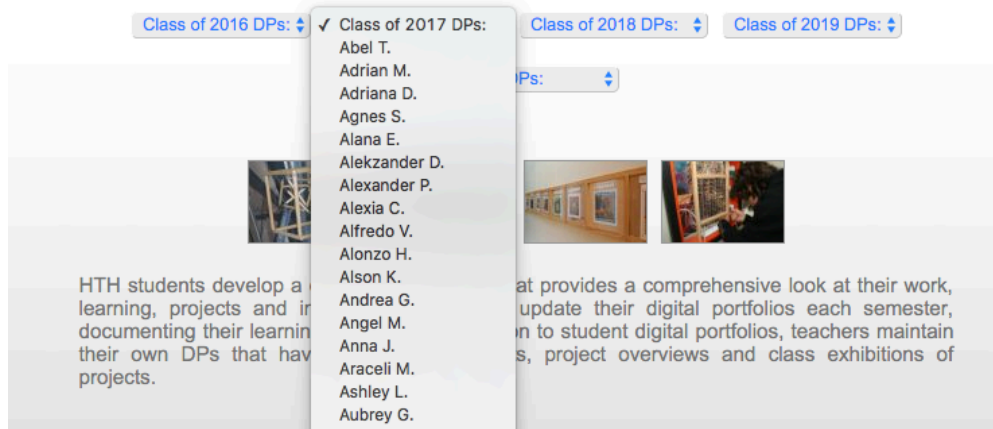


*Is it a good idea to put
the first names of students on the school website?*
That's a "recommended best practice" of
High Tech High School in San Diego (bravo!)



Quick Guide to Student Websites

A letter to directors of schools about Digital Portfolios

Fourth Edition

Matthew J. Blazek, Dennis Yuzenas,
Steve McCrea, Omar Vasile,
Enrique Gonzalez, Kat Kadian-Baumeyer
Mario J. Llorente Leyva, Karimah Grayson
Joshua Noel (student advisor), Abel Thon (student advisor)
Advocates for portfolios
Supplement by Erik Friedl, documentary filmmaker

ISBN-13: 978-1534976238

Quick Guide to Student Websites

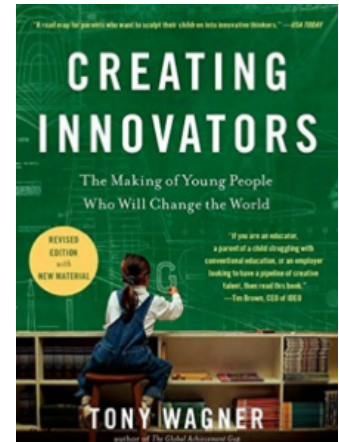
ISBN-10: 153497623X

Fourth Edition ©2016

Resources starting at page 49 are from experts who have experience in the use of projects. Those projects can be displayed in portfolios.

This presentation is available in person. Call (954) 646 8246 and we'll show you what your teachers could do with their students. If you prefer, we can guide your teachers by phone...no charge. **The aim is to get more schools using portfolios.** Free ebook TinyURL.com/sunportfolios5

Tony Wagner (Harvard University, author of books about innovations in education) put it simply:
The world doesn't care about what students know.
It wants to see what students have done
with what they have learned.



Students at High Tech High put their work on display. Your

school could do better: **Add links to video presentations by**

your students explaining their work. I want to hear the students at High Tech High describing the process that they went through. Their portfolios are flat, two-dimensional, and static. Even the best digital portfolios simply sit there on the screen, waiting to be read. **Why not add a video link so that future employers and college admission officers can hear the voices of your students?** Why not “one-up” the High Tech High standard for Digital Portfolios?

We look forward to searching your school's website
and finding a link to **Digital Portfolios**
(“a list of websites made by our students”)

We want to see what your teachers and students do with this idea.

You can get this book summarized on YOUTUBE by going to
TinyURL.com/sunTonyWagner

From the Youtube video: <https://www.patreon.com/boyinaband>

\$1 from the sale of this book supports Dave Brown's research into “innovative schools”



Find this presentation at www.TinyURL.com/sunTonyWagner

Contents

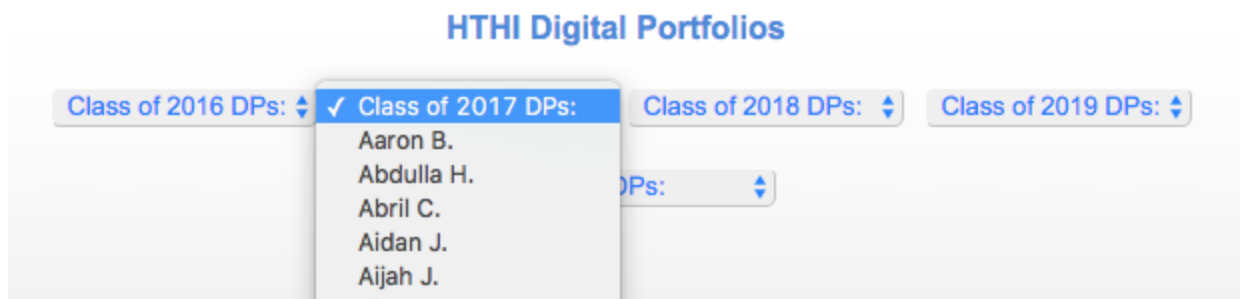
The Pitch: Three screens to look at
Images of Student Portfolios
Objections
How NOT to do portfolios
Part 2: Get Started
Questions for High Tech High School
Examples of portfolios
Frequently Asked Questions (FAQ)
Part 3: Checklists for personalizing the Websites made by Students
Let's look at a High Tech High Student's Website Page by Page
Now it's your turn.

A letter to principals:
Here's your chance to spend
10 seconds imagining the
future.



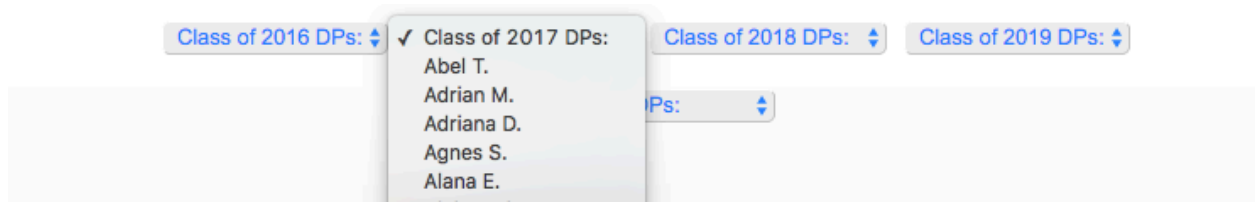
What if people could see the
best work of your students?

What if your school's website had links to the work of your students?



What if your students' work could speak volumes about “what happens inside your school”?

Students at High Tech High in California put their book reports and essays on the web.



Anybody can see the school work that earned the students a “B” or an “A.”

Would you like your students to display their best work?



TinyURL.com/exampleDP

*Set up
digital portfolios.*

Tony Wagner of Harvard University says that the cheapest way for schools to help students is....

Set up digital portfolios.



The single most important thing you could do tomorrow for little to no money is have every student establish a digital portfolio where they collect their best work as evidence of their skills. Where they're working with their teachers and other adults to present their best work, to iterate their best work, so that they actually have real progress they can show.



Here's a line that Tony Wagner has used in dozens of presentations:

What the world cares about is what you can do with what you know.

7 Skills students need for their future - YouTube



<https://www.youtube.com/watch?v=NS2PqTTxFFc> ▼

Oct 1, 2009 - Uploaded by Asia Society

Dr. **Tony Wagner**, co-director of Harvard's Change Leadership

This is the LENS that your future/potential ...

From the Pathbrite interview: What do you think is really needed to prepare students for the workplace? What are employers looking for? It sounds like you don't think students are receiving the necessary education.

No. If we make our bad schools incrementally better for our poor kids by testing them more frequently and holding teachers more accountable, some people think that everything's going to be well. But there's absolutely zero evidence for that. [Students need] three things: they need content knowledge, but that's the easy part today. It's online; you don't need a teacher to acquire content. The world simply doesn't care how much you know anymore because Google knows everything. **What the world cares about, now that content has become a commodity, is what you can do with what you know.** And that suggests the two other education outcomes that are absolutely critical, and to simplify them I call them **skill and will**. Students need a new set of skills to thrive for work learning and citizenship in the 21st century; and they need will, meaning motivation, and arguably the most important is motivation. Because if you are motivated you will continuously learn new skills and new content knowledge, which you will have to in this era, and it's the thing we do the most damage to in our schools today.

See more of the interview by typing <http://tinyurl.com/tonywagnerharvard>

Or search "Tony Wagner portfolios."

You can get this book summarized on YOUTUBE by going to TinyURL.com/sunTonyWagner



When Pathbrite went to SXSW Edu, one of our team members had the luck of catching a talk from Harvard Innovation Expert Tony Wagner, in which he gave his expert opinion on exactly what students need for success:

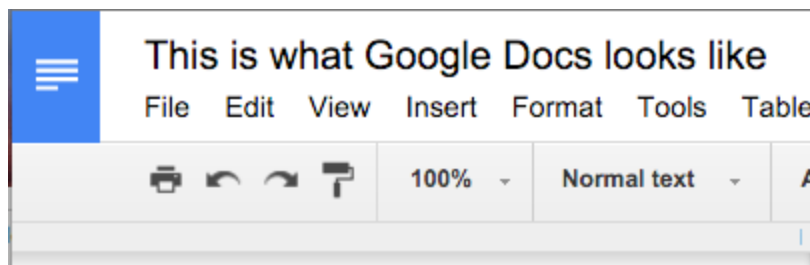
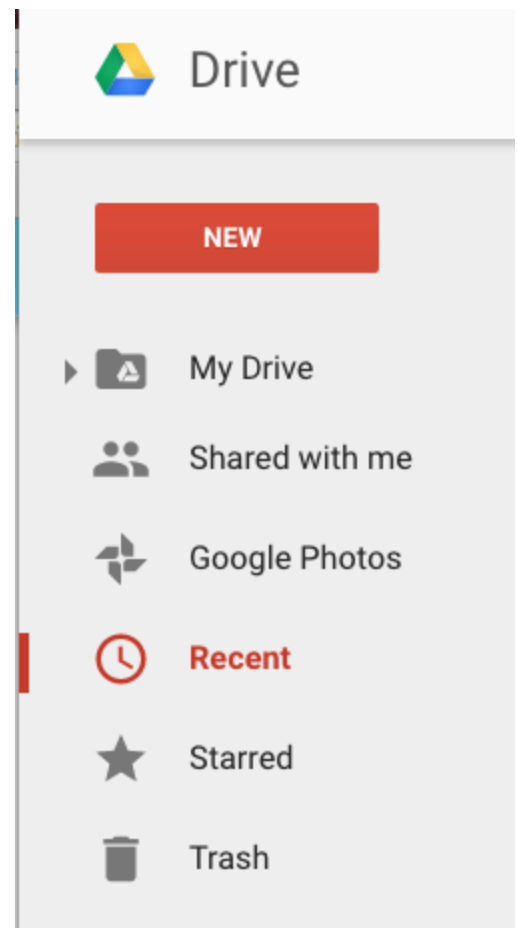


LISTEN: TW interview

Find the interview at "pathbrite tony wagner"...

This is what
Google Docs looks
like.

Students create
projects, essays
and book reviews
on Google Docs.



The links to these documents
go to Google Sites.

tinyURL.com/steveHowTo
how to create a portfolio.

tinyURL.com/ShowYourWork

A free ebook



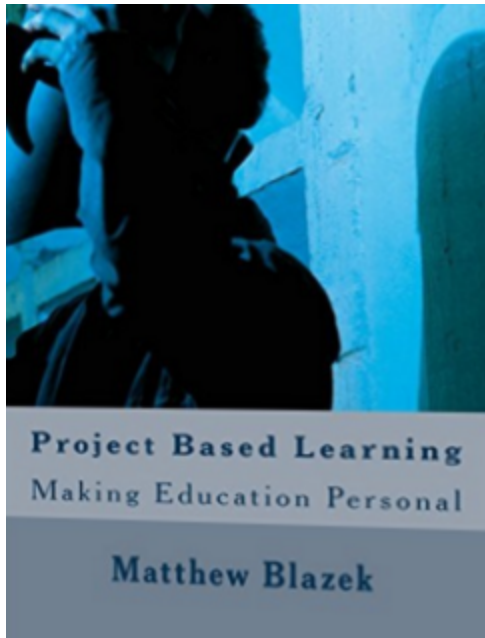
tinyURL.com/ShowYourWork1
free website based on the ebook

Are you ready? Let's get started.

Steve McCrea

(954) 646 8246 ManyPosters@gmail.com

Contact for “Advocates for Portfolios”



We use the *List of Projects* by Matt Blazek

TinyURL.com/mattBlazek

tinyURL.com/BlazekProjects

TinyURL.com/sunTonyWagner
Video summary about
DPs (4 minutes)

TinyURL.com/sunTonyWagner1
Video summary about
DPs (3 minutes)

TinyURL.com/sunTonyWagner2
Interview about DPs and
Wagner

The purpose of this presentation is to get you to look at three screens
Search “Oprah Bill Gates High Tech High” Youtube of Oprah at HTH



TinyURL.com/exampleDP

An example of a digital portfolio by a student at High Tech High



TinyURL.com/HTHdps

This page shows the list of digital portfolios on display at High Tech High

www.hightechhigh.org/schools/HTHPL/?show=dp

Bookmarks Yahoo! YouTube Wikipedia News Popular Keep It! Locate My Droid - LC Rosslyn Chapel - Vis Chances Are Song R 365 Common Po

HIGH TECH HIGH K-12 Schools Graduate School Projects Videos About Us

The Gary and Jerri-Ann Jacobs

 HIGH TECH HIGH

The Gary and Jerri-Ann Jacobs High Tech High is the original High Tech High school. Founded in the fall of 2000, the school is located at HTH Village in San Diego and serves approximately 570 students in grades 9-12.

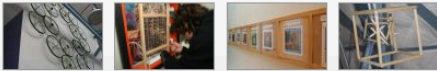
Projects Digital Portfolios Staff Directory Calendar Home

2861 Womble Road, San Diego, CA 92106-6025 [Map](#) 619.243.5000 (voice) 619.243.5050 (fax) [HTH Digital Library](#)

HTH Digital Portfolios

[Class of 2016 DPs:](#) [Class of 2017 DPs:](#) [Class of 2018 DPs:](#) [Class of 2019 DPs:](#)

[HTH Staff DPs:](#)



HTH students develop a digital portfolio (DP) that provides a comprehensive look at their work, learning, projects and intersession. Students update their digital portfolios each semester, documenting their learning over time. In addition to student digital portfolios, teachers maintain their own DPs that have current assignments, project overviews and class exhibitions of projects.

