

**Table #1****Title:** ProfPort Webfolio System**Organization:** California Lutheran University**Web site:** <http://www.folioworld.com>

<b>Contact:</b>	<b>Paul Gathercoal, Ph.D.</b> , California Lutheran University – gatherco@clunet.edu <b>Douglas Love</b> , Illinois State University <b>Gerry McKean</b> (Illinois State University) and <b>Susanne Maliski</b> (Ascension Lutheran School)
<b>What purpose does your assessment tool serve?</b>	<p>The portfolio is used in the teacher education program at CLU. Teacher candidates submit evidence of practice. Faculty provide feedback to candidates. This ongoing conversation provides formative assessment of student work. The program portfolio is currently organized into five benchmarks, A to E. Currently we use the six California Standards for the Teaching Profession and additional items selected by the faculty. A summative review of student work in an exit conference occurs at the end of the program.</p> <p>The flexibility of our webfolio system allows selection of standards and competencies by program faculty. While student work is considered a permanent entry into the system, each semester new or revised standards and courses can be included for subsequent cohorts of students.</p> <p>The portfolio is also used by all instructors in the program for their classes and students submit their course work for evaluation and feedback via the webfolio. Student submissions included word processed materials including a philosophy statement, lesson plans, and personal reflections. Scanned evidence of K-12 student work, links to other student prepared material, and digital photos and video can also be included. The use of the webfolio provides teacher candidates experience in imbedded use of technology in education.</p> <p>We are now using the webfolio structure in the K-12 classroom context with our student teachers and cooperating teachers consisting of teacher assignments, learning resources, student artifacts, mentor feedback, and curriculum standards for K-12 partner schools. Within the K-12 school system where teachers are held accountable for their students achieving statewide curriculum standards they utilize a K-12 web-based portfolio system that facilitates assessment, evaluation and reporting in a single web portal.</p> <p>The webfolio system provides a valuable database of student work and faculty evaluation that supplies data for research on teacher and program development.</p> <p>.</p>
<b>Please indicate which category best describes your tool:</b>	<ol style="list-style-type: none"> <li>Tools that allow users to ask questions of data (tools for collecting and disaggregated data, including surveys, self-reported data and standardized data)</li> <li>Tools for observation (including teacher observation and observation of student behavior or performance)</li> <li>Tools for reviewing student products (including electronic portfolios)</li> </ol> <p>California Lutheran University's ProfPort Webfolio System performs all of these functions to some extent, but probably fits best in category C – Tools for reviewing student products (including electronic portfolios) – It performs these functions at both the Higher Education and K-12 levels.</p>
<b>Who is the audience for this assessment tool?</b>	<p>The audience of users is comprised primarily of the students, faculty, and supervisors in the teacher education program. Students control access to their materials and can also make it available to potential employers. It is also pertinent to K-12 teachers and administrators who would use the K-12 ProfPort Webfolio system to tie authentic assessment to national and state standards.</p>

