

WELCOME

Colorado Department of Education (CDE)

Graduation Guidelines

Portfolio and Capstone

Advisory Group

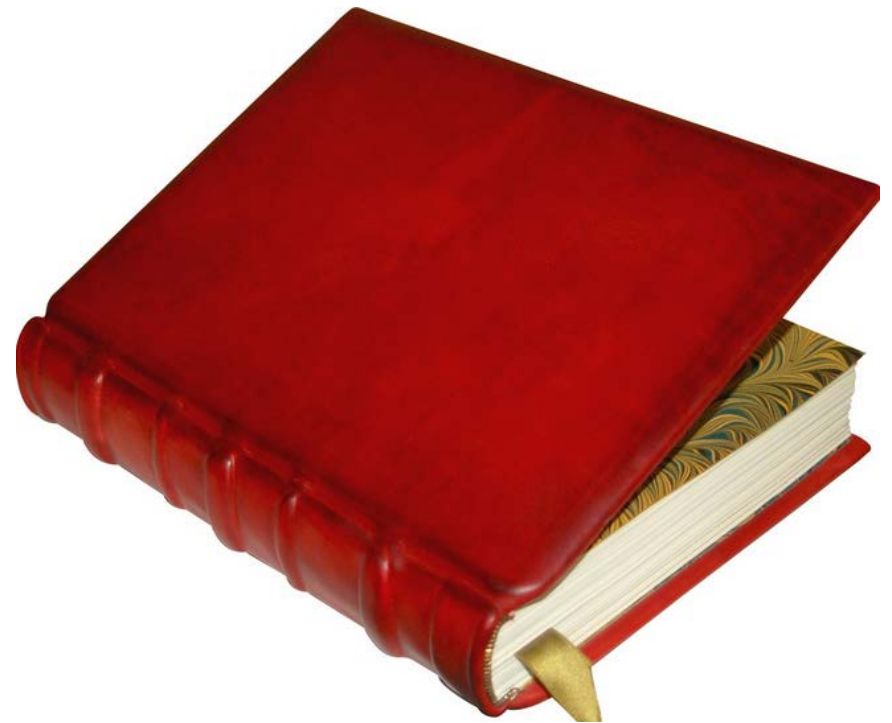
March 13, 2014

Agenda

- 1. Welcome & Introductions**
- 2. Project Outcomes & Progress**
- 3. Next Steps**
- 4. Advisory Discussion**
 - **Graduation Guidelines Interpretation**
 - **Guidebook Outline**
- 5. Closure**

Project Outcome

Develop a ***Guidebook*** for districts and schools that contains portfolio & capstone implementation recommendations, tools, resources, and promising practices.



Introductions

- Name
- Employer
- Position
- Why did you join this group?
- What are you hoping for out of this work?
- What are you wondering about this work?
- Fun Fact (Optional)



First Work Group Meeting

Outcomes

1. Define Competency-Based Learning, Portfolios & Capstone.
2. Describe the relationship between portfolios & capstones

Resources

1. [Portfolios: A New Wave in Assessment](#)
2. [Why Competencies?](#)
3. [High School Capstone Courses: A Review of the Literature](#)

Capstone Video Examples

1. Envision
2. Denver Center for International Studies

First Work Group Meeting

Portfolio

A purposeful collection of students individual work that exhibit a student's efforts, progress and achievements.

Competency Based Learning

A system that provides for demonstrated application of knowledge and skills across unique settings according to established desire outcomes.

Capstone

A project, performance or experience demonstrating learning of pre-determined outcomes.

Second Work Group Meeting

Outcomes:

1. Articulate how *portfolios & capstones* support Colorado's *Graduation Guidelines*.
2. Establish the essential elements for successful school/district portfolio implementation.

Resources

1. [Colorado High School Graduation Guidelines](#)
2. [An Introduction to Using Portfolios in the Classroom](#)
3. [The Portfolio Approach to Competency-Based Assessment](#)

Portfolio Examples & Resources

1. [Envision Learning Partners](#)
2. [21st Century Scholars at Bethpage Union Free School District](#)
3. Denver Center For International Studies
4. [Academy for Global Studies](#)
5. [Four Rivers Charter](#)

Key Questions

1. How do **portfolios** “fit into” the HS Grad Guidelines, especially the responsibilities of the local BOE?
2. How do **capstones** “fit into” the HS Grad Guidelines, especially the responsibilities of the local BOE?
3. What type(s) of portfolio(s) best support the HS Graduation Guideline requirements?

Key Questions

What can we learn about **implementation** from the Cleveland Clinic Lerner College of Medicine?



Responses

- ✓ *Clearly define competencies/standards*
- ✓ *Clearly define outcomes (rubrics)*
- ✓ *Focus on competencies that are cross cutting vs. content*
- ✓ *Emphasize reflection; metacognitive processes*
- ✓ *Clearly define implementation steps/associated barriers*
- ✓ *Clearly state purpose and goals (Why are we doing this?)*
- ✓ *Provide staff effective professional development **early** in the process*
- ✓ *Provide students with a robust advising program*
- ✓ *Outline benchmarks for teachers/students (opportunities to show proficiency listed out)*
- ✓ *Develop an oversight committee (help oversee, guide process)*
- ✓ *Develop a rigorous assessment and evaluation process that promotes fairness, validity and reliability*
- ✓ *Take advantage of technology (electronic portfolios)*



Graduation Guidelines Interpretations

When reviewing the Graduation Guidelines, the Working Group identified some of their questions, concerns and misconceptions.




Questions/Concerns Raised by Working Group

- Concern over locally developed competencies & rubrics (rigor, consistency, expertise)
- Content area portfolios v. 21st century skill portfolios
- Need consistency of language – what definition of 21st century skills are we using, for example
- Change in mindset – seat time v. competency approach; need to inform all constituents, especially parents
- Seen as compliance v. locally driven initiative
- *How will these portfolios be viewed/utilized by post-secondary institutions?
Can we move away from traditional GPA's and test scores, instead show proficiency through portfolio or capstones?*

What are your questions or concerns?

Key Question



What is needed in the guidebook to help Colorado schools implement portfolio and capstones according the Graduation Guidelines?

Suggestions for the Guidebook

- Clear definitions and examples of portfolio/capstone from the field; glossary of terms
- A rationale for why schools/district might want to take this on; what are the benefits? What are the likely obstacles to consider?
- A “roadmap” for potential implementation – either through case studies or examples to demonstrate various ways a school/district might implement this approach
- Suggestions for how to engage all constituents in the process (students, teachers, parents, community members, etc.)
- Resources/tools to help with the implementation process (including sample portfolio guidelines and structures)

What else do you think would be critical?

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Next Advisory Meeting

May 6th

10:00 am- 12:00 pm

