



## LILIE, LLC Course Information

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Title of Course (45 hours): Effective Use of Portfolios for Classroom Assessment

Course Description: This course will examine the vast array of students, learning styles, interests, and abilities that make alternative assessments ideal for the differentiated classroom. This course will explain the need for alternative assessments, along with the concepts and the creation of productive classroom environments that support portfolios. By learning the process for creating alternative assessments, teachers will leave this course with a concrete understanding of the process and various portfolio assessments they may use in their own classrooms.

Overall Course Objective and Expectation(s):

- Participants will review the benefits of performance assessment
- Participants will distinguish between several types of portfolios and their applications
- Participants will read, discuss and analyze a variety of expert research and experience in classroom portfolio use
- Participants will discuss the variety of processes of portfolio production, reflection, implementation and evaluation
- Participants will explore the use of portfolios within their own classrooms

Course Instructional Materials: All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Sample of Suggested Readings, Websites & Videos (*subject to change*):

- *THE PORTFOLIO PROCESS: QUESTIONS FOR IMPLEMENTATION AND PRACTICE*
- *CREATING INDIVIDUAL EDUCATIONAL PORTFOLIOS IN WRITTEN LANGUAGE*
- *Electronic Portfolios*
- *Authentic Assessment in an Informal Setting*
- *THE USE OF PORTFOLIO ASSESSMENT IN EVALUATION*
- *Portfolio assessment in the reading writing classroom*
- *Student and peer evaluation*
- *Student portfolios encouraging and evaluating student learning*

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### Week I

#### Topic(s):

- Authentic Assessment vs. Traditional Assessment
- Performance Assessment

#### Objectives:

- To develop a firm, common definition and understanding of authentic assessments and how they differ from traditional assessments.
- To compare and contrast a variety of assessment ideas in classrooms

#### Impact on Classroom Instruction:

Developing an understanding of portfolio assessment/ authentic assessment can foster greater learning, creativity, and responsibility in our K-12 students while providing students with a rich experience that “authentically” evaluates/ assesses their performance, comprehension, learning over time in all content areas.

#### Learner Outcomes:

Participants will develop a very clear understanding of authentic assessment and why it is a valuable assessment tool for all our differentiated classrooms.

#### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participants explain/ share how he/she uses / has used portfolios in his/her classroom. What experiences has he/she had with portfolios as a student or a teacher? What were the problems and successes?
- Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions.
- Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.



## Week II

### Topic(s):

- What is a portfolio?
- What can be a portfolio?
- Portfolio use in our classrooms

### Objectives:

- Discuss and compare the types of art based educational programs are offered? How do these programs help kids excel and achieve? What qualities do they foster? Inspire?
- Impact on Classroom Instruction:
- Fostering strong art making or connecting programs we can create community building values within our schools that empower and motivate student learning and achievement.

### Learner Outcomes:

To discover how Art-making facilitates the creation of large, strong communities that embody important values that are not only good for our classrooms but for our society in general.

### Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Discuss in detail one type of art based educational program that appealed to you, from this week's materials or others you have partaken in, and a possible way to coordinate/ integrate that within your own classroom experience/ content area.
- Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions.
- Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.



### Week III

#### Topic(s):

Discovering and analyzing the *Art/ Brain research & connection*.

#### Objectives:

1. What does brain research say about art?
2. What does art do for brain growth and development?
3. Research suggests that there the arts stimulate brain development, do you agree with this? Explain your reason.

#### Impact on Classroom Instruction:

Create ways to integrate art into your K-12 classroom to stimulate development in a wide range of scenarios and for a wide range of purposes.

#### Learner Outcomes:

- Discuss how this research affects your teaching practice
- Create ways to integrate these ideas into your practice for specific desired outcomes.

#### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participants should discuss ways in which research influences their teaching. Do you receive subscriptions/ scholarly journals of researched information regularly? How does this information feed into your own teaching?
- Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions.
- Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.



*Week IV*

Topic(s): Creativity & Inspiration

Objectives:

Discuss the purpose of education and its desired output

How can we, as educators, reinvent education and its fundamental principles to educate the whole child

**Impact on Classroom Instruction:** What ways could you apply this, the concept of teaching to the whole child, to your own teaching practice?

**Learner Outcomes:**

To inspire teachers to think outside the box and create innovative ways to integrate arts into their classrooms to teach as well as inspire the whole child, which will ultimately increase learning, mastery and higher level application of all of our content.

**Assessment of Understanding and Learning/ Weekly Assignments** (*including but not limited to posting requirements set forth by LILIE, LLC*):

- How do the participants see visual depictions of student work to assist their students in the acquisition and integration of content area knowledge / skills? This should take the form of a collegial discussion as participants learn and inspire each other's thought and creative process.
- Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions.
- Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.