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<b>What technology is used?</b>	Student and teacher machines should be a PC connected to the WWW. The PC should have Microsoft Office installed, including Internet Explorer. The server software is the Profport Webfolio System which has the following capabilities.										
<b>Approximately how many people are currently using this system?</b>	<table border="1"> <tr> <td>500</td><td>K-12 Students</td></tr> <tr> <td>50</td><td>K-12 Teachers</td></tr> <tr> <td>800</td><td>Teacher education students</td></tr> <tr> <td>100</td><td>Teacher education faculty</td></tr> <tr> <td></td><td>Other</td></tr> </table>	500	K-12 Students	50	K-12 Teachers	800	Teacher education students	100	Teacher education faculty		Other
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<b>Web site:</b>	<p>California Lutheran University's Webfolio Access and Information:</p> <p><a href="http://public.clunet.edu/~gatherco/eportfolio/index.htm">http://public.clunet.edu/~gatherco/eportfolio/index.htm</a> (The link for the "Example Webfolios" is recommended and is NOT password protected.)</p> <p>ProfPort Webfolio System Homepage:  <a href="http://www.folioworld.com">http://www.folioworld.com</a> (The link for the "Portfolio Walk Through" is recommended and is Not password protected.)</p>										
<b>What professional development (for students or assessors) is required to use the tool?</b>	<p><b><u>A) For the ProfPort Higher Education Webfolio –</u></b></p> <p><b>Students:</b> There are few if any professional development sessions needed for students to use the ProfPort Webfolio system at California Lutheran University. That is probably because we have been using the ProfPort Webfolio system successfully for four years and it is now part of the culture in our School of Education. When professional development is needed, it can be completed in one hour of instruction in a computer lab. We offer help for students during "Open Lab" times throughout the semester, however only a few students take advantage of this help (approximately twenty) each semester. The main professional development provided to students occurs when they contact the ProfPort system administrator via email and request an ID and password for the system. The students are emailed the following and this is all they need to use the ProfPort Webfolio system.</p> <p><b>Faculty and Mentors:</b> The ProfPort Webfolio system can be implemented at a variety of levels. We call them "Levels of Maturation."</p> <p><b>At the lowest level of maturation,</b> faculty and mentors need no professional development at all. The ProfPort Webfolio administrator simply displays in the system all courses that are offered that semester and students register for the course and place their artifacts in the system. The courses they take and artifacts they display determine the organization of the student's Webfolio.</p> <p><b>At the higher levels of maturation,</b> faculty and mentors need a two-hour professional development session in a computer lab in order to be functional with the ProfPort Webfolio system. Faculty and mentors are given hardcopy documentation, although information about how to use the ProfPort Webfolio system is on the "Webfolio Access and Information" webpage: <a href="http://public.clunet.edu/~gatherco/eportfolio/index.htm">http://public.clunet.edu/~gatherco/eportfolio/index.htm</a> The information is generically password protected and the User Name and password are communicated to faculty and mentors during training.</p> <p><b><u>B) For the ProfPort K-12 Webfolio System –</u></b></p> <p><b>K-12 Students:</b> Students are functional with the ProfPort K-12 Webfolio system after one 45 minute session in a computer lab.</p> <p><b>Faculty and Mentors:</b> The K-12 ProfPort Webfolio system can be implemented at a</p>										

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	<p>variety of levels. We call them “Levels of Maturation.”</p> <p><b>At the lowest level of maturation</b>, faculty and mentors need no professional development at all. The K-12 ProfPort Webfolio administrator simply displays all courses that are offered that year in the system and students register for the course and place their artifacts in the system. The courses they take and artifacts they display determine the organization of the student’s Webfolio.</p> <p><b>At the higher levels of maturation</b>, faculty and mentors need a two-hour professional development session in a computer lab in order to be functional with the ProfPort Webfolio system. Faculty and mentors are given hardcopy documentation, although information about how to use the ProfPort Webfolio system is on the “Webfolio Access and Information” webpage: <a href="http://public.clunet.edu/~gatherco/eportfolio/index.htm">http://public.clunet.edu/~gatherco/eportfolio/index.htm</a> The information is generically password protected and the User Name and password are communicated to faculty and mentors during training.</p> <p><b>Parents/Caregivers</b> can be given access to the K-12 Webfolio system when they logon with their own ID and password. They need limited instructions, communicated via email, and they are functional with the system.</p>
<b>To use the tool effectively, what else should the school have in place?</b>	<p><b>For the Higher Education ProfPort Webfolio System–</b></p> <p>The ProfPort Webfolio system can be implemented at a variety of levels. We call them “Levels of Maturation.” Schools need different resources to use the ProfPort Webfolio system at the different levels. Common to all levels of maturation, schools will need access to the Internet, a Webfolio server and computers loaded with basic software packages like Microsoft Office.</p> <p><b>At the lowest level of maturation</b>, schools simply display in the system all courses that are offered that semester and students register for the course and place their artifacts in the system. The courses they take and artifacts they display determine the organization of the student’s Webfolio.</p> <p><b>At the highest level of maturation</b>, webfolios are organized by curricular requirements and electives or standards established by a cadre of educators or the institution; and students can generate their own portals for displaying work samples and achievements within the same curricular structure or institutional standard. In addition, educators link standards, department goals and other descriptors like higher order thinking taxonomies to specific webfolio items, including student generated work samples and achievements. Institutions of higher learning would need to identify the specific standards and goals to which they are teaching, what assignments are addressing which standard and goal, and agree upon a rubric for assessing student work.</p> <p><u>For the K-12 ProfPort Webfolio System –</u></p> <p>The K-12 ProfPort Webfolio system can be implemented at a variety of levels. We call them “Levels of Maturation.” Schools need different resources to use the ProfPort Webfolio system at the different levels. Common to all levels of maturation, schools will need access to the Internet, a Webfolio server and computers loaded with basic software packages like Microsoft Office.</p> <p><b>At the lowest level of maturation</b>, schools simply display in the system all subjects that are offered that year and students register for the subjects and place their artifacts in the system.</p>

