

### Stage 1 - Desired Results

***BHAG: Teachers will create and maintain their own ePortfolios over the course of the 2016-2017 school year. They will begin modeling the usage of the ePortfolio with their classes beginning January 2017.***

#### **Established Goals:**

- All teachers in the ePortfolio PLC group will create and maintain their own ePortfolios by May 2017.
- Teachers will begin modeling usage of the ePortfolio by January 2017.
- Teachers will be able to think creatively when developing and personalizing an ePortfolio of their own.

#### **Understandings:**

*Teachers will understand that ...*

- WHY the ePortfolio is a beneficial tool for both students and teachers.
- Personal reflections are just as important, if not MORE important, than the posted artifacts.
- The ePortfolio can benefit students greatly when completing high school applications.
- The ePortfolio can act as an educational resume to high schools, colleges and universities.
- We are growing up in a digital world.

#### **Essential Questions:**

- What makes an ePortfolio?
- What is the difference between an ePortfolio and a tangible portfolio?
- How can teachers model the ePortfolio with students?
- How can we use the ePortfolio as a form of assessment?
- How might the ePortfolio promote writing?
- What is technology? What is your experience with technology?

#### **Teachers will know...**

- The different ePortfolio platforms.
- The essential components to an ePortfolio.
- Ways to give viewers of higher education institutions a visual and understanding of the work they have done.
- Applicable apps and widgets to incorporate in the ePortfolio.
- How to troubleshoot through issues in the creation process.

#### **Teachers will be able to...**

- Develop engaging ePortfolios for their desired audiences.
- Convey personality and expression through writings and photographs.
- Provide select projects and artifacts to included in the ePortfolio.
- Assist students in troubleshooting while having them create student ePortfolios .
- Collaborate with colleagues in creating their own ePortfolios.

## Stage 2 - Assessment Evidence

### Performance Tasks:

- Teachers will create an ePortfolio website through Wordpress or Google Sites.
- Teachers will add a blogging area, portfolio, and contact information in the menu of their ePortfolio.
- Teachers will add new pages to include their classroom subjects to their ePortfolios.
- Teachers will complete at least blog post by November 2016.

### Other Evidence:

- Group discussion in our PLC group on the necessary components of an ePortfolio.
- A shared Google Doc between members of the group to share ideas, comments and trouble shooting issues.

## Stage 3 - Learning Plan

### Learning Activities:

- Begin the introduction to the ePortfolios with the *Story Behind the Story* video to hook viewers to the benefits of the ePortfolio. A personal look at how the ePortfolios can help our middle schoolers. **Hook**
- Introduce the idea of the ePortfolio and discuss the importance of language, personalization, reflections and the posting of artifacts. **Where, What**
- Review other educator and student ePortfolios to engage teachers in the benefits of the ePortfolio and assist in identifying organizational strategies. **Explore, Experience, Evaluate**
- Teacher will model ePortfolios by creating one of their own, and referring to it in their own classes for assignments and examples. **Equip, Experience**
- Introduce key components of the ePortfolio, then have teachers identify and explain the key components in relation to their own ePortfolios. **Explore, ReThink**
- Teachers will develop unique and engaging ePortfolios customized to their own subjects, likings and interests. **Tailored**
- At the conclusion of the year, teachers will go back and reflect on the usage of their ePortfolios in their classrooms. **Rethink**
- Teachers will be given instruction and prompts as needed to assist our students in developing their own ePortfolios. **Organized**