Powerschool :: Web Mail :: Parent Association :: Internships

Proposition 30's effect on HTH :: HTH Charter and LEA plans :: Student Handbook

:: CAHSEE Notice

Admissions :: Tours :: Residencies & Institutes :: Support Us :: Employment :: IT Support
HTH Resource Center :: Calendars :: HTH Sports :: Parent Associations :: Alumni :: Lunch :: Contact Us

© HIGH TECH HIGH -- All Rights Reserved.

FREE Ebooks

You can find three free ebooks and a free video about projects

Dr. Fischler's ebook

TinyURL.com/FischlerEbook

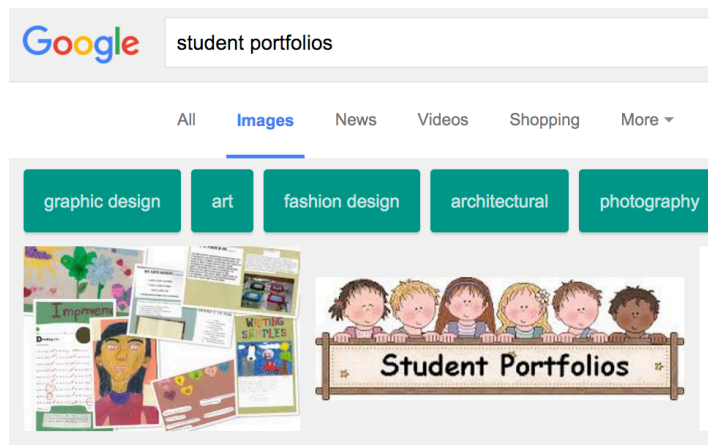
Projects ebook

TinyURL.com/BlazekProjects

Show Your Work

TinyURL.com/ShowYourWork

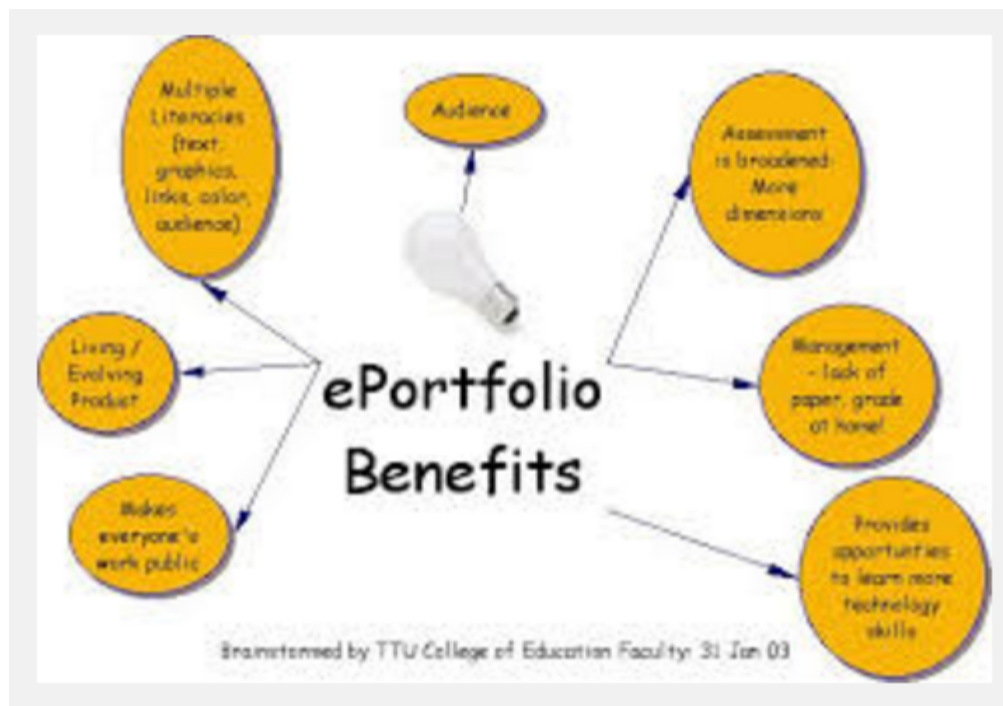
Oh....some of your teachers are not yet convinced that portfolios are worth the effort?



**Perhaps
you are
still not
ready to
use digital portfolios?**

Here are some images that pop up when I searched for the phrase “*student portfolios*”...

These images were created by other people and I inserted them here to fill up this book.



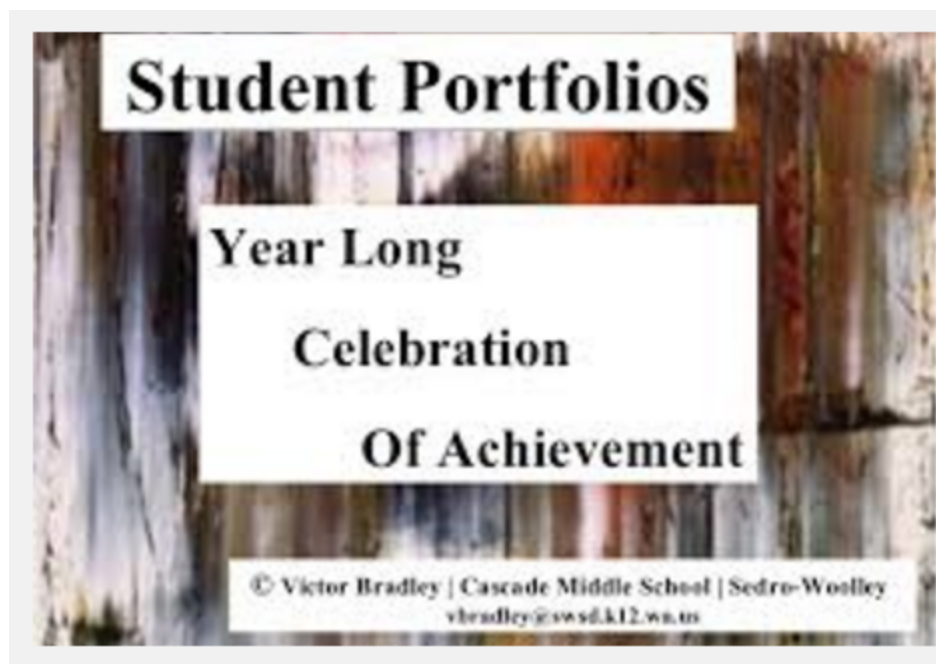
Working portfolio

- An evolving repository of student thoughts, ideas, growth, and accomplishment
- Work examples are chosen by both teacher and students
- Highlights the ongoing process of learning, not just the finished products



FIVE WAYS TO GET THE MOST OUT OF
STUDENT PORTFOLIOS







Here's a physical portfolio on display in Erik Friedl's documentary, *A School in the Remaking*



<https://www.youtube.com/watch?v=7htFyO57ljU>

TINYURL.com/erikfriedl

Supplement by Erik Friedl, documentary filmmaker



How do these physical portfolios compete with Ben Staley's simple website?

Ben Staley's
Digital Portfolio

Search this site

HomeAbout Me:9th Grade10th Grade11th GradeBlogHonorsContact MeSitemap

10th Grade

10th Grade Projects

A graphic featuring a large red 3D percent sign. The number '20' is written in white inside the first loop, and the word 'Project' is written in white cursive across the middle of the sign.

20% Percent Project

In this project students chose any project with the purpose of learning a new skill. They had the option of working in a group or alone and roughly had 20% of class time to work on it. The idea was that they would spend a small amount of time along side their main projects and learn and create something at the end. I was partnered with a friend ,[Elizabeth Gomes](#), and we created a website using HTML and Flash. Our goal was to learn exactly what goes into creating a professional webpage. Click the image or the title to find out more.

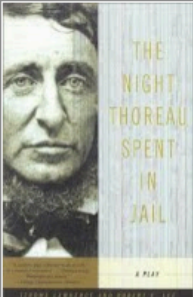
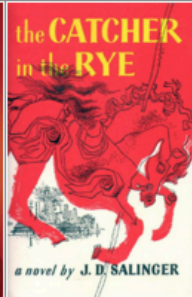
A graphic featuring a green apple that has been cut in half. The words 'The Core' are written in white cursive above the apple, and the word 'Project' is written in white cursive on the apple's surface.

The Core Project

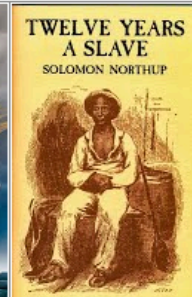
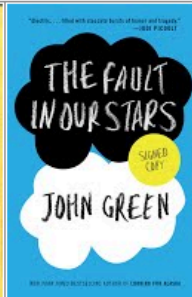
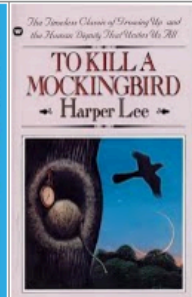
In this project students were assigned topics and partners based on their preference. The topic was a certain chemical compound or element that had social effects on society. The students then wrote two essays about the chemistry behind it, and about the social aspects of it. They then interviewed two or more people with knowledge or a job in the area of research and wrote a narrative based on that information. The narrative was then presented in the form of a podcast along side an infographic that visually explained the information. Click the image or title to find out more.

It's clear that Ben Staley read at least twelve books in a school year.

Semester 1 Book Reports

					
Book Report 1: <u>Fall of Five</u>	Honors Book Report 1: <u>The Night Thoreau Spent in Jail</u>	Book Report 2: <u>Catching Fire</u>	Honors Book Report 2: <u>The Catcher in the Rye</u>	Book Report 3: <u>Mocking Jay</u>	Honors Book Report 3: <u>Of Mice and Men</u>

Semester 2 Book Reports

					
Book Report 4: <u>The Lightning Thief</u>	Honors Book Report 4: <u>The Book Thief</u>	Book Report 5: <u>Divergent</u>	Honors Book Report 5: <u>Twelve Years a Slave</u>	Book Report 6: <u>The Fault in Our Stars</u>	Honors Book Report 6: <u>To Kill A Mockingbird</u>

Click to read a book report

Ben Staley's
Digital Portfolio

Search this site

HomeAbout Me:9th Grade10th Grade11th GradeBlogHonorsContact MeSitemap

[Projects](#) > [Book Reports](#) >

Catching Fire Book Report

Catching Fire Book Report

Catching Fire Book Report
Collins, Suzanne. *Catching Fire*. New York, NY: Scholastic Inc. 2009

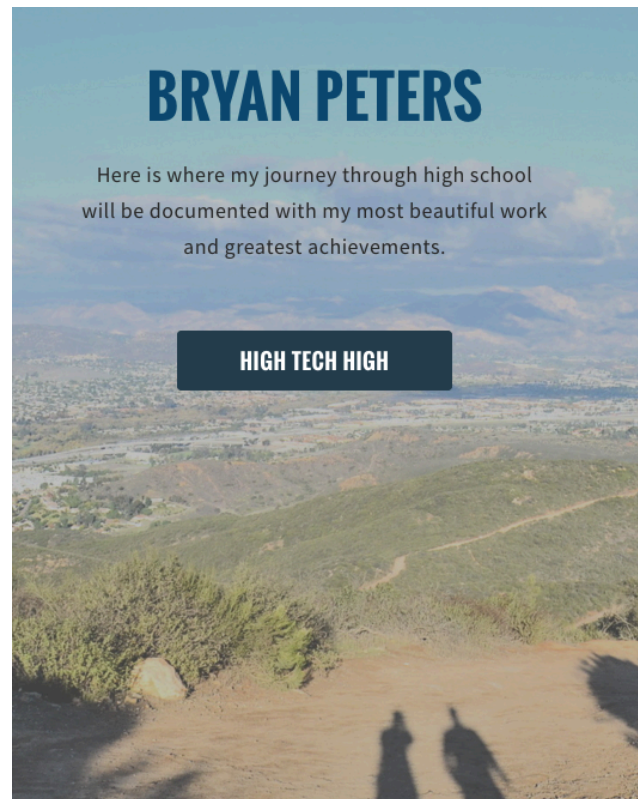
Reason, Type and Setting: I selected this book because the movie was coming out and I wanted to read it before I saw it. I had also previously read the Hunger Games, which was the first book, and enjoyed. It is a science fiction novel with plenty of action and variety to keep you on your toes. It takes place on future Earth in the nation of Panem.

Plot: This book continues where the Hunger Games left off. A highly advanced city referred to as the capital uses advanced weaponry and suppressive conditions to brutally control the 12 districts of Panem. The nation of Panem is located in today's North America and was created after the destruction of the world by an unknown apocalyptic event. In the capital on the other hand, you live nothing but a life of luxury because of all amenities each district provides. There used to be 13 districts, but the 13th district attempted to rebel against the capital and their unfair conditions and was completely wiped out, so we were told. Every year the capital reminds its citizens of the horrible apocalyptic life they saved them from with an event known as the Hunger Games. A boy and a girl are randomly selected from each district and are required to go into the arena and fight to the death. The last one standing receives an unthinkably large reward. In order to remind its citizens of district 13's failed rebellion, every 4 years they hold a special hunger games called the Quarter Quell. This is where all the participants that are chosen for the Hunger Games are picked from a pool of previous victors. This meant that because Katniss was the only girl who

Objection #1

“Students will put incomplete portfolios on the Internet.”

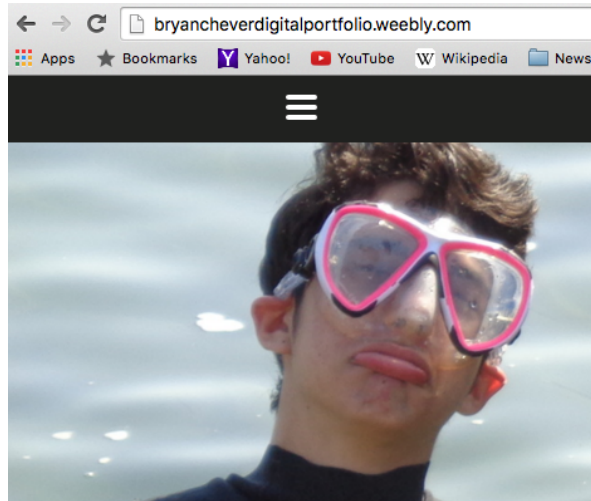
Reply: Yes. It’s possible to find “incomplete” portfolios among the collection on display at High Tech High. And?



Objection 2

“Some students won’t want to participate.”

Reply: Let’s celebrate the work of students who choose to participate.



This photo is from a student’s portfolio, created on weebly.com.