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	<p>The subjects they take and artifacts they display determine the organization of the student's Webfolio.</p> <p><b>At the highest level of maturation</b>, webfolios are organized by curricular requirements and electives or standards established by the teachers, the school district, or the State; and students can generate their own portals for displaying work samples and achievements within the same curricular structure or school standards. In addition, educators link state or national standards, school goals and other descriptors like higher order thinking taxonomies to specific artifacts, including student generated work samples and achievements. Schools would need to identify the specific standards to which they are teaching, what assignments are addressing which standard, and agree upon a rubric for assessing student work.</p>
<p><b>If you haven't already addressed it, how does your tool help students or teachers demonstrate that they are meeting standards?</b></p>	<p><b>A. For the Higher Education ProfPort Webfolio System –</b></p> <p>The ProfPort Webfolio system can be implemented at a variety of levels. We call them "Levels of Maturation."</p> <p><b>At the highest level of maturation</b>, webfolios are organized by curricular requirements and electives or standards established by a cadre of educators or the institution; and students can generate their own portals for displaying work samples and achievements within the same curricular structure or institutional standard. In addition, educators link standards, department goals and other descriptors like higher order thinking taxonomies to specific webfolio items, including student generated work samples and achievements. Webfolios allow for multiple opportunities for students to receive feedback from mentors and educators and to redeem their work through alterations in the webfolio system; and at the end of a period of time, generally the length of the unit of study, the educator can "lock out" students from making further alterations on their work sample and assign a quantifiable summative assessment to their work. "Locking students out" functionally disables the student's ability to make changes to specific work samples and achievements and it enables educator's to link quantifiable summative judgments to specific student work samples. Then, the institution can export this data to a spreadsheet or statistical analysis program to ascertain how many and which students did not meet, met or exceeded standards linked to specific work samples and achievements. The institution can use the assessment data generated from the webfolio system each semester to assist with program assessment and revision.</p> <p><b>B. For the K-12 ProfPort Webfolio System –</b></p> <p>The K-12 ProfPort Webfolio system can be implemented at a variety of levels. We call them "Levels of Maturation."</p> <p><b>At the highest level of maturation</b>, webfolios are organized by curricular requirements and electives or standards established by the teachers, the school district, or the State; and students can generate their own portals for displaying work samples and achievements within the same curricular structure or school standards. In addition, educators link state or national standards, school goals and other descriptors like higher order thinking taxonomies to specific artifacts, including student generated work samples and achievements. Webfolios allow for multiple opportunities for students to receive feedback from mentors and educators and to redeem their work through alterations in the webfolio system; and at the end of a period of time, generally the length of the unit of study, the educator can "lock out" students from making further alterations on their work sample and assign a quantifiable summative assessment to their work. "Locking students out" functionally disables the student's ability to make changes to specific work samples and achievements and it enables educator's to link quantifiable summative judgments to specific student work samples.</p>

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### What questions would you like participants to address?

