E-Portfolios

FOR EDUCATIONAL LEADERS

An ISLLC-Based Framework for Self-Assessment

Barbara L. Nicholson

E Portfolios For Educational Leaders An Isslc Based Framework For Self Assessment

Darren Cambridge,Kathleen Blake Yancey,Barbara Cambridge

E Portfolios For Educational Leaders An Isslc Based Framework For Self Assessment:

E-Portfolios for Educational Leaders Barbara L. Nicholson,2004-03-12 In E Portfolios for Educational Leaders Barbara Nicholson offers suggestions for educational administration programs aiming to reduce the theory practice gap in the preservice preparation of school principals Based on the standards of the Interstate School Leaders Licensure Consortium the book s focus is both programmatic and individual in scope At the program level Nicholson examines strategies for reforming the field dimensions of preservice practice requiring more interaction with practitioners in schools and encouraging their active participation in the preparation of principals She also provides an in depth discussion of conventional assessment practices and explores the reasons for shifting to a more student centered process The individual focus is on assisting graduate students who are constructing electronic portfolios as both a program exit requirement and a foundation for eventual performance appraisal More a detailed comprehensive narrative than a minimalist guide E Portfolios for Educational Leaders develops fully the conceptual rationale behind the program reforms it describes *The Standards-Based Digital School Leader Portfolio* Gregory M. Hauser,Dennis W. Koutouzos,2005-12-29 Here is a comprehensive step by step tool for teaching school leader candidates and school leaders alike how to develop a standards based digital portfolio The book and companion CD provide a wide array of activities worksheets and rubrics two different templates one in PowerPoint and another in TaskStream a free five month subscription to TaskStream and richly illustrated sample digital portfolios as well as A brief history of the development and use of the standards based digital portfolio A suggested outline and design of the digital portfolio in PowerPoint and TaskStream An overview of various digital format options and criteria The Standards Based Digital School Leader Portfolio A Handbook for Preparation and Practice addresses both the creation and evaluation of the standards based digital portfolio as well as issues associated with developing it for and using it in the curriculum **Books In Print 2004-2005** Ed Bowker Staff,Staff Bowker, Ed,2004 *Book Review Index Cumulation* Dana Ferguson,2005-09 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests The up to date coverage wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool More than 600 publications are indexed including journals and national general interest publications and newspapers Book Review Index is available in a three issue subscription covering the current year or as an annual cumulation covering the past year **The British National Bibliography** Arthur James Wells,2004 **American Book Publishing Record** ,2004 Forthcoming Books Rose Arny,2003-12 *Educational Considerations* ,2004 **The Standards-Based Digital School Leader Portfolio** Gregory M. Hauser,Dennis W. Koutouzos,2010-10-16 Here is a comprehensive step by step approach for teaching school leader candidates and school leaders alike to develop a standards based digital portfolio The book and accompanying web sites provide three different templates and sample portfolios to

choose from In depth instructions for the creation of a digital portfolio using TaskStream LiveText or PowerPoint are included In addition the book includes self assessments aligned with the ISLLC 2008 standards and with the NETS A 2009 standards and a technology self assessment inventory all of which can be used both for planning and for evaluation purposes The authors provide a wide array of suggested activities worksheets and rubrics and address the use of technology by school administrators and the development and use of the digital portfolio in the curriculum **High-Impact ePortfolio Practice** Bret Eynon,Laura M. Gambino,2023-07-03 At a moment when over half of US colleges are employing ePortfolios the time is ripe to develop their full potential to advance integrative learning and broad institutional change The authors outline how to deploy the ePortfolio as a high impact practice and describe widely applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network Eynon and Gambino present a wealth of data and revealing case studies Their broad based evidence demonstrates that implemented with a purposeful framework ePortfolios correlate strongly with increased retention and graduation rates broadened student engagement in deep learning processes and advanced faculty and institutional learning The core of the book presents a comprehensive research based framework along with practical examples and strategies for implementation and identifies the key considerations that need to be addressed in the areas of Pedagogy Professional Development Outcomes Assessment Technology and Scaling Up The authors identify how the ePortfolio experience enhances other high impact practices HIPs by creating unique opportunities for connection and synthesis across courses semesters and co curricular experiences Using ePortfolio to integrate learning across multiple HIPs enables students reflect and construct a cohesive signature learning experience This is an invaluable resource for classroom faculty and educational leaders interested in transformative education for 21st century learners A Co Publication with AAC U *The Educational Potential of E-Portfolios* Lorraine Stefani,Robin Mason,Chris Pegler,2007-04-26 E portfolios are being used increasingly often and will soon become integral to higher education This book is an entry level guide to developing an effective e portfolio for a variety of uses aimed at those who support students in their learning **Leveraging the ePortfolio for Integrative Learning** Candyce Reynolds,Judith Patton,2023-07-03 The fruit of the authors more than 15 years of using and writing about ePortfolios in general education and disciplinary programs and courses this book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves their peers their instructors and their future employersWhile interest in ePortfolios has exploded because they provide an easier and more comprehensive ways to assess student learning than