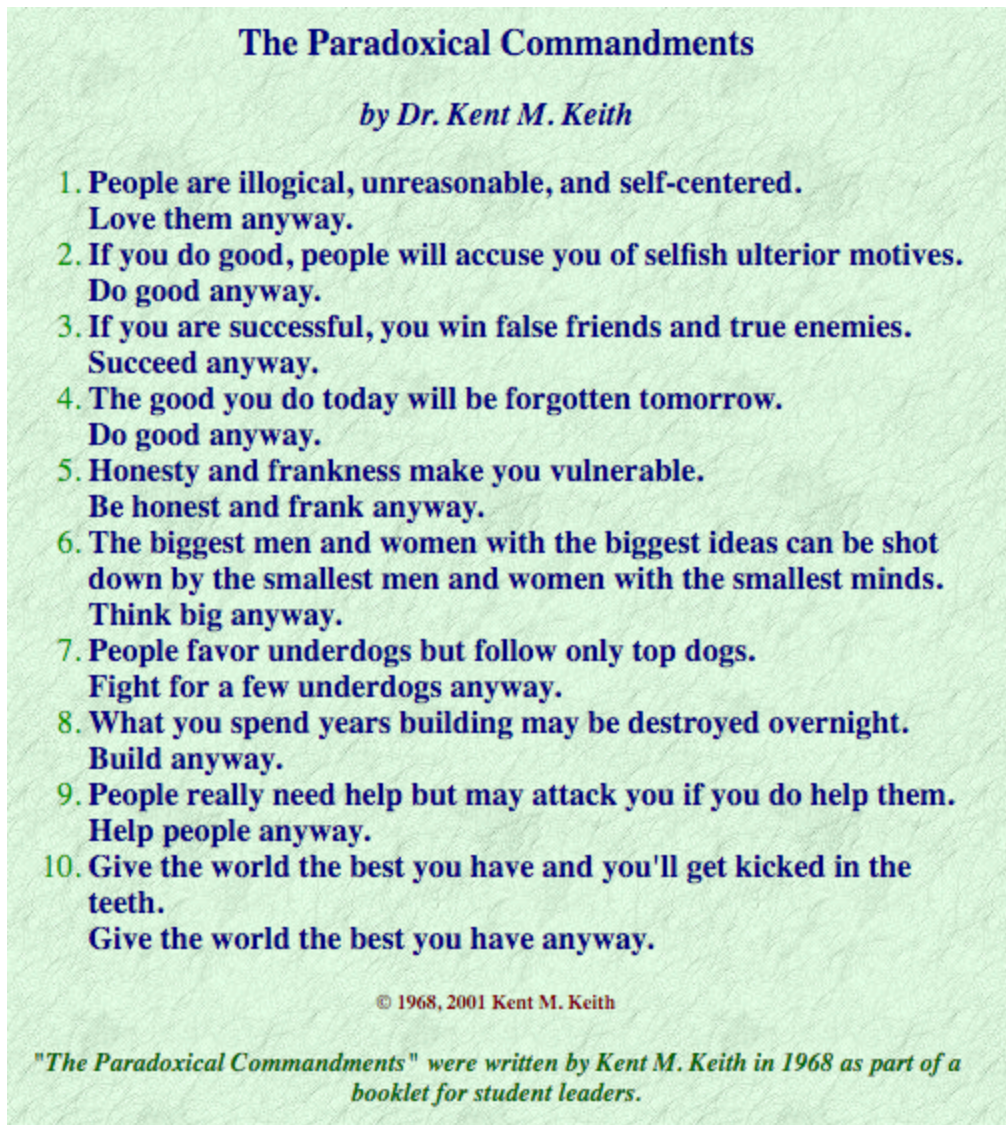
Objection 3

“Some portfolios will look different from other portfolios. There won’t be consistency.” (I’ve also heard, *“It won’t be easy to compare portfolios if there isn’t a standard format.”*)

Reply: Oh? I have yet to meet a standard human. Why not allow each student to create the format that meets that student’s expectations?

Here's a poster that captures my general response to objections.

http://prayerfoundation.org/mother_teresa_do_it_anyway.htm



Some students will ignore Tony Wagner's maxim

("The world cares about what you do with what you have learned").

Some students will post incomplete portfolios.

Some students will use profanity.

Some students will display their personal information.

Some students will...

**Use digital portfolios
anyway.**

The Paradoxical Commandments

by Dr. Kent M. Keith

1. People are illogical, unreasonable, and self-centered.
Love them anyway.
2. If you do good, people will accuse you of selfish ulterior motives.
Do good anyway.

Student iPortfolio training - YouTube

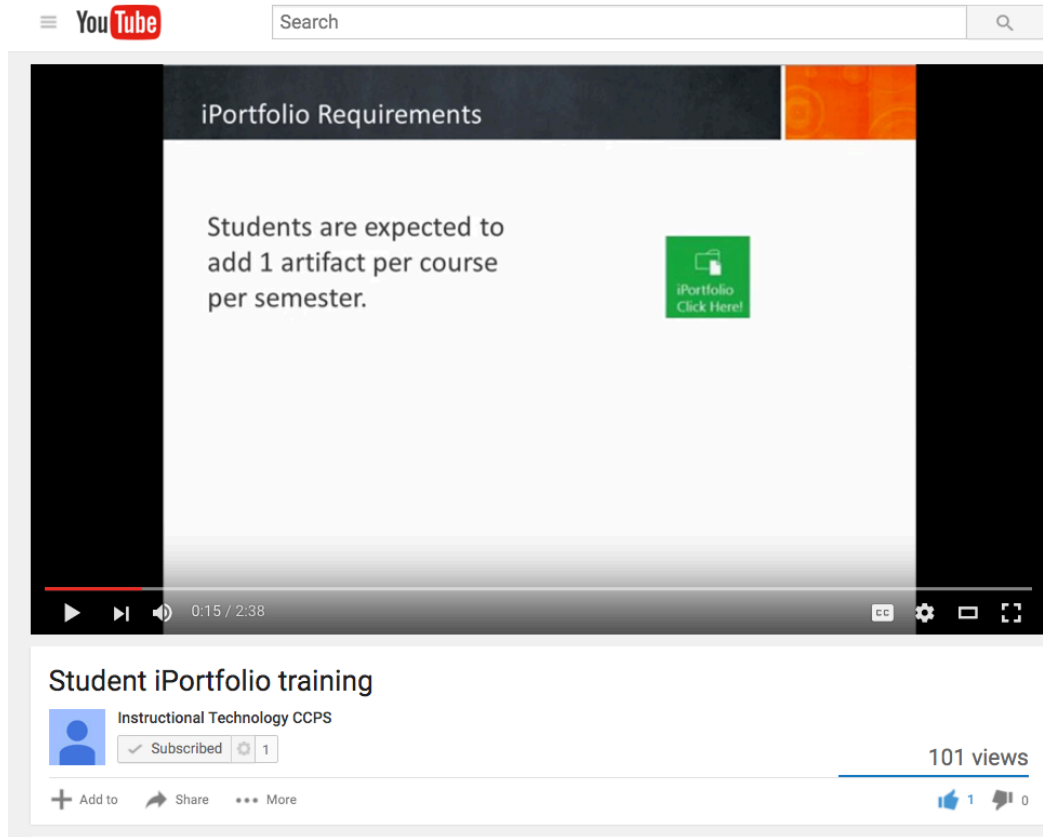


<https://www.youtube.com/watch?v=ZLxrPq8CODc>

Jul 28, 2014 - Uploaded by Instructional Technology CCPS

Student **iPortfolio** training ... **School** of Photography in Delhi |
Students Portfolio making | SOP - Duration: 2 ...

How NOT to do portfolios



**There are schools that
use portfolios in Florida.
There's a video on
YouTube that aims to
train students in how to
use iPortfolio. I fell
asleep after two minutes.**

1. Don't use a standard format

Tom Peters (author of dozens of books about how to create innovative businesses) wrote, “**One-size-fits-all actually fits only one.**” ...the person who created the system.



Tom Peters
@TomPetersSays

 Follow

One size NEVER fits all. One size fits one.
Period. - Tom Peters [#quote](#)

2. Don't put a standard like “one artifact per course per semester.”

iPortfolio Requirements

Students are expected to add 1 artifact per course per semester.



Link: <https://www.youtube.com/watch?v=ZLxrPq8CODc>
<http://tinyurl.com/collierdp>

“One artifact per semester per course”

3. Don’t use the word “artifact.” Use concrete words.

Book review, essay, video, blog post, poster, slideshow, powerpoint presentation... it’s okay to be specific. We are speaking to students who might not know what an artifact is.

Here's how a school in New Jersey describes portfolios to its students:



learning community charter school
How to Make a Portfolio

High Tech High School highly recommends a portfolio for the admissions process. A portfolio should showcase the student's strengths, interests, and hobbies. It should show how well-rounded a student is and how the student is someone beyond academic grades.

Sample things to include in a portfolio:

- Accomplishments, such as CIRCLE awards or certificates of participation in special programs. If you don't have the actual awards or if you have too many, you can make a list of the awards and include a copy of one award.
- Participation in sports activities.
- Participation in arts activities (e.g. pictures of modeling or theater productions).
- Participation in after-school activities.
- Exemplary academic work done at LCCS.
- Participation in volunteer activities.
- Products of work (e.g. artwork, sketches, writing samples, poetry, etc.).



learning community charter school

1. **Digital Design/Fabrication (AACT)** - Architecture & Design, Engineering Technology, Industrial Design & Animation, Computer Programming and Wood Technology.
2. **Performing Arts** - Music & Audio Technology, Dance, Musical Theatre and Drama
3. **Science Technologies** - Emphasis on Math, Technology and the Sciences
4. **Technology & Visual Arts** - Graphic Technology, Fine & Studio Arts, Audio/Video Production, Broadcasting, Graphic Technology in Motion, Culinary Arts & Business Computer Applications

There are samples of portfolios available in Mr. Laster's office to view at any time, however they cannot leave the office.

Please remember everyone's portfolio will be different. Your portfolio reflects you and your strengths. Be creative.

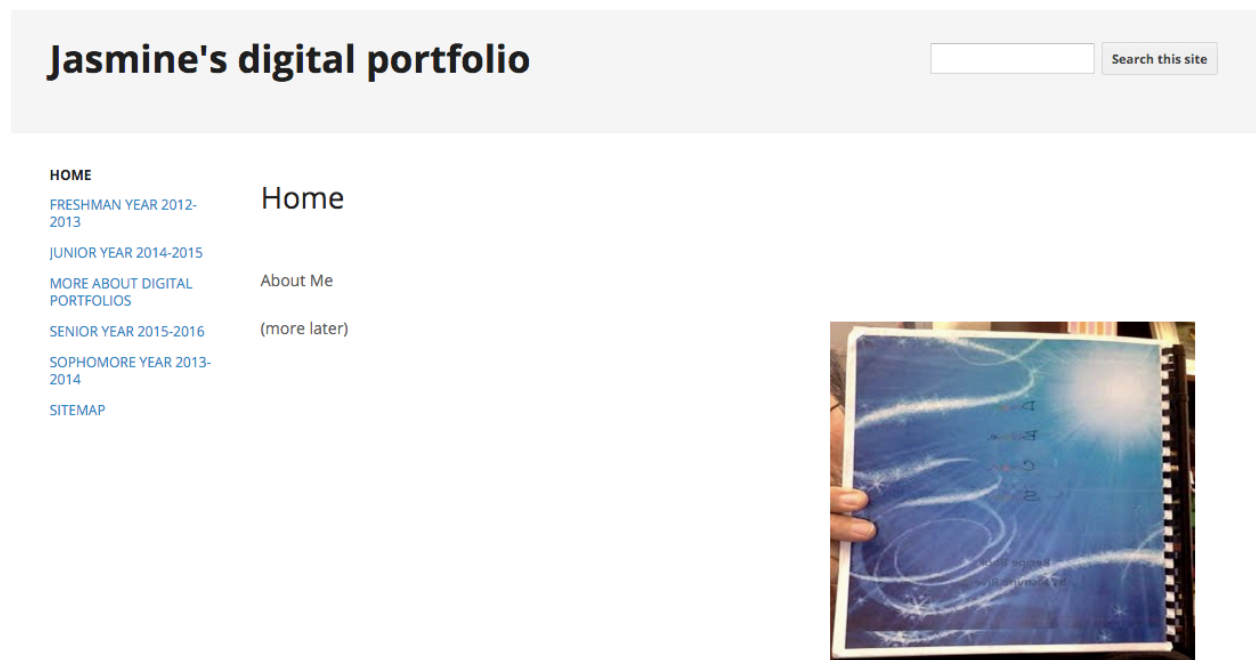
Get the full document at

http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_20206234/File/Portfolio%20Directions.pdf or click on
TinyURL.com/NewJerseyPortfolio

An Attempt to Get Portfolios into a school in New Jersey

In 2013 I visited a school in Newark, NJ and got the principal's permission to sit with a student to set up a portfolio. Here's what we created in 30 minutes.

You can find the link on <http://tinyurl.com/newarkdp>



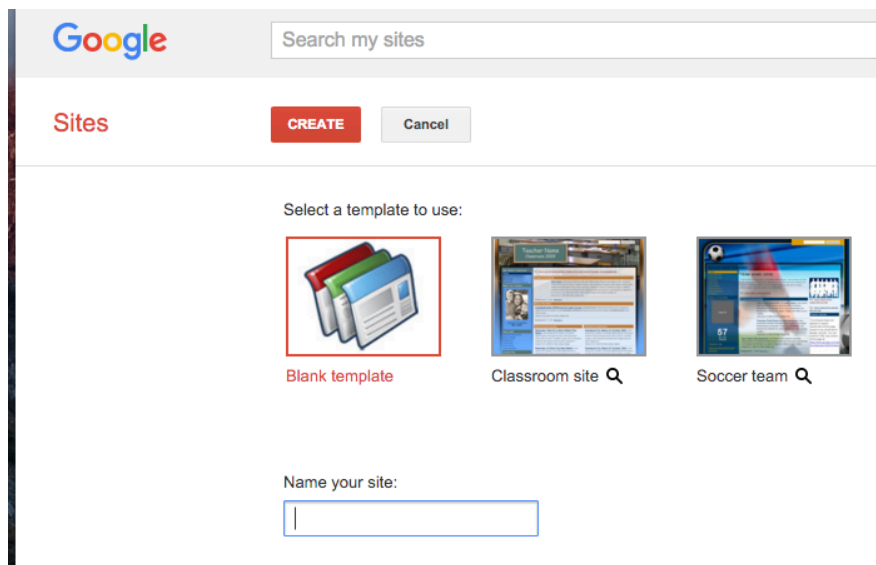
<https://sites.google.com/site/jasminerdigitalportfolio/more-about-digital-portfolios>

It was a nice afternoon for me. I sat in a room, shot photos of essays and posters, and posted items on a web page. The student indicated that she planned to add to the portfolio “later.”

Part 2

Get started

1. Set up a Gmail account
2. Set up a Google Sites website.



3. Start a blog using Blogger.com

iPortfolios in Collier County

Tuesday, September 22, 2015

STEM Conference October 3 at Golden Gate High School, Naples puts apps and science projects on stage -- and portfolios are a good way to display and keep track of projects

STEM Village

A new addition to this year's STEM Conference on October 3. STEM Village is a hands-on area for students to create, tinker, and make. Booths will include Makey Makey, Arduino, Wind Tubes, and much more. Each booth is designed for students to walk up and explore these exciting STEM activities.