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Teacher: 6-8


*(All Tech Stories available at [www.techstory.org](http://www.techstory.org))*

	<p>As I grew up technology was part of my daily life. Entertainment relied on videos, CD's, computer games, and television. When technology was part of education it was used as a reward or a drill and practice activity. Teachers aloud students to use computers to practice word processing or play games as a reward for students' good behavior or good work. Software was also available for students to practice a skill over and over. Television and videos were used again as rewards, except for the occasional educational video.</p> <p>When I became a teacher I new that technology use in the world had changed and teaching technology needed to change. Computers needed to be used for more than entertainment. I also realized learning about computers needed to be more than an elective class that happened once a week. I saw the need for change, but realized that I needed to improve my knowledge about technology in education and improve upon my computer skills.</p> <p>Students are not the ones who generally struggle with technology integration in K-12 education. Teachers are the ones who often need to improve upon their own technology skills. In order for me to improve upon my knowledge I started a masters program in educational technology. As part of my masters program I was required to create an electronic portfolio using the Prof Port system. The system was modified to a K-12 version stored on the California Lutheran University server. Graduate students were given the opportunity to integrate this system into there schools. I agreed to use this system after seeing the benefits of this system in the higher education setting.</p> <p>I introduced the electronic portfolio or webfolio system in the fall of 2002. The webfolio system is a web-based electronic portfolio that allows the teacher to organize the course electronically. The teacher can include resources, assessment tools, assignments, and contact information for the students to access from home. Students can create a working portfolio and a showcase portfolio where they can place work and teachers can provide feedback electronically. The students and teacher can access the webfolio system at school and from home. The webfolio eliminates the storage issues that are concerns when creating traditional paper portfolios.</p>
	<p>The next step for me is to help integrate the webfolio system into the rest of the school where I teach. Since we used the system in my masters program I have the advantage of seeing the possibilities that we have with the webfolio system. The next step for us as a middle school is to integrate the webfolio system into the core classes, as well as, into elective classes. We need to look for teachers who are currently using portfolios and introduce them to the system and help them adapt the system to the their needs. The next step for me personally is to develop ways to continue to integrate the webfolio system into the social studies curriculum and act as a mentor for colleagues trying to integrate the webfolio system into their courses.</p>
	<p>In the fall of 2001 I began a masters program in educational technology at California Lutheran University. I chose this program because I saw the need to learn how to use technology in education. Technology is such an important part of the world today I thought it was important to learn as much as possible how to integrate it into the curriculum.</p>