traditional portfolios and because they have the potential to transformatively develop students ability to connect and apply their knowledge faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes The authors describe easy to use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula and create the scaffolding to develop students skills and metacognition The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose structure and implementation of ePortfolios Subsequent sections cover classroom practices and assignments to help students understand themselves as learners make connections between course content their personal lives and to the curriculum bridge theory to practice and consider issues of audience and communication and presentation in developing their portfolios The book goes on to cover technological issues and assessment with a particular emphasis on the use of rubrics and concludes with explicated examples of ePortfolios created in a first year program ePortfolios created by graduating students career oriented ePortfolios and lifelong ePortfolios For both experienced faculty and administrators and readers just beginning to use ePortfolios this book provides a framework and guidance to implement them to their fullest potential   **The E-portfolio Paradigm** Nicole A. Buzzetto-More,2010   *E-portfolios* YuFang Carole Huang,2006 Students in the Teacher Education Program at the University of Missouri St Louis have to complete their professional E portfolios to be certified for the program An E portfolio demonstrates a future teacher s knowledge skills and abilities acquired through teaching and learning Five qualitative case studies were investigated to understand how E portfolios impact preservice teachers self directed learning readiness SDLR and computer technology skills CTS Data were gathered from the preservice teachers pre and post questionnaires interviews observations and their completed E portfolios Two internship students and three student teachers were observed creating their E portfolios during a 16 week semester During the period some sought assistance from the E Desmond Lee Technology and Learning Center Staff while others worked independently Using the Self Directed Learning Readiness Scale Guglielmino 1977 all the participants increased their SDLR scores However although each of their scores increased they remained in their initial level For example if a person had an initial above average score 227 251 he or she stayed in the same level after creating an E portfolio Based on a CTS Questionnaire which examined the preservice teachers Internet PowerPoint Excel and E portfolio skills just to name a few each preservice teacher increased his or her computer technology skills Thus it appears that creating an E portfolio can serve as a useful tool in helping preservice teachers enhance their self direction and computer technology literacy Teachers should carefully consider how computer technology should be used to further their goals of professional development The knowledge gained from this study may assist adult educators in motivating student teacher candidates to use E portfolios Knowledge about the self directed learning process would contribute to both theory and practice of self directed learning in

the digital age In addition this study may provide the foundation for further research into E portfolio curriculum design and how to use E portfolios as an assessment tool for effective professional development Developing E portfolios may help students in all programs improve their computer technology skills and trigger their self direction and desire to learn In addition E portfolios may provide faculty with an effective alternative assessment tool Barrett 2000 Future research could examine more students in other teacher education programs **Catalyst in Action** Bret Eynon,Laura M. Gambino,2023-07-03 In 2017 Bret Eynon and Laura M Gambino released High Impact ePortfolio Practice which drew broad acclaim from faculty and educational leaders An instant classic wrote one reviewer The book I ve been waiting for exclaimed another With compelling evidence of the impact of ePortfolio done well and a practical framework for educators to follow this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice Now with Catalyst in Action Case Studies of High Impact ePortfolio Practice Eynon and Gambino have taken the next step The book offers 20 powerful case studies drawn from campuses ranging from Bronx Community College to Yale University from the University of South Carolina to Dublin University and Arizona State In High Impact ePortfolio Practice Eynon and Gambino outlined the Catalyst Framework spotlighting the strategies needed to launch build and sustain a high impact ePortfolio practice Linking integrative social pedagogy to technology assessment and professional development the Catalyst Framework offers guiding principles and classroom based ePortfolio practices that improve student success deepen the student learning experience and catalyze learning centered institutional change In Catalyst in Action teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses Working with diverse groups of students in a broad range of disciplines and settings the case study authors put Eynon and Gambino s integrative strategies into practice Catalyst in Action shares their findings and their insights As higher education enters a challenging new era it must find new ways adapt and change to support and demonstrate student growth and development Catalyst in Action is a powerful combination of intensive research and practical experiencing Offering exciting new evidence and fresh new insights Catalyst in Action will be an invaluable resource for those who wish to build student success advance higher learning and meet the demands of the 21st century A Co Publication with AAC U **Eportfolios for Lifelong Learning and Assessment** Darren Cambridge,2010-10-07 This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use drawing on work in philosophy sociology higher and adult education and elearning research It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios It surveys the state of the art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum assessment and technology This resource is written for scholars support staff instructional technologists academic administrators and policy makers **Documenting Learning with ePortfolios** Tracy Penny Light,Helen L. Chen,John C. Ittelson,2011-11-18 Documenting Learning with ePortfolios Documenting Learning with ePortfolios provides

