and leading book offers a solid overview of what is involved in carefully planning and running quality early childhood programs The authors believe that the lack of real quality in today s early childhood programs should be of paramount concern to future administrators and so have created a

book that will aid them in the initial planning of quality programs and serve as a helpful resource once programs are underway Coverage is organized to illustrate step by step the way directors of early childhood programs must approach their role examining in turn planning operationalizing and implementing high quality programs for all young children For administrative personnel at the elementary school level **Subject Guide to Books in Print** ,1991 *Clinical Supervision and Teacher Development* Keith A. Acheson,M. D. Gall,2003 This practical book provides clear hands on guidance for supervising teachers and encouraging professional growth It presents a widely accepted and flexible model of clinical supervision as well as research based and field tested strategies **Science in the Elementary and Middle School** Donna M. Wolfinger,2000 Contains activities for students to investigate the various aspects of science *Ri Irg Act of Teaching* Cruickshank,2002-08 Teaching Students in Inclusive Settings Judy W. Wood,2006 For courses in Inclusion and Mainstreaming From the first author to address strategies for special needs populations served in general classrooms comes the fifth edition for teaching all children This text now includes detailed but practical information regarding special populations including gifted culturally or linguistically diverse students and students from a culture of poverty A research based problem solving model and intervention checklist provides a unique method for selecting appropriate interventions for those students The text provides interventions for the learning environment teaching environment and for assessment evaluation and grading The accommodations are developed for educational planning in standard based educational systems This is a unique text for today s direction of instructional planning and evaluation Techniques ,2004 *Teachers Making Meaning While Carrying Portfolios Across the Curriculum* Robert Henry Rempe,1995 *Using Portfolios* Kathleen McClelland,Kathy McClelland,2000-07 This supplement offers teachers a brief introduction to teaching with portfolios in composition courses This essential guide addresses the pedagogical and evaluative uses of portfolios and offers practical suggestions for implementing a portfolio evaluation system in a writing class Free to adopters Restrictions apply See your Allyn Bacon Longman representative for details Also sold separately

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