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	<p>When I began the masters program I had basic computer skills such as word processing and e-mailing. I realized quickly that I was going to learn more in order to successfully complete the masters program. In order to graduate I was going to have to create a showcase portfolio using a web-based portfolio system called ProfPort. This seemed like a manageable task since I had experience creating traditional paper portfolios. The webfolio system became overwhelming when I was told that part of my graduate assistantship to teach people how to use this system. After a few short lessons I realized that the webfolio system was very user-friendly system. I found that I was able to learn to use the system, as well as, teach others to use the system. I quickly began to adapt to this learning medium and saw the potential for creating multimedia components of the webfolio that cannot be created using a paper portfolio. After I began to use the webfolio system I say the potential for using this system in K-12 setting. When California Lutheran University introduced the webfolio system that had been created for k-12 education I was excited to have the opportunity to integrate the system into my classes. This year I have used the system to create working portfolio with my middle school social studies students. The students can use the system to store work, get resources for class, and show mastery of standards. I quickly discovered when students were using technology they were more engaged and motivated to complete assignments. I found as a teacher I enjoyed seeing the students engaged and like having ability individualize learning and work with students one on one.</p>
<b>techno</b> <b>dreams</b> 	<p>The ideal teaching environment consists of students having access to computers at school and at home on a daily basis. Technology would be used as a tool to support learning. Like any other tool we use in education technology is not always appropriate. The goal is to provide students material in a variety of formats in order for them to master concepts. Technology will support the organization of the course materials through the webfolio system. The students will have access at school and at home to the system. The parents will have separate log in id's to access the students' work that the students have decided that they want to share. The parents and teachers will use the webfolio, a class web page, and e-mail to maintain communication. The students will also use these tools to keep themselves organized. The webfolio will be the first step in introducing distance education. The system will allow students to learn both synchronous and asynchronous, providing students multiple opportunities to master concepts.</p> <p>Developers need to continue to expand on the resources available for educators, as well as, tools to help teachers integrate technology into the curriculum already being taught. Tools like the webfolio system also need to be continued to develop, so students are prepared to live in the technology-based society that exists today and will exist in the future. Teaching students at all levels to use all resources available to them will help the learned to be better problem solvers and develop higher order thinking skills.</p> <p>In 2050 education will hopefully reflect the society that we live in. If that society relies on technology, as the society does today, students should be taught to use those tools. Education should not lose focus on the idea that we need to help produce citizens that can live productively in the world. Technology should be one of the many tools we teach students to use in order to learn and solve problems.</p>
<b>techkit</b> 	<p>I often found myself frustrated when I first started using technology. Problems would come up and I would not know how to solve them. I would rely on others who knew more about technology to solve my problems. I often wondered if</p>

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	<p>the effort was worth it.</p> <p>When I first started working as a graduate assistant at CLU if a problem came up that I did not know how to answer I would call someone who knew the answer. Now I find myself more willing to try and solve the problem on my own. I realize that I do not know everything there is to know, but it is important to learn about technology through trial and error. The more I try the more I learn. If I am not able to solve the problem on my own then I look to my colleagues for support, but I at least try to solve the problem. Each time I solve a problem I learn valuable skills that I can pass on to others who may be struggling with the same problems.</p> <p>I also have learned to walk away when I get too frustrated and come back to the task when I am less frustrated. When I come back to the task I have had time to think about possible solutions. I wish ten years ago I was smart enough to walk away and that I had been confident enough to have tried new things. I try to teach others the importance of learning via trial and error. I also tell my students to walk away when they are too frustrated to be productive and come back when they have had some time to relax. I have seen this approach help improve attitudes toward technology at both the K-12 level and the higher education level.</p>
	<p>When I introduced technology into my classroom I saw a change in my students behavior. The students were engaged in learning. They enjoyed being able to work cooperatively and collaboratively to complete tasks. I had less discipline problems because students enjoyed what they were doing. When we are not using technology in our class the students are asking for it. Since many students use computers for entertainment they view learning in this format as more entertaining. As we have introduced the webfolio system into the course the students have enjoyed the independence that this allows them. The students can log on find out what the activity is and get started without allot of teacher instruction. They can also find links to resources and grading rubrics. The system allows students to work in school and at home on assignments.</p> <p>From my students I have learned as many things about technology as I have taught them. The students rely on technology and immediately think of it as a resource. I have had learn to think this way where my students have always thought this way. My students often can teach me shortcuts with programs or show me things that I did not know the software could do. They are constantly giving me ideas of how we can use different technologies for learning and problem solving.</p> <p>Working with adult graduate students and fellow teachers I have seen them struggle with accepting the fact that technology is here to stay. Many are resistant to using systems like the webfolio system, because they fear they will lose control. Many resent having to learn to use technology. Teachers want to keep doing what they have always been doing and initially do not want to consider the benefits of using the webfolio system. Generally after the adults are exposed to the system they see the benefits and enjoy the convenience offered b the system. Some graduate students have even adapted the K-12 version into their class after using the higher education version.</p>
	<p>Growing up I thought that life in the future would be like the Jetsons or Tomorrow Land at Disney World. Today as I look at what the people of the past predicted I see that we have surpassed many of these predictions. Information is available daily at the click of a button on the Internet, video and sound can</p>