higher education instructors with a theory to practice approach to understanding the pedagogy behind ePortfolios and to helping students use them to record and reflect on their learning in multiple contexts The authors outline a framework of six critical iterative tasks to undertake when implementing ePortfolios for student success Filled with real life models of successful ePortfolio projects the book also includes guidance for faculty development to support the use of ePortfolios and covers the place of ePortfolios in institutional assessment efforts Finally the authors offer considerations for deciding on which technological tools to deploy in implementing a successful ePortfolio initiative These authors achieve the very rare accomplishment of combining their years of practical experience broad conceptual and research underpinnings and incredibly useful examples and applications into a single concise volume for enhancing student learning through an ePortfolio approach to our shared educational purpose TERREL L RHODES vice president Office of Quality Curriculum and Assessment Association of American Colleges and Universities Educators keep asking for more information about how to use electronic portfolios This book provides answers guidelines examples and scholarly insights about learning based in the wisdom of the ePortfolio community of practice what a powerful addition to our collective knowledge I am thankful to the authors for this boost to our field and for providing a blueprint for implementers to follow TRENT BATSON executive director The Association for Authentic Experiential and Evidence Based Learning **Electronic Portfolios 2.0** Darren Cambridge,Kathleen Blake Yancey,Barbara Cambridge,2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system **Digital Portfolios** Elizabeth Hartnell-Young,Maureen Morriss,2007 Teaches you how to build a portfolio and shows the potential benefits of the portfolio process Qualitative research which is essentially what portfolios lead to is beneficial for teachers because it helps them reflect on what actually happens in their classrooms I can t think of a more powerful tool for learning and growth Erin Powers English Teacher Paul Revere Charter Middle School Los Angeles CA

Create a digital portfolio that effectively communicates your professional values goals and achievements Digital technology offers powerful tools to educators who wish to develop electronic portfolios to foster and enrich their professional learning Digital Portfolios Second Edition written by experts in the field explores the latest methods and techniques for creating electronic portfolios In this revised edition Elizabeth Hartnell Young and Maureen Morriss demonstrate how teachers principals and professors of education can develop high quality portfolios that reflect personal vision record professional growth and celebrate accomplishments The authors present a comprehensive framework for portfolio development from determining the audience and selecting material from a personal archive to defining producing and sharing your digital portfolio This timely resource offers ten easy to follow steps and Provides the why for creating digital portfolios Emphasizes the importance of reflection as part of the process Presents tips and strategies for using digital technology Includes guidelines for evaluating portfolios Whether you are a novice teacher or a veteran educator this practical handbook is your comprehensive guide to digital portfolio development **Catalyst in Action** Bret Eynon,Laura M. Gambino,2023 Published in association with In 2017 Bret Eynon and Laura M Gambino released High Impact ePortfolio Practice which drew broad acclaim from faculty and educational leaders An instant classic wrote one reviewer The book I ve been waiting for exclaimed another With compelling evidence of the impact of ePortfolio done well and a practical framework for educators to follow this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice Now with Catalyst in Action Case Studies of High Impact ePortfolio Practice Eynon and Gambino have taken the next step The book offers 20 powerful case studies drawn from campuses ranging from Bronx Community College to Yale University from the University of South Carolina to Dublin University and Arizona State In High Impact ePortfolio Practice Eynon and Gambino outlined the Catalyst Framework spotlighting the strategies needed to launch build and sustain a high impact ePortfolio practice Linking integrative social pedagogy to technology assessment and professional development the Catalyst Framework offers guiding principles and classroom based ePortfolio practices that improve student success deepen the student learning experience and catalyze learning centered institutional change In Catalyst in Action teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses Working with diverse groups of students in a broad range of disciplines and settings the case study authors put Eynon and Gambino s integrative strategies into practice Catalyst in Action shares their findings and their insights As higher education enters a challenging new era it must find new ways adapt and change to support and demonstrate student growth and development Catalyst in Action is a powerful combination of intensive research and practical experiencing Offering exciting new evidence and fresh new insights Catalyst in Action will be an invaluable resource for those who wish to build student success advance higher learning and meet the demands of the 21st century

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