One way to experience iPortfolios is through the STEM program. In Collier County, there is a conference on October 3 at Golden Gate High School in Naples.
Here are some of the topics:

About Me



George Nininha

[View my complete profile](#)



Blog Archive

▼ 2015 (2)

▼ September (2)

[STEM Conference October 3 at Golden Gate High Scho...](#)

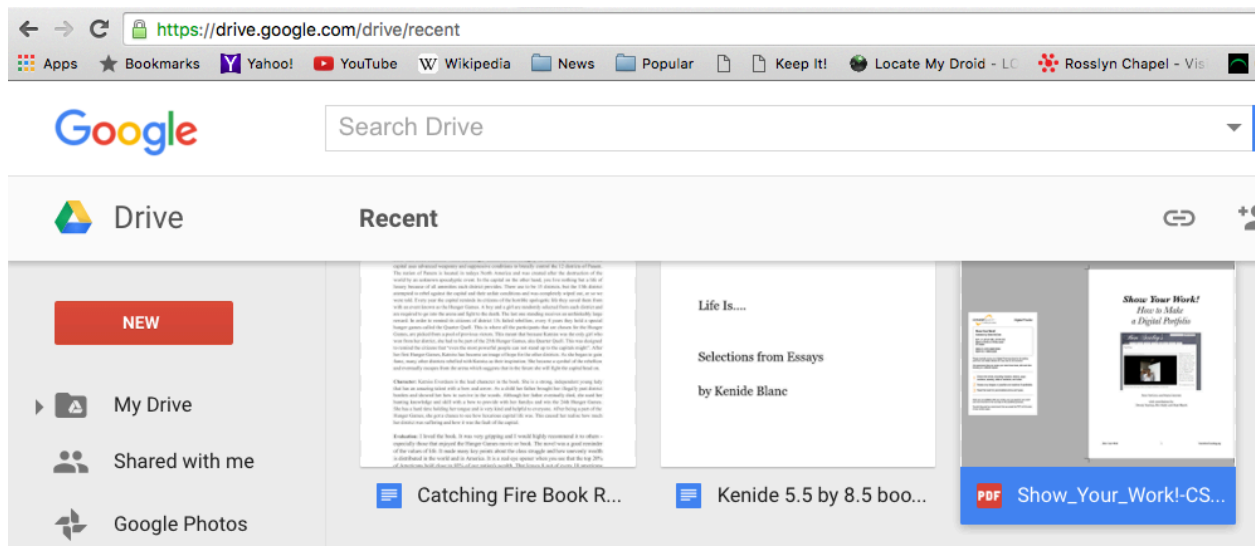
The YouTube video about iPortfolios in Collier is ...



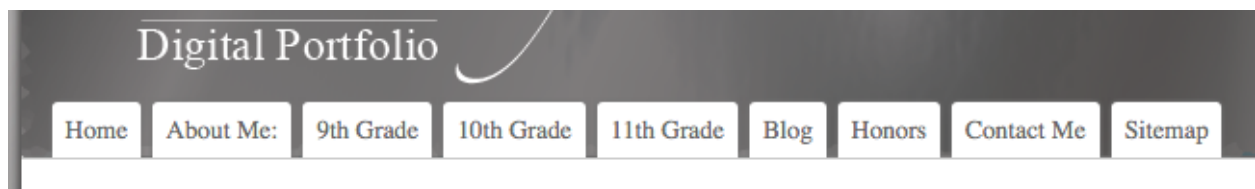
Capture your ideas in the blog.

4. Set up a YouTube account for the student to post videos.

5. Put essays, posters, photos, videos on Google Drive.



6. Pull the links together in the website. Include links to YouTube, Facebook, Instagram, blogs and other places.



7. Add new materials (keep your site up-to-date).

8. Get an easy-to-remember link by using TinyURL.com.
For example, tinyURL.com/newarkdp.



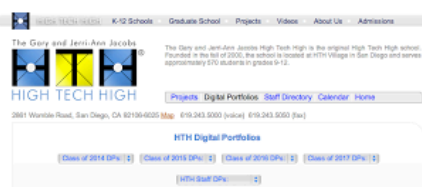
More about Digital Portfolios

This page will help you learn more about DPs. The leading high school that uses DPs is HighTechHigh.org ... If you would like to learn how to make a DP, please contact me or Steve McCrea at TheEbookman@gmail.com (954) 646 8246 TransFormTeaching.org for free ebooks



Here is an example of a DP in California. Notice that she organized her work by Subject, not by Year.

This is the Digital Portfolio menu at High Tech High.



How to make a Free Web Site



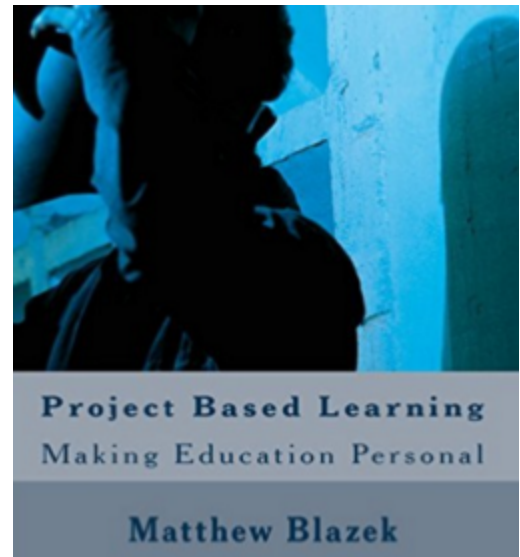
Additional resources

Projects

Matt Blazek

YouTube presentation

TinyURL.com/mattblazek



Free ebook

TinyURL.com/BlazekProjects

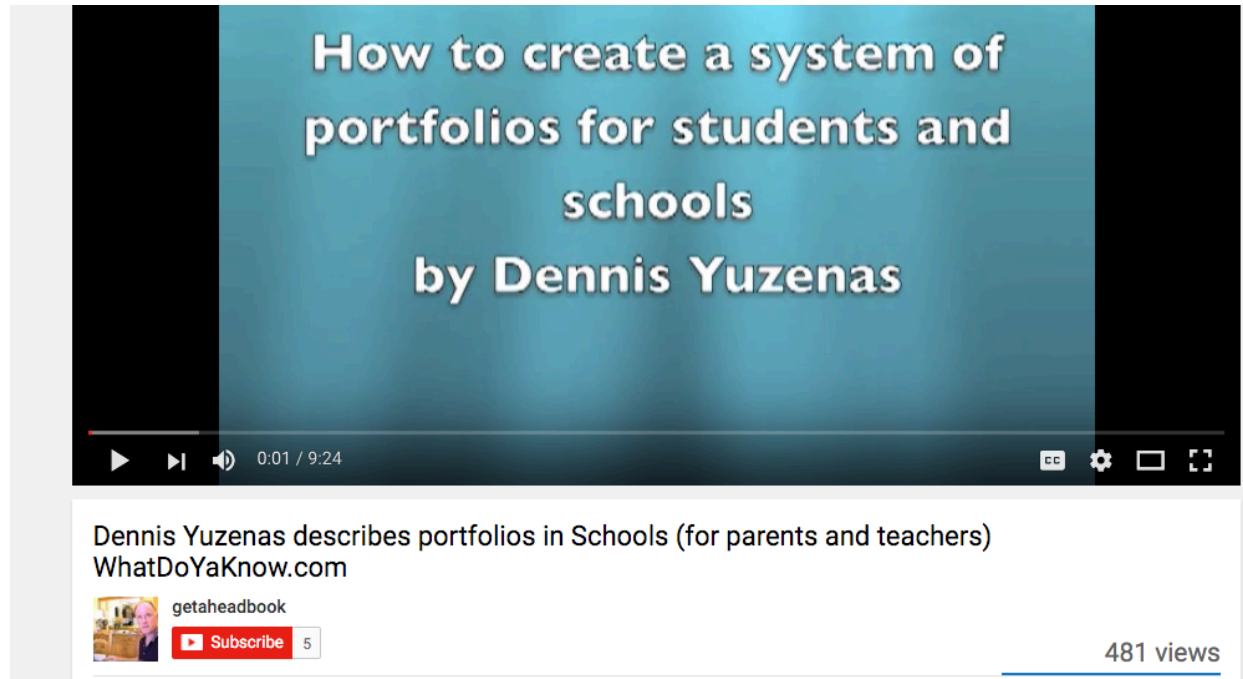
A screenshot of a YouTube video player. The video frame shows a person's hand pointing at a document with the text: "Teacher Talk: 'Do a project that will gather information that you will use in real life.'" The video player interface includes a progress bar at 1:45 / 5:03, a play button, and standard YouTube controls. Below the video, the title "Matt Blazek's CD of Projects, Digital Portfolios and Discussions [from Edutech Foundation]" is visible, along with the channel name "EduTech Video", a "Subscribed" button, and a view count of "99 views".

Portfolios “how to” video

Dennis Yuzenas

<http://tinyurl.com/yportfolios>

www.WhatDoYaKnow.com



Dr. Helen Barrett

(“Dr. EPortfolio”)

ElectronicPortfolios.org

Dr. Barrett recommends three Google products:

Blogger for “reflective journal”

Sites for “presentation”

Drive for storage of documents (“digital archive”)

PLUS: Photos.google.com for videos and photos

[See a review](#) of her website at portfolioswithsteve.blogspot.com

Her graphic description of digital storytelling makes it clear that ePortfolios should include stories. tinyurl.com/barrettstory <<< get the diagram

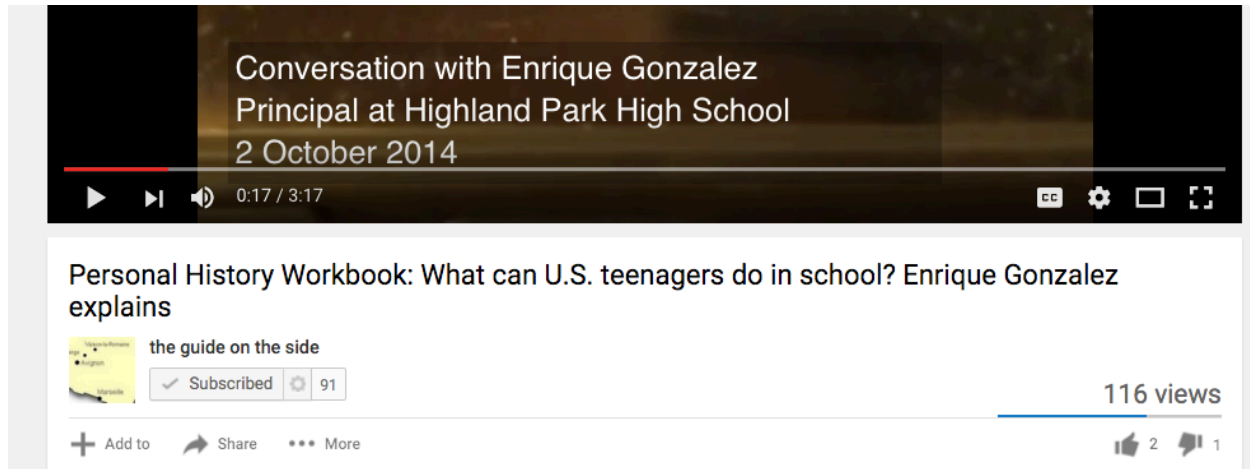
<http://www.electronicportfolios.org/digistory/eportfoliostory.htm>



Project “how to” video

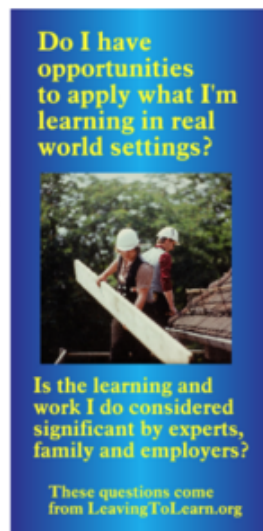
Enrique Gonzalez egcg@me.com

tinyurl.com/personalhistoryworkbook



tinyurl.com/personalhistoryebook

Personal History Workbook



Enrique Gonzalez

Get the free ebook by Enrique Gonzalez, which explains step by step how to introduce and guide students in creating their Personal History Book.

Projects in Middle School

Omar Vasile

omarvasile@gmail.com



<http://tinyurl.com/omarvasile>

Omar's special area of focus is preparing middle schoolers for the "presentation" in high school. Segments of a group presentation allow individuals to practice describing one part of the typical presentation. In the video, you can see team members taking turns in the stages of the presentation. By 10th grade, the student will be able to carry the entire presentation. The segments that each student practices in Omar's classes are eventually knit together into a full presentation given by each student.

Questions for High Tech High

Written in June 2016 -- answers to be included in the Third Edition and in the blog called PortfoliosInSchools.blogspot.com

<http://portfoliosinschools.blogspot.com/2016/06/private-schools-can-build-on-high-tech.html>
hightechhigh.org/schools/charters/HTH/charter/HTH-Charter-revised2009_13_05.pdf
<http://tinyurl.com/hthpdf>

How does High Tech High School do Digital Portfolios?

What standards does HTH use?

What difficulties did HTH experience in getting the digital portfolios started?

What happens when a student doesn't create a complete portfolio?

How did HTH train its teachers to include DPs in their lesson plans and grading of student work?

How does HTH deal with offensive, racist, and questionable content that students might upload?

Can **Instagram accounts** be used as supplements to the digital portfolio?



Which of these logos or photos would you want to see on the side of a van or in the office of a company?

Would you be a customer of a store that put one of these signs in the store window?

"A room without books is like a body without a soul."

— [Marcus Tullius Cicero](#)

How cool is it that the same God that created mountains, oceans, and galaxies looked at you and thought the world needed one of you too.

These images were found on Instagram accounts.

Would you hire the person who had these images on his Instagram?

Your Instagram account is a digital portfolio that tells the world

"I think that this image is important."

How does HTH guide students to be more thoughtful about "what to include in the digital portfolio"?

These are questions that I have. I look forward to getting answers at some point.

“Imitation is the best form of flattery.” The highest compliment is to copy what a good school is doing. Is HTH willing to share its procedures? *The school in New Jersey posts its recommendations to students online.*

Is the management of HTH open to the idea of sharing more broadly? Could some HTH students be hired to guide students online to build better digital portfolios?

Themes from High Tech High's procedures

<http://www.hightechhigh.org/projects/>

The guiding pedagogy at the School is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials¹

The School's project-based learning approach is the key to its success in serving a diverse population of students. The School's students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an additional, and arguably more authentic, element of accountability for quality work. The School works diligently to provide exemplars of outstanding project-based instruction to its teachers so that all teachers may achieve base mastery in HTH teaching

practices. An ever growing archive of projects demonstrating HTH instructional methodologies may be found at <http://www.hightechhigh.org/dc/index.php>.

TINYURL.com/hthpdf

Key points about the High Tech High approach	Procedures
Project-based learning	Store the products of the projects (videos, posters, essays) in Portfolios
Accountable for quality	Students appear to be responsible for the content of their websites
Archive of projects	The school maintains a webpage with links to projects
Shift the focus from teachers to students	Slogan: Move from “Teacher telling” to “student doing”
Students are active participants	Public demonstrations by students
Engage students in learning	Real-world projects where “students apply and develop skills knowledge”
Design Principle: Personalization	Advisors
Design Principle: Adult World Connection	Real-world projects, off-site internships.
Design Principle: Common Intellectual Mission	Habits of Mind: perspective, evidence, relevance, connection, and supposition

Procedure

How does HTH introduce its “Habits of Mind”?

How does HTH introduce its “Habits of Mind”?

[All](#) [Images](#) [Videos](#) [Shopping](#) [News](#) [More ▾](#) [Search tools](#)

About 33,800 results (0.88 seconds)

High Tech High Introduction - What Kids Can Do

www.whatkidscando.org/archives/.../HTH/HTHintro.html ▾

Within the first week we had to start our digital portfolio, and I got **introduced** to ... All HTH coursework and projects **incorporate the school's five habits of mind**: ...

*Within the first week we had to start our digital portfolio, and I got introduced to the subject of web design. I read a book to learn to do HTML, and I started reading book after book about website design. A year and a half later I was already doing work for this company, and now I go to seminars on web design. I met a guy in multimedia at San Diego State University, and we kept in constant contact, talking about what I could do. He is now my mentor on my internship. — **Jose, HTH student***

*It's different working with another person. You might have one idea of how you want it to turn out, but they have a different brain and they might have another idea. Part of the reason they have us do group work, I think, is so that we can learn to work with people we probably wouldn't otherwise want to work with. In college and in your career you might need that. — **Max, HTH student***

 With the lively but purposeful tone of a high-tech workplace, San Diego's High Tech High (HTH) aims to know its students well, forge strong connections between their academic work and the outside world, and hold the entire enterprise to a common intellectual mission.

Comment: Students at SunEd High in Fort Lauderdale use wix.com and Google Sites to make websites. This avoids the need to study HTML. Students who are interested in working in the world of website making are encouraged to read more and follow the footsteps of students like Jose, the HTH student who went to seminars about web design.

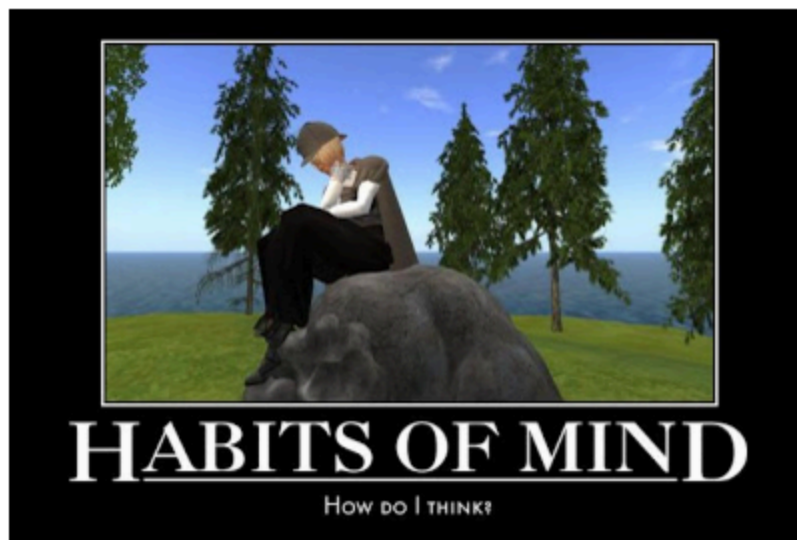
“The Muscatine Community School District is largely basing its PBL practices on the High Tech High model.”

<http://www.whatkidscando.org/archives/portfoliosmallschools/HTH/HTHintro.html>

Miss B at Muscatine Community School District commented on Habits of Mind:

Habits of Mind

One of the cornerstones of project based learning is for students to develop strong
"Habits of Mind"



The Muscatine Community School District is largely basing its PBL practices on the High Tech High model. The most common set of HTH Habits of Mind are: Significance, Perspective, Evidence, Connection and Supposition. This set of habits conveniently forms the somewhat descriptive acronym, "SPECS." Upon considering this set of mental habits, I noticed that inquiry was not among them so we added that and modified the acronym to "iSPECS." After all, asking one's own questions is about as personal as it gets.

<http://crazy4learning.blogspot.com/2010/08/habits-of-mind.html>

“Just having portfolios” does not make a school better. Other elements, like real-world projects and off-site internships, help to build the content of the portfolios.

Design Principles

The School is guided by three design principles:

Personalization

The School personalizes learning by providing an advisor for students and encouraging students to pursue personal interests through projects. Students create a personal digital portfolio of work samples and reflections on learning.

Adult World Connection

Students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. Students in 11th grade engage in off-site academic internships at area companies, nonprofits and public agencies. Younger students prepare for internships by participating in worksite visits and “power lunches” at the School, where adults from the community discuss their work lives and choices.

Common Intellectual Mission

Centered on the five High Tech High *Habits of Mind* (perspective, evidence, relevance, connection, and supposition), our curriculum is engaging and rigorous. The School avoids “tracking” and other forms of ability grouping, and our curriculum ensures that all students who graduate from the School meet the University of California A-G requirements.

From HighTechHigh.org

Schools that hope to bring the value of digital portfolios to their students will want to copy some of the procedures used at High Tech High.

Procedures for helping students who might struggle with setting up and maintaining portfolios.

Plan for Students Who Are Low Achieving

The School has developed a number of strategies to address the needs of students with a wide range of prior experience and achievement.

1. The School provides support to students both in and out of the core courses. This may take the form of after school tutoring or tutoring during lunch or elective time. The School also has an active peer tutoring program.
2. Because of the project-based curriculum and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills.
3. Project-based learning lends itself nicely to building basic skills because students come to understand how math, humanities and science skills are necessary to address real-world problems.
4. Reading and Writing workshops allow for building content knowledge while reading levels are improved through books at varied levels of difficulty.
5. The School offers summer school programs for current students needing additional support in the core areas of math and English.

From HighTechHigh.org

Differentiation of teaching methods

Plan for Students Who Are High Achieving

The School does not track students. Rather, within each class, the School's teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high achievement:

- Alternative "challenge" assignments for reading, writing, problem solving, and inquiry are routinely offered to students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these "challenge" assignments during the course of the term.
- Students may elect at the beginning of the term to pursue an honors option in any core academic course by preparing a separate portfolio of cumulative "honors work" in addition to the regular course work. Requirements and performance standards for the honors option are set and announced by the course instructor.
- Juniors and seniors who successfully pursue the honors option in a course have that course designated as an honors course and weighted accordingly on their transcript.

From HighTechHigh.org

Examples of portfolios

Here are some links to portfolios set up by Steve McCrea.

These DPs use the Sites.Google.com platform.

www.TinyURL.com/steveportfolios
sites.google.com/site/stevesstoryin2016
sites.google.com/site/myportfoliobyleone

part 1 of 3 Instructions to students about PORTFOLIOS and B...



<https://www.youtube.com/watch?v=BLbXYZfil5c>

Dec 4, 2013 - Uploaded by visual active

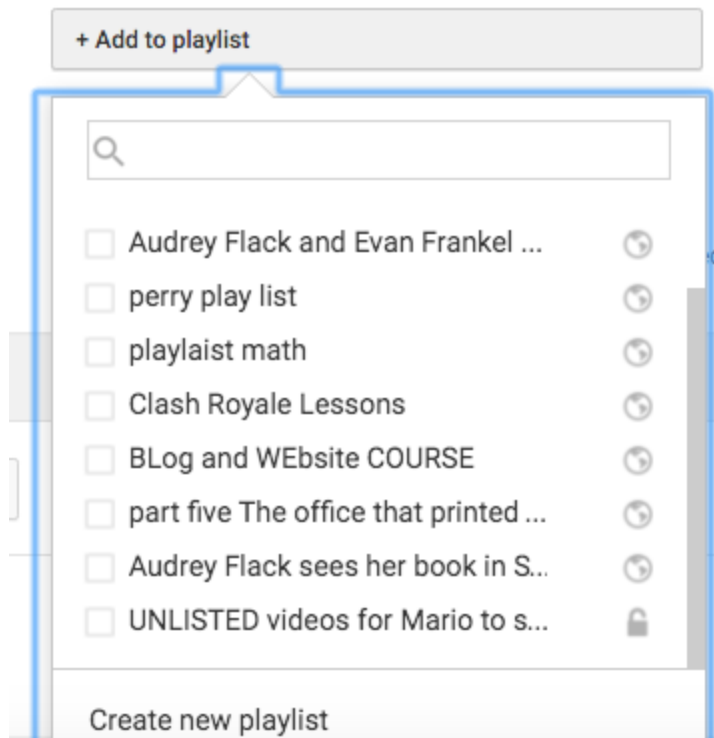
Sites Google is an EXCELLENT way to build a digital **portfolio**.

You can learn more by going to a search on ...

Frequently Asked Questions (FAQ)

What if a student doesn't have a lot of book reviews, essays and projects?

Answer: Think about other digital materials that students might collect. Youtube, Twitter, Facebook and Instagram are examples of materials that the student has collected. A Digital Portfolio displays “things, photos,



essays and collections that are important to me.” The college admissions counselor and anyone who might want to employ the student can learn something about the student’s interests. “What will this person bring to our organization?” is the question in the minds of people who look at resumes, CVs and portfolios. The Portfolio can present more than just the academic work of the student. A student’s playlist can say something about “what’s important to

me.”

What if there are objectionable videos on the student's YouTube account?

Answer: Make the item “private.”



What if there are questionable photos on the student's Instagram and Facebook accounts?

Answer: Suggest to the student that the photos can be removed or stored elsewhere or made private.

What categories can be included in a Digital Portfolio?

Answer: A blog allows the student to reflect on learning and the journey toward adulthood.

Photos and videos from social media allow the student's personality to be shown and heard.

A photo gallery allows visitors to see a summary of what's in the blog.

“Contact me” gives the preferred method of contact and invites comments from other students.

What should NOT be in a digital portfolio?

Answer: The student's home address should probably not be included.

If students are worried about the security of their email addresses, perhaps students can create an address that is dedicated to school work.

Sources of more information:

<http://electronicportfolios.org/faq.html>

How much does it cost to set up and maintain a digital portfolio?

Answer: A skeleton or frame of a portfolio can usually be put together in under 45 minutes. The set up could take two hours per student. I have found that students sometimes want to create materials and additional categories during the setup period. That desire to add items can extend the setup time, but it is often delightful to see the creativity of the students emerge.

When administrators ask this question, I think to myself, ***What does it cost you to NOT create and maintain a DP?*** Pearson charged \$25 per account (in June 2016).

Professors:

Yes, the JHU Digital Portfolio and Guide can be value-packed with any Merrill Education text for only an additional \$15 net over the price of the text, regularly a \$25 net value. To receive this offer contact your local Merrill Education/Prentice Hall representative for a special ISBN number prior to placing your book order with the bookstore. Don't know who your local Prentice Hall/Merrill Education representative is? [Click here to find out!](#)

<http://www.prenhall.com/jhuportfolio/faq.html#Question7>

The biggest cost: Time.

2. What is the real cost of implementing across the school?

The biggest cost is time. All teachers must be on-side and accept that a learning curve is inevitable. But many schools fail to appreciate the extra time commitment the 'champion' teachers incur, and may not appreciate the importance of relieving them of some of their other responsibilities.

This response was found in a document published by the Ministry of Education in New Zealand.

<https://akoatearoa.ac.nz/download/ng/file/group-2612/digital-portfolios--guidelines-for-beginners.pdf>

You can find the document at <http://tinyurl.com/nzportfolios>

The screenshot displays a digital portfolio page for a project titled "GOAT ISLAND". At the top left is a drawing of a green island with a blue sky and a small boat. The page is divided into several sections:

- Student Comments:** Contains three entries by Justin VASILJEVIC dated May 18th, May 19th, and June 7th, 2010. Each entry includes a brief reflection on the project and an "Action" button.
- Teacher Comments:** Contains one entry by Chris Bradbeer dated Sun 23rd May 2010, praising the student's reflections and suggesting a connection to a drama.
- Caregiver Comments:** Contains one entry by Ms Sun Mee Kim dated Wed 19th May 2010, expressing appreciation for the student's learning and the importance of recognizing different perspectives.
- Peer Comments:** Contains one entry by Sophie PALMER DALE dated Tue 18th May 2010, discussing the student's use of sorting tools and the challenge of the project.

The page is viewed in a web browser window, with the address bar showing "Internet" and a 100% zoom level.

Part 3

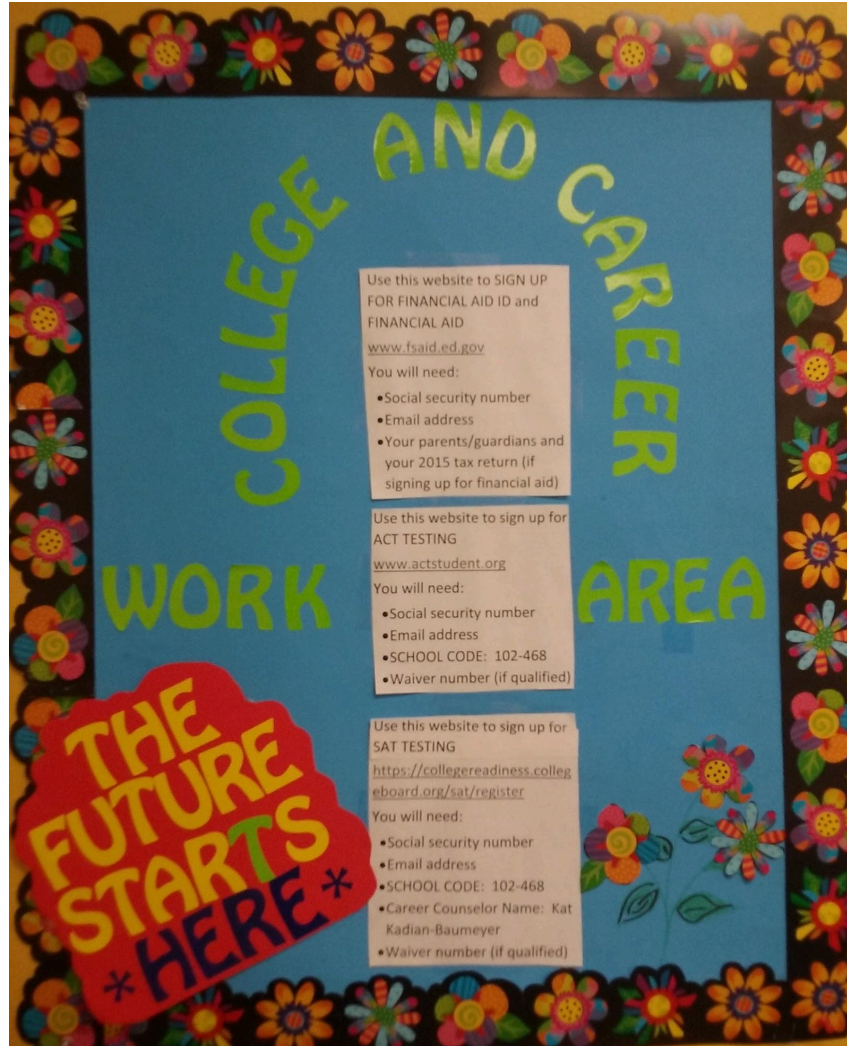


Checklists for personalizing the Websites made by Students

Joshua Noel, shown during a visit with Dr. Fischler, is one of the first student advisors to be trained in the use of student websites at SunEd High School. Joshua provided helpful feedback and suggestions for the type of content that a portfolio might include. He can be reached at noel.josh2524@gmail.com.



You can visit this video at TinyURL.com/sunjoshua



This is one of the posters in the Career Room at SunEd High School (Oakland Park, Fla.). Students see this poster when they enter to add to their online Student Portfolio. The workspace for inventing the future has these reminders on the wall. *(Courtesy of Kat Kadian-Baumeyer).*

The following checklists and tables are versions that were in use in July 2016.

There are at least two versions of the “XYD Digital Portfolio template.”
The version shown here is called “Sun Ed Version 2016”





Let's read Dr fischler's book 1 of 20(15) Read by Mr. E. June 2016

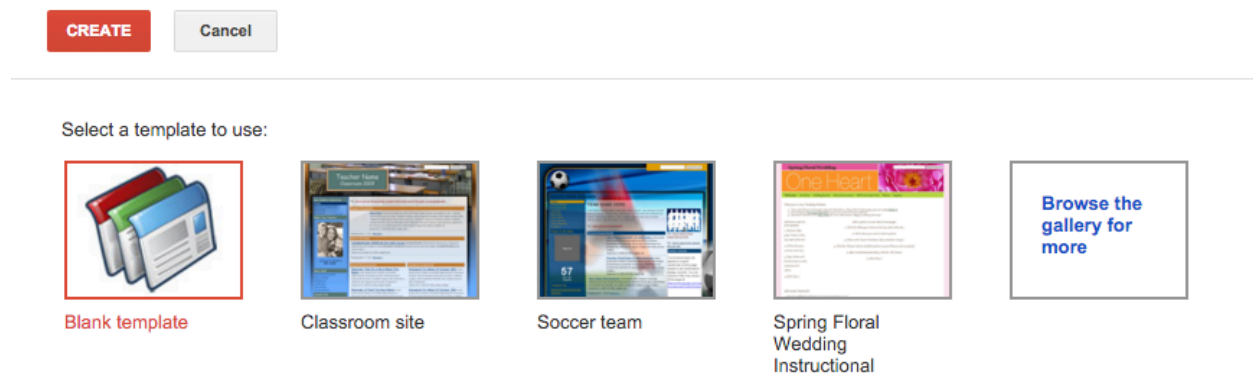
This is a suggested video: <http://tinyurl.com/sunreadbook>. You can download the free ebook at TinyURL.com/FischlerEbook.

How to start a student website with a template

Enter your gmail.com account.

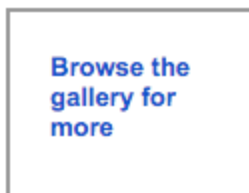
Type “**sites.google.com**”

Click on the RED “Create” button.



You will see a choice to start with “Blank template.”

Click on “Browse the gallery for more”



There are hundreds of templates. Narrow the selection by clicking on “education.”

Search for “XYD” in the Education section.

Select a Site Template

Public



Featured

Business collaboration

Activities & events

Schools & education

Clubs & organizations

Personal & family



Classroom site

Pull all your class information together in one place. Stay connected with pa...



Professional site template

Give yourself an online presence. Includes testimonials, a place to showcase ...

Type “xyd” and click the “search” icon (the magnifying glass).

Select a Site Template

Public



Featured

Business collaboration

Activities & events

Schools & education



Free XYD Website for Students

Get the free EBOOK

www.TINYURL.com/sunPortfolios2

TinyURL.com/BlazekProje...

This is what shows up. Click on the “Free XYD Website” image.

Select a Site Template



Free XYD Website for Students

By thexydfoundation

Get the free EBOOK

www.TINYURL.com/sunPortfolios2

TinyURL.com/BlazekProjects for a free list of projects

XYD Foundation supports the use of portfolios in schools. This site TEMPLATE gives students the chance to show other sides of their life besides academic grades.

You'll see this image as the next step. Click again.

Select a template to use:



Blank template



Classroom site



Soccer team



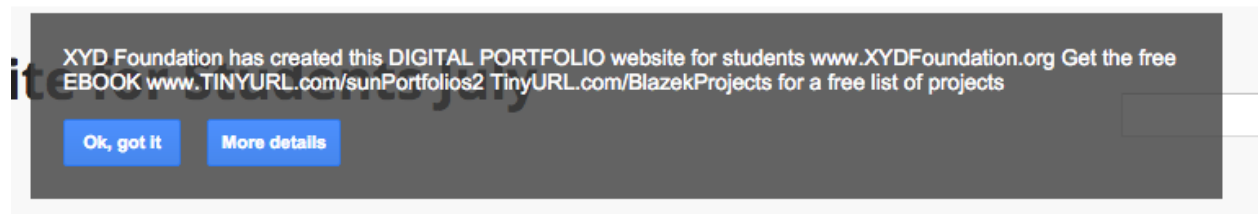
Spring Floral
Wedding
Instructional



Free XYD Website
for Students

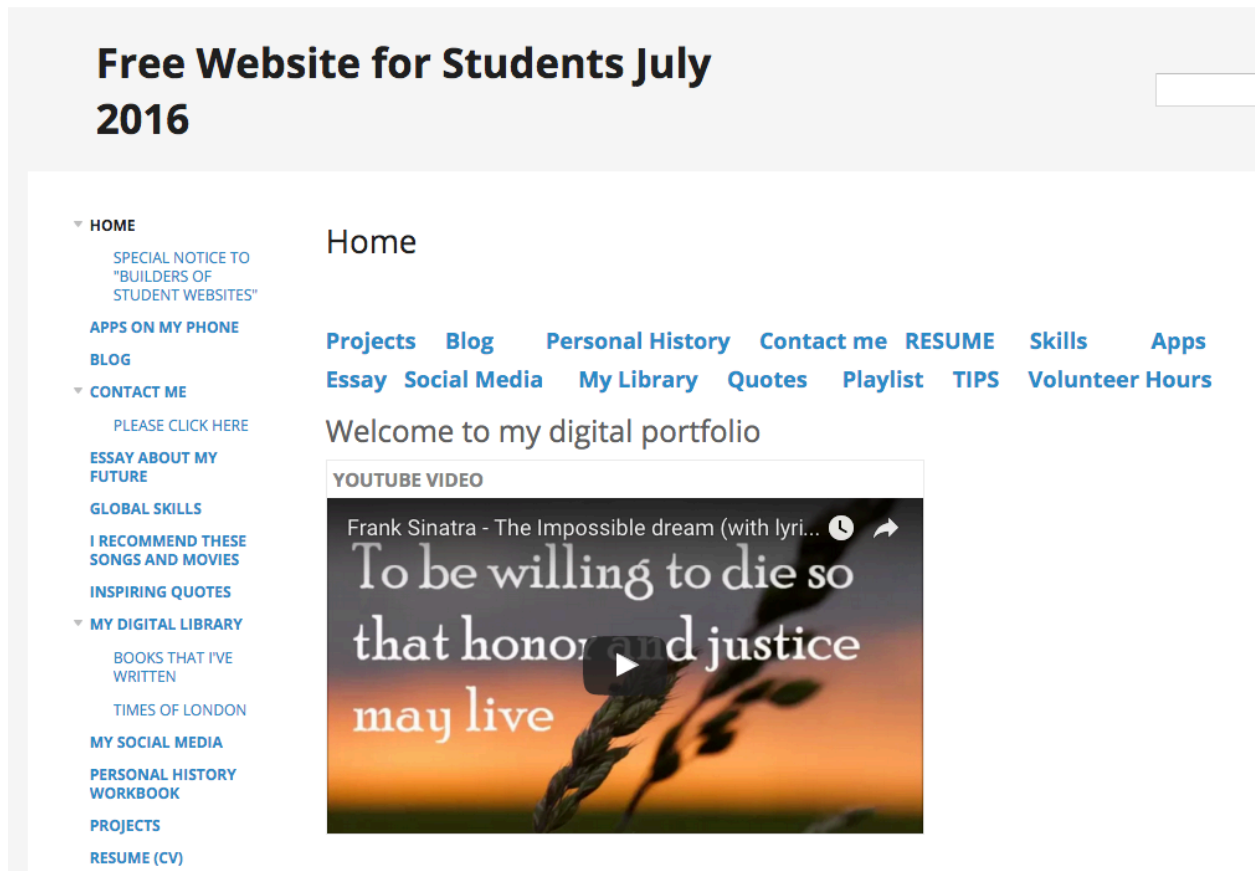
The image on the right “Free XYD Website for Students” is now added to your choices. Click on the RED “Create” button. (You might need to click on “I’m not a robot” to proceed.)

A grey box might appear describing the template.



Click on “Ok, got it.”

Now you will see this template that is already set up.
The “pink letters” are instructions to the student. The student has the option to remove these letters.



Important features of this version of the XYD template include

- A video on the Homepage of the site.
- A list of categories
- A separate tab for “Personal History Workbook” to highlight the workbook by Enrique Gonzalez

- ▼ HOME
 - SPECIAL NOTICE TO
"BUILDERS OF
STUDENT WEBSITES"
 - APPS ON MY PHONE
 - BLOG
- ▼ CONTACT ME
 - PLEASE CLICK HERE
 - ESSAY ABOUT MY
FUTURE
 - GLOBAL SKILLS
 - I RECOMMEND THESE
SONGS AND MOVIES
 - INSPIRING QUOTES
- ▼ MY DIGITAL LIBRARY
 - BOOKS THAT I'VE
WRITTEN
 - TIMES OF LONDON
- MY SOCIAL MEDIA
- PERSONAL HISTORY
WORKBOOK
- PROJECTS
- RESUME (CV)
- TIPS FOR STUDENT
ADVISORS
- VOLUNTEER HOURS
- SITEMAP

-- My Digital Library (to suggest to the student that a list of “five books that I know” or some sort of “book reviews” is a good idea for sharing the student’s “mindset”)

The base of this template is the blank template (I put together the topics using the theme of Tony Wagner’s 7 Survival Skills). See the tab marked “7 Skills.”

The list of the topics appears on the left side of the screen as well as across the bottom of the page. The idea is that the visitor to the page can navigate easily to other parts of the site without scrolling back to the top.

Other categories (that might be removed, if the student does not like the “cluttered” or “busy” look) include “apps on my phone” and “I recommend these songs and movies.” This version of the template has a more “conversational” tone.

You can visit a sample of this template by going to
<http://tinyurl.com/sunfreesite>
<https://sites.google.com/site/freewebsiteforstudents/>

QUESTION: How do you make those shortened website addresses?



Go to TinyURL.com.

TinyURL was created!

The following URL:

<https://sites.google.com/site/freewebsiteforstudents/>

has a length of 53 characters and resulted in the following TinyURL which has a length of 30 characters:

<http://tinyurl.com/sunfreesite>

[\[Open in new window\]](#) [\[Copy to clipboard\]](#)

Or, give your recipients confidence with a preview TinyURL:

<http://preview.tinyurl.com/sunfreesite>

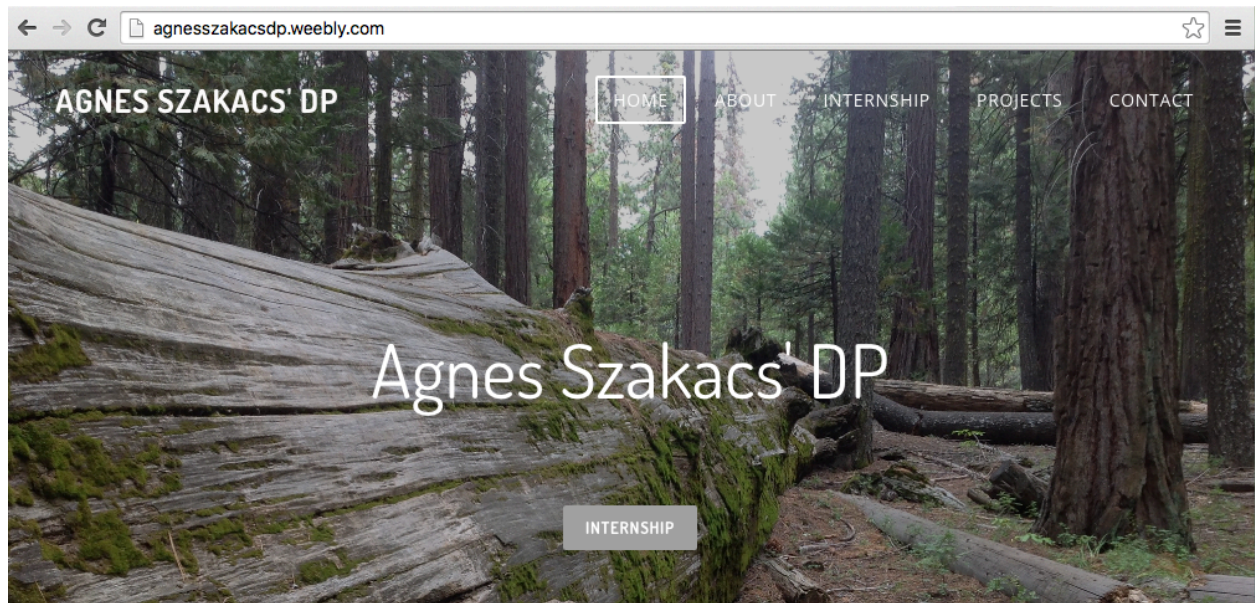
[\[Open in new window\]](#)

<http://tinyurl.com/sunfreesite>

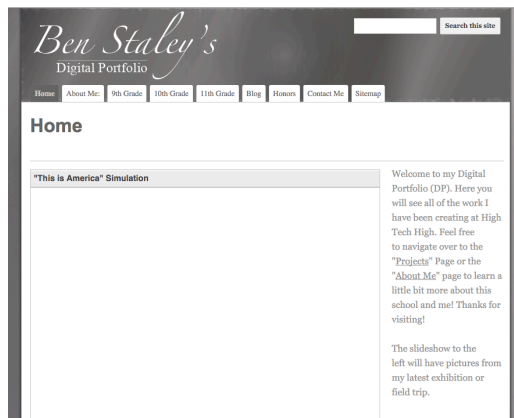
Let's look at a High Tech High Student Website Page by Page (1): Home page

SPLASH PAGE

This is a typical “splash” page created by students.



<http://agnesszakacsdp.weebly.com/> This image was found in a search of the High Tech High School (San Diego) site. The page is open to the public.

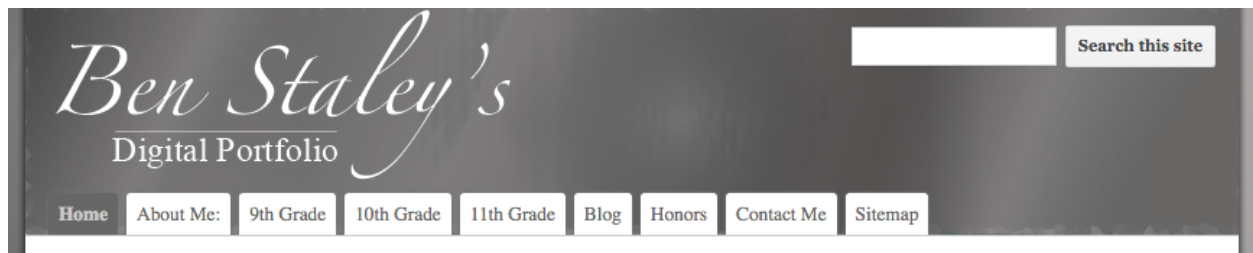


Ben Staley's home page used to have a slideshow of photos. The white space is where the photos used to be displayed. The link to the photos appears to have been altered.

Let's look at a High Tech High Student Website Page by Page (2): Projects

Notice the two templates that a HTH student follows. Either the work is divided by grade (9-12) or collected into projects.

Divided by Grades



HOW do we store the Digital Portfolio?

How to Set Up the Web Site

Here's what Ben Staley wrote (when asked for his system and secret to making a template):

The Adobe Master Collection is a series of programs used to manipulate photos and videos. I edited pictures and made others and implemented them into my DP. **In the edit section of Google sites for any of the standard templates**, you can replace images and settings. I recommend your students research using something like YouTube. The basic idea is find something you want to replace. Use something like Photoshop or Illustrator (programs included in the Adobe Master Collection) to manipulate, create or enhance an image. **Then find that section of the page in the template settings and replace or add the image you created.** As a general rule of thumb for any graphic creations, I recommend a limited color palette. Too much color can distract from information and gives the onlooker a sense of messiness. I learned most of what I know about Google sites from online tutorials, so that's what I recommend you do.

Thanks,
[Ben Staley](#)

Mario and Steve are grateful to Ben for his time and we request the following action from the reader: **Can you take two minutes and please visit his site?** Go ahead and contact him with your thoughts [about his DP](#). His email is ben.staley@gmail.com.

Tinyurl.com/ExampleDP <<< a link to Ben's Digital Portfolio.

Ben Staley's DP is a format used by many High Tech High students.

Ben's journey to create a highly structured DP is described in ShowYourWork, a free ebook that you can download at TinyURL.com/showyourwork.

The danger of this sort of portfolio is **“too many items.”** If you want to see what happens when a student tries to put “everything” into a digital portfolio, look at Mr. Steve's portfolio from 2010-2012, when he was studying Distance Education and Educational Technology...

The danger of “Too Many Items” in a Portfolio

EDD Steve 2011

[Home](#)
[Agility and Adaptability](#)
[ARC 9300 Concept Paper](#)
[Collaboration](#)
[Communication](#)
[Critical Thinking and Problem Solving](#)
[Curiosity and Imagination](#)
[EDD 8001](#)
[Instructional Design \(Dr. Lewis\)](#)
[EDD 8120](#)
[Simonson](#)
[Fewer Lectures in class](#)
[Getting and Analyzing Information](#)
[Hassles of the Online Experience](#)
[Initiative and Entrepreneurship](#)
[Interactive Media in the Classroom](#)
[Links to fabulous projects](#)
[March 1982](#)
[Methods of Inquiry 2011](#)
[Monthly report to Dr. Nethi](#)
[Road to the Completed Thesis](#)
[Statistics with Dr. Dana Mills](#)

Home

[Collaboration](#) [Agility/Adaptable](#) [Critical Thinking](#) [Initiative](#) [Communication](#) [Getting and Analyzing Info](#) [Curiosity/Imagination](#) [QUOTES for ITDE](#)
[Conference Papers by Steve](#) [Key Terms](#) [Fabulous projects](#)
Tony Wagner (Harvard) [identified these skills](#) in his book [The Global Achievement Gap](#) [VIDEO PROJECT](#) [Distance Education Day](#) [Facebook in the classroom](#)
(INTERACTIVE MEDIA) [Videos for Professional Development Online](#)
[Mario's Essay about Education...](#) [The Digital Divide and a project that builds on One Laptop Per Child](#)

Welcome to Steve's Ed.D. Experience. [Why pursue an Ed.D.?](#)

[Lesson for EDD 7007](#)

Questions for the ongoing [Interview with Dr. Fischler](#)
[Fewer lectures in class](#)

[History of Distance Education](#) <<< potential thesis topic [The Digital Divide](#)

[Projects for teenagers](#) <<<< **let's find projects that students can relate to**

The links below go to various pieces of class work so you can experience a slice of what it was like to be an Ed.D. student in the 21st Century.

[The Road to the Completed Thesis](#) (dragon naturally speaking speech to text)
[May 14-15, 2011 \(Workshops\)](#)
[Summer Conference](#)

In January 2010, computer science Professor Daphne Koller piloted the idea of **shifting classroom time from lectures**, which are largely passive activities for students - **to more engaging activities**. She recorded lectures as short videos for students to watch online and used class time to solve problems, host guest lecturers from the technology industry and review material students found difficult.

Faculty at Stanford University use videos

Faculty Collaborate to Improve Online E...

PROFILE
Steve McCrea
[advocate](#)
[facilitator](#)
[web advisor](#)
[guide on the side](#)



CONTACT
[TheGuideOnTheSide@gmail.com](#)

+1 954 646 8246

Skype
[SteveEnglishTeacher](#)

Teaching course
[GuideOnTheSide.com](#)

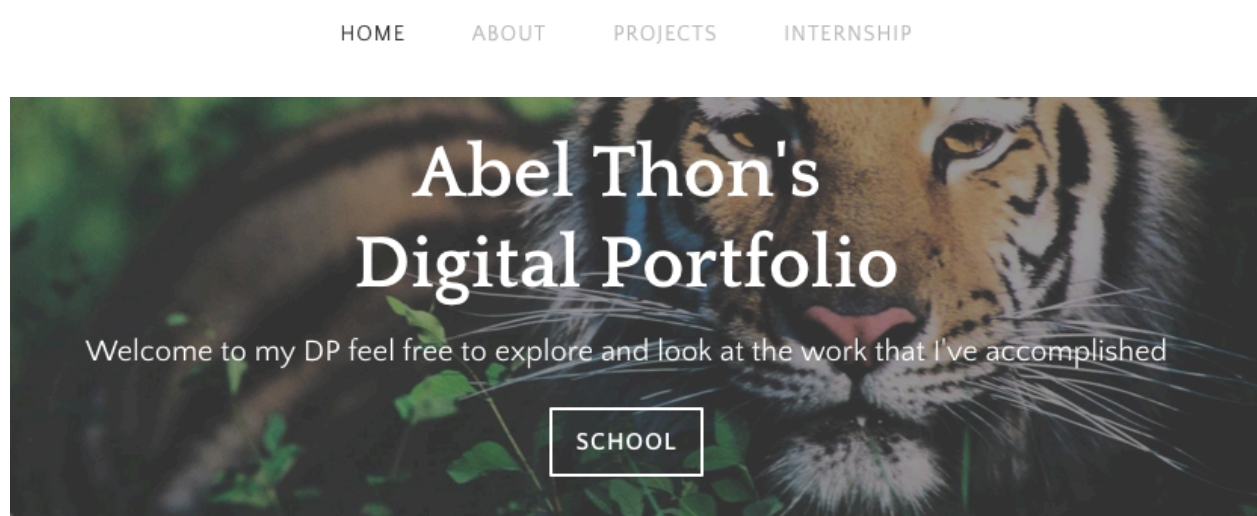
Consulting Team:

It's hard to find the “story” here.

www.TinyURL.com/steveportfolio
sites.google.com/site/eddsteve2011

Fortunately, there is a way to use a digital portfolio to focus on the story. **See the delightfully simple “Four Categories” approach by Abel Thon...**

Collected into Four Categories: “easy to look at and easy to navigate”



The creator of this DP, Abel Thon, invites students to write to him with questions about portfolios. This portfolio was built on weebly.com.

Here's the link to Abel's projects: <http://abelthondp.weebly.com/projects.html>

Responses from Abel:

Yeah, you can use my Dp and I'm fine with your students asking me questions.

1. Is there a reason why you chose to use weebly and you did not use Google Sites?

Well, the funny thing is that I actually used to use Google Sites. Using Digital Portfolios in the High Tech village is something everyone has experience with. The first DP that I ever made was in Middle School and it was Google Sites. For years I used google sites up until High School I've found that using weebly was easier, it looked better and allowed you to be more creative than using google sites.

*2. How much training did the school give you? Or did you already know how to make a website?
(Does the school require every student to have a website to show their work)*

Yes, everyone is required to have a digital portfolio. In 6th grade which is when I started using DPs, they gave us instructions on how to use DPs and how to set them up. From then on you learn from just trying to make your DP look better and more cooler than your friends. I never had any experience with weebly but once I started playing around with it, I got the hang of it.

3. How long did it take you to set up the first weebly website?

I probably would say that it didn't take me longer than a couple hours to complete it because it was easy to put everything in. But when I first made a weebly website, it wasn't quite as good as the way it is right now. It went through many drafts and many edits. Sometimes I had to reformat my whole entire website because I felt that it wasn't good enough or it wasn't professional or I thought of a better idea.

4. Is the weebly website free?

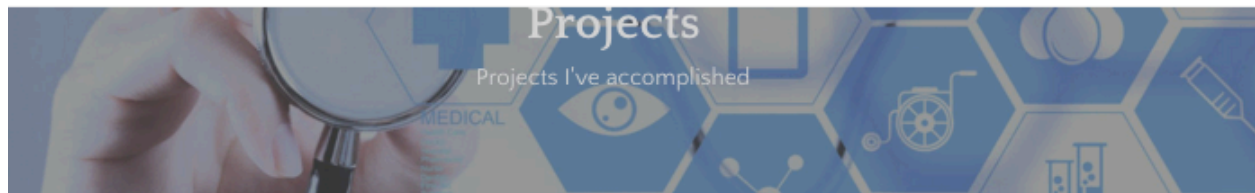
Yes, 100% free. I believe that the only time you have to pay is if you want to get rid of the [.weebly.com](https://www.weebly.com) that appears with your free website that you created.

5. How many hours did you put in over the year?

I can't really estimate how many hours that I've done because that's hard to keep track of, but if I had to guess, maybe 5-10 hours.

6. I noticed that you have just a few categories. It is so much easier to read your portfolio compared to other students. I can see your internship and your projects. That's easy. How did you come up with such a simple format? (my teacher Mr. Steve has a really complicated format

*The way that I thought of making my website was something that was simple, **easy to look at and easy to navigate**. I made sure everything followed that. I also didn't want to cram every single page with loads of information. That's why for my projects page you can see a description of a project and, if you want to know more, you simply click on the pictures.*



Biodiversity Project

During this project, we grabbed ARMS (Autonomous Reef Monitoring System) units that were located in the San Diego Bay, and La Jolla cove. We went out as a team and retrieved the ARMS. They were many different types of jobs during this such as the swimmers, kayakers and photographers. Afterwards we used a program called CPCe. It helped us determine each creature that we were dealing with. We labeled them on the program and it helped us see the percentage of all of the different creatures. Then in small groups we developed a question that we could research and answer.



Code of (Bio)Ethics



Reel Delicious

In this project we carried on a food truck form the year before from the previous sophomores. We fixed and updated the truck as well as put on a reverse pop up restaurant for diverse community members. We raised money throughout the year, broke down our recipes, and created movies along side for our big event at the pop up restaurant. [Click the picture for more detail.](#)



Forces of Music

In this project we spent about three months learning instruments. We built instruments from recycled items, and had to make professional made instruments. We got to chose from three instruments guitar, piano, drums and vocals. We got to watch serval of movies for example we watched Sierra Leone all star refugees and Nelson Mandela. [Click on the picture for more information](#)

How to Use Videos

Here's an effective placement of a video in a digital portfolio. The text introduces the video and helps the viewer look for important features in the video.

[HOME](#) [ABOUT](#) [PROJECTS](#) [INTERNSHIP](#)

My Internship at Catalyst Physical Therapy and Wellness

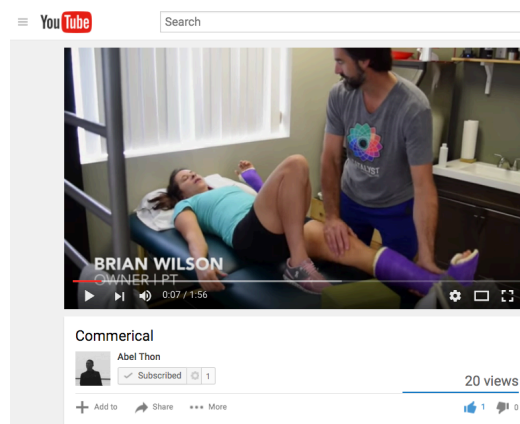


Since I was small I cared about health and being active which is why I'm so interested in a Physical Therapy internship. Being active and being able to move is a very important part of life and everyone should be able to move. Which is why I would want to devote my career into helping people with injuries and making them active and happy.

I interned at Catalyst Physical Therapy and wellness. Physical therapist here treat patients in whatever problems they have. If it's back, shoulder, leg or if their coming in just because of an injury they can be assisted. When patients first come in they get a free injury screen, which is basically an initial evaluation of the patient. They write a SOAP note which stands for Subjective, Objective, Assessment and Plan. The subjective is how the patient is feeling, the objective are the measurements, the assessment is what the physical therapist think of the patient and the plan is what they have to do to make the patient recover from their pain. I was able to shadow Physical therapist a lot during my month there and I got to see how SOAP notes went down and how the process happened. Another thing that I got the opportunity to do was helping patients with their exercises. I was able to learn a lot of these exercises and help other patients with them and be able to show them how to do them right.

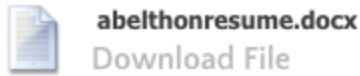
For my project I created a commercial for my physical therapy clinic. Because there's so many different aspects in this clinic like personal training, yoga, acupuncture, physical therapy and massage therapy I was tasked to create a 2 minute project to be able to capture it all. To be able to capture footage I had to make a photo release form and give it to the people who were going to be in the video. After capturing footage I had to edit a lot of the footage because I was only using 5 second clips of each video I recorded.

I learned how to communicate more effectively, and learned great observational skills. Physical therapist have the ability to look at the way people walk and see small details that are off and throughout my time there I was able to see some of those small details. I learned how fun working in a physical therapist clinic can be. They work in a really great environment and it feels like their not working just doing what they love every day and that's where I want to be in the future.



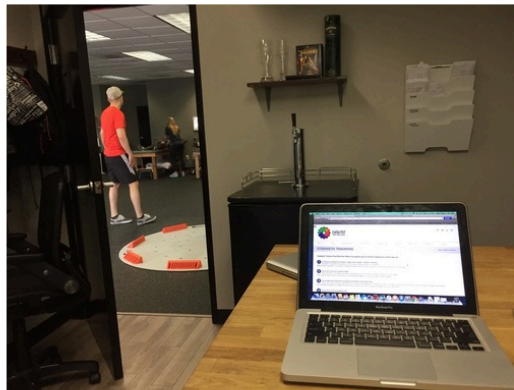
The video that Abel made as part
of his internship

TIP: Put an active link to allow downloads, but also show the contents on the screen.



<http://abelthondp.weebly.com/internship.html>

Steve: I would improve this resume page by posting the resume on the screen so that the viewer doesn't have to DOWNLOAD a document to see the contents of the resume.



Notice where Abel placed the download link for his résumé. Not at the top of each page. If you want to reach Abel, you need to read his description of the internship. By then, you as the reader will be transformed into thinking, ***“Hey, this kid has a future in healthcare.”*** Clever procedure. His email is not displayed openly, so that “spiders” can’t search the website to get his contact info. However, the motivated reader of the site will have a way to contact him.

Here's the key part: The text that supports the video. I have highlighted parts of the text in Abel's portfolio that directly guide the viewer.

For my project I created a commercial for my physical therapy clinic. Because there's so many different aspects in this clinic like personal training, yoga, acupuncture, physical therapy and massage therapy **I was tasked to create a 2 minute project to be able to capture it all.** To be able to capture footage I had to make a photo release form and give it to the people who were going to be in the video. **After capturing footage I had to edit a lot of the footage** because I was only using 5 second clips of each video I recorded.

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<http://abelthondp.weebly.com/internship.html>

This text appears just above the video on the internship page.

Let's look at a High Tech High

Student Website Page by Page (3): The Blog

The Blog is a place for reflecting on “[what it means to be a student who uses a digital portfolio and who participates in a school that uses projects.](#)”

Get into the minds of readers who have not attended your school. Ask yourself:

What is it like to do one large project, involving the input of two or three teachers, so that you can invest yourself into the work?

Instead of creating four separate projects, what is it like to create a project that gives credit in several classes and gets feedback from several teachers?

Here's a list of questions to ask when writing a blog.

Backward: What problems did you encounter while you were working on this piece? How did you solve them?

Forward: One thing I would like to improve upon is ...

Inward: What were your goals for meeting this piece of work? Did your goals change as you worked on it?

Outward: If you were the teacher, what comments would you make about this piece? Some of us are intimidated by a list of 40 questions.

<https://www.edutopia.org/pdfs/stw/edutopia-stw-replicatingPBL-21stCAcad-reflection-questions.pdf> However, the structure is helpful.

The 40 Reflection Questions

Backward-Looking:

1. How much did you know about the subject before we started?
2. What process did you go through to produce this piece?
3. Have you done a similar kind of work in the past (earlier in the year or in a previous grade; in school or out of school)?
4. In what ways have you gotten better at this kind of work?
5. In what ways do you think you need to improve?
6. What problems did you encounter while you were working on this piece? How did you solve them?
7. What resources did you use while working on this piece? Which ones were especially helpful? Which ones would you use again?
8. Does this work tell a story?

More tips from Abel Thon

1. Has the Digital Portfolio been useful for your college application process?

ABEL: *We haven't used this for college application process because I work on that next year, but I don't see how it wouldn't help. A page with your best work is included and you describe your plans for the future. It only seems to help your chances of getting into a good college.*

2. What tips do you have for students?

ANSWER: *There are always traditional ways of doing things and then there's being creative. I would say **try and be as creative as you can when you want to create a digital portfolio because there's never one way to do things.***

3. Some teachers and principals are worried about "online safety of the students." Did you ever get harassed or contacted by strangers because you put a website online with your email address?

ABEL: *I have never gotten harassed by a stranger because of my DP. But even if that were to happen, there are ways of preventing strangers from contacting you*

4. One of the arguments that I hear from principals is that '**online exposure is too risky for schools**'.

You can imagine the chain of events: *student puts up a website, a creepy stranger contacts the student, the creepy person sees the student in a photo on the student website and then appears at the school and stalks the student.... something terrible happens, the police capture the creepy person and the creepy person says, "I found the student online" and the school gets sued by the parents.*

What response do you have to this argument against DPs? Has the DP process been overall positive for you?

ABEL: *Of course, there always is a chance of that scenario happening, but I think the way to look at this is by looking at the cost and benefits. I feel that the benefits of having DP's outweigh the cost. **Having DPs can help you get internships, help with college applications and perhaps help you get a job in the future.** If we focus on the "what ifs" too much and not doing things because "something might happen," then you may be ruining a student's chances of getting benefits from DPs.*

The “unusual” parts of the XYD template

Scan through student websites that are displayed on High Tech High’s site and you’ll notice that the typical focus is on academics: *Projects (grouped by grade level or year), essays and blogs*. The XYD template goes farther. Here are some topics to give you ideas about how to **personalize your student website** (add an unusual or “eye-catching” category). For example, Enrique Gonzalez recommends adding a “Personal History Workbook” to your portfolio. Free ebook:

TinyURL.com/PersonalHistoryWorkbook2

My Digital Library

[Projects](#) [Blog](#) [Personal History](#) [Contact me](#) [Social Media](#) [My Library](#) [Quotes](#) [Playlist](#)

NOTE to student: This is the sort of section that can impress older people. “A teenager who looks at The Economist? My, my...”

Magazines

Smithsonian
Psychology Today
National Geographic
Discover magazine
The Economist

Newspapers that you read often with links to an article that caught your attention

Online Subscriptions to “email alerts”

NY Times
Washington Post
LA Times
[Times of London](#)

Online News that I recommend ...

bbc.uk

These are books that I recommend. (type something about each book)

Where do you get new information?

What email services have you subscribed to?

What YouTube channels did you “SUBSCRIBE” to?

Can you surprise a college admissions officer? “I had no idea that a teenager would subscribe to email newsletters from Dan Pink, Discover magazine, the New York Times, and the Economist.” What newsletters do you subscribe to?

**20 Books
That Have
Mattered
to Me**

BY DANIEL H. PINK

I Know Why the Caged Bird Sings

MAYA ANGELOU

The late poet's autobiography is harrowing, studded with trauma that makes you wince. But it's also a story of hope – with a title metaphor that is powerful and enduring.

Note to students: We know why Dan Pink recommends this book. He wrote two sentences (and that's an “annotated bibliography”).

Note to Students:

What are your sources of information?
(Show us a list of e-newsletters that you receive).

DanPink.com offers this one. →

SUBSCRIBE

Join over 100,000 people who receive the Irregular and Irreverent Pink newsletter and immediately download Dan's 20 BOOKS THAT HAVE MATTERED TO ME.



SUBSCRIBE

Global Skills

NOTE TO STUDENTS:

What Skills do you want to display here? How do you use those skills?

Skill	Number	Comment
Typing speed and 10-finger typing	35 words per minute	I will need faster typing speed for my future plans
Spanish	Speak, write	I monitor Spanish websites. I even created some videos to promote www.TransformTeaching.org
French	Speak	I sometimes translate some signs in photos taken in Paris.
Arabic	Beginner	I was a conversation volunteer at a language school and I picked up some Facebook friends from Saudi Arabia
First Aid	Pass	I learned CPR

TIP to the student: Include a link to Tony Wagner’s list of “**Seven Survival Skills**” and any other reference that shows why a particular skill is useful. Why not add a video link or post a YouTube video on the page showing the skill put to use? For an additional language, why not post a video of you using the languages that you know?

App Name	Publisher of the app	Comments
Translate Portuguese	Google	Portuguese
Math Workout		TO maintain mental agility
SAT Spread the Words		To build my vocabulary
Bambuser		To broadcast the graduation and wedding ceremonies that I attend. See the graduation TinyURL.com/sunedgrad2016
Whats Ap		to communicate with my international friends
Skype		to communicate with my international friends

TIP to the student: “My Apps” shows the tools that you carry.

At SunEd High, the apps listed here are recommended. Why?

To show parents and college admission officers that the school uses smartphone apps to supplement the learning in classrooms. By showing the publisher of the app, you help the reader get to know about a useful app. Why not include a “**CLICK HERE**” link to a page that gives additional tips and explains WHY you use that app?

Inspiring Quotes

NOTE to student: This section will let you quote songs or writers or just go to BrainyQuote.com and pick something that inspires you. Show us some words that motivate you.

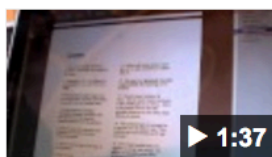
I never let school get in the way of my education.

Mark Twain

Learning should be fun for the learner and the teacher.

Abraham S. Fischler

SANY0540 Mario Llorente describes four uses of quotations in...

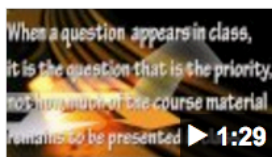


<https://www.youtube.com/watch?v=MeBIZfMYU5o>

Feb 26, 2012 - Uploaded by the guide on the side

This video describes 4 phases of scaffolding support that the GUIDE ON THE SDIE system gives 1. the **quotes** ...

Inspiring Education Quotes Mario Llorente / Dancing Words



<https://www.youtube.com/watch?v=ZjvB5eohzNM>

Aug 9, 2012 - Uploaded by freeenglishlessons

This is the original video created by Orlando. It is slow enough for new learners of English to follow each word ...

This section could include a procedure developed by Mario J. Llorente Leyva.

Search “quotes mario llorente youtube.”

I recommend these songs and movies

[Projects](#) [Blog](#) [Personal History](#) [Contact me](#) [Social Media](#)
[RESUME \(CV\)](#) [Essay about my future](#)

NOTE to student: This section will help recruiters and future employers to learn something about you.

Don't put your suggestions about great "slasher" movies

Don't recommend "Chainsaw Massacre" or "Friday the 13th" unless you plan to work for a theater company or a costume maker.

Include some information about the video with a TIME SPOT so that the reader knows that you REALLY understand this video



Click on [Earth From Space](#) to learn about the importance of the SALT FALL from Antarctica. See especially 38 minutes and 42 minutes in the show.

[LINK](#)

This section of the XYD template encourages students to reflect on the **“ten or twenty videos that have helped shape their attitudes about life.”** What videos do you listen to to change your mood?



Thanks to a recommendation from a middle school student, I learned about Dave from Boyinaband. Why not add this video to your list of “recommended videos”?

<https://www.youtube.com/watch?v=8xe6nLVXEC0>

From the Youtube video: You can become a patron of Dave Brown’s research into “innovative schools” if you want to or you can just look at the list of things on there out of curiosity: <https://www.patreon.com/boyinaband>

\$1 from the sale of this book supports Dave Brown’s efforts.

<https://www.youtube.com/watch?v=BJIu7pEolBA>
<http://tinyurl.com/daveboyinaband>

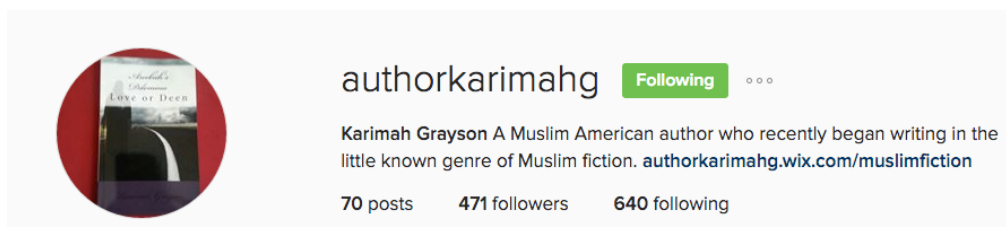
Instagram as a Digital Portfolio

Some students (and teachers) might claim that they don't have time to create a digital portfolio. Why not use your mobile phone to take a photo a day or a photo per week about "what's important to me and my studies"? Here's the link to a teacher's DP on Instagram.



By posting a link to one of her curriculum's sources, she can sometimes spark the interest of students who are not currently focused on history. She teaches at a school where students decide what course they want to study each day. To correspond with Ms. Grayson, follow her on

[Instagram.com/authorkarimahg](https://www.instagram.com/authorkarimahg)



Talking Points for “Building Websites for Students”

There are 4 key principles

1. Students control the content of their websites
2. The School chooses whether or not to link the student's site to the “**List of Websites Made by Our Students**” list that is hosted on the School website.
3. Students are advised to put POSITIVE INFORMATION on their portfolio that shows work that the students created for school.
4. The students are encouraged to keep “their observations” on a separate blog. Experiments with comedy, humor and satire are placed on independent blogs. Famous authors sometimes use second names. Pseudonyms (pen names) are suggested. Who is Richard Bachman? (novelist Stephen King uses an alias).



FOR DISCUSSION: **Instagram is a digital portfolio of images “that are important to me.”**

Your instagram account and the photos on your facebook “like list” tell others that you believe that these images are important.



Anti-school opinions belong in a separate blog that is not connected to your school work website.

EXAMPLE

See **High Tech High's list of Digital Portfolios**. I've looked at over six dozen HTH portfolios. I haven't found anything that speaks negatively about the school. I also have not found very many links to social media.

Some HTH students keep their student sites private.

Some HTH students build on Google Sites

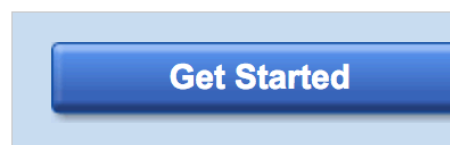
Other HTH students use weebly or wix, or other non Google Sites

The school's list of websites is simply a link to a website that the school does not control.



How to use Google Sites

Google Sites makes creating and sharing a group website easy



- ✓ Single-click page creation
- ✓ No HTML required
- ✓ Customisable look and feel
- ✓ Settings for accessing and sharing information
- ✓ And it's free!

https://www.google.com/sites/help/intl/en_GB/overview.html

[TinyURL.com/howtousegooglesites](http://tinyurl.com/howtousegooglesites)

<http://tinyurl.com/howtousegooglesites>

<http://tinyurl.com/howtousesites>