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	<p>be transferred almost instantly, and information can be transferred wirelessly. I have no idea what the next step will be for technology. The important part of education is giving the students the foundation of what has been established in the past, exposure to the most current information and creativity to dream of what could be created in the future. Exposure to the benefits of technology in education can help the students become the developers of the future.</p> <p>My exposure to technology integration and the webfolio as a new teacher allowed me to integrate these tools from the beginning. I was naive enough to not worry about the possible obstacles and excited enough to dream of the possibilities. Once I started integrating technology I was able to see the differences that it made for my students and this keeps me motivated to learn more for the future. Having positive mentors who provided me with opportunities to use what I knew and support when I got stuck was also important. My colleagues keep me grounded, so that I do not try to do too much too fast. The goal is to assist learning of students at all levels not to frustrate them. My colleagues have helped to remind me that not everyone is at the same point of seeing the benefits of technology and it also motivates me to be a positive model of how technology can be used in education. The most exciting moment for me is was when one of my students who was using the K-12 webfolio system was able to help her mother use the higher education version to complete assignments for her graduate program. It was at that moment I realized how this exposure to technology was going to help these students break down barriers at many levels.</p>
	<p>Technology is ever changing, so the most important thing to remember is to stay current. An educator's job is to be a life long learner that is constantly looking for ways to improve his or her teaching. Schools need to set goals when it comes to learning about technology and using technology. The goals need to be realistic and achievable. Each year the school needs to evaluate where they are and where they need to go to stay current. Collaboration and communication are essential. Teachers need to communicate with each other and their students about what is working and what is not working. When students have input they feel they have a role in their learning and become more motivated. Student input has been surprising and valuable in my experience. They come up with creative ways to integrate technology, provide a link between teachers, and inform teachers about successes and challenges related to the technology being used.</p>
	<p>Integrating technology has been a slow process. I am proud of the fact that I have worked to overcome the obstacles that I experience. Success of teaching is measured by the students attitude and learning. Initially when I planned technology units I would start planning every lesson to use technology and not plan for when the technology would not work. Now I have learned to plan alternative approaches in case one form of technology does not work. For example, if the students cannot get onto the Internet to use their webfolio links can be placed in their student folders that are stored on the local network. The greatest obstacle has been learning to trouble shoot the software. As I have been more proficient using the webfolio system I have been able to identify common problems that users have. Knowing the problems has helped me solve users problems faster and prevent users from becoming frustrated.</p>

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	<p>Preventing users from becoming frustrated makes them more willing to learn about technology and use it in the classroom.</p> <p>Now that I have started to use technology in my classroom I cannot image life without it. E-mail and Internet searches have become daily tools for communicating and researching. Having the students use technology, such as, Microsoft Office software has become routine. Students use these programs to complete assignments and projects. Overall in my courses technology has become routine for both myself as the teacher and for my students.</p>
	<p>The webfolio system has allowed me to integrate technology into my classes as an organizational tool that students can access at home and school. I am able to create student portfolios that provide authentic assessment of the students learning. The assessment can be used to show progress over time, as well as, to provide useful information for accreditation purposes. The student's portfolio can be carried with them from year to year without the issue of storage. Students are able to share work samples with other students and with their own parents. The learning samples can be in multiple formats.</p> <p>The technology has forced me to rethink the way that I teach by offering students the opportunity to discover information and create original pieces of work. I put an emphasis on problem solving and using higher order thinking skills, instead of just focusing on only content knowledge. The long-range goal is for students to develop skills that they can use in the future to help them be successful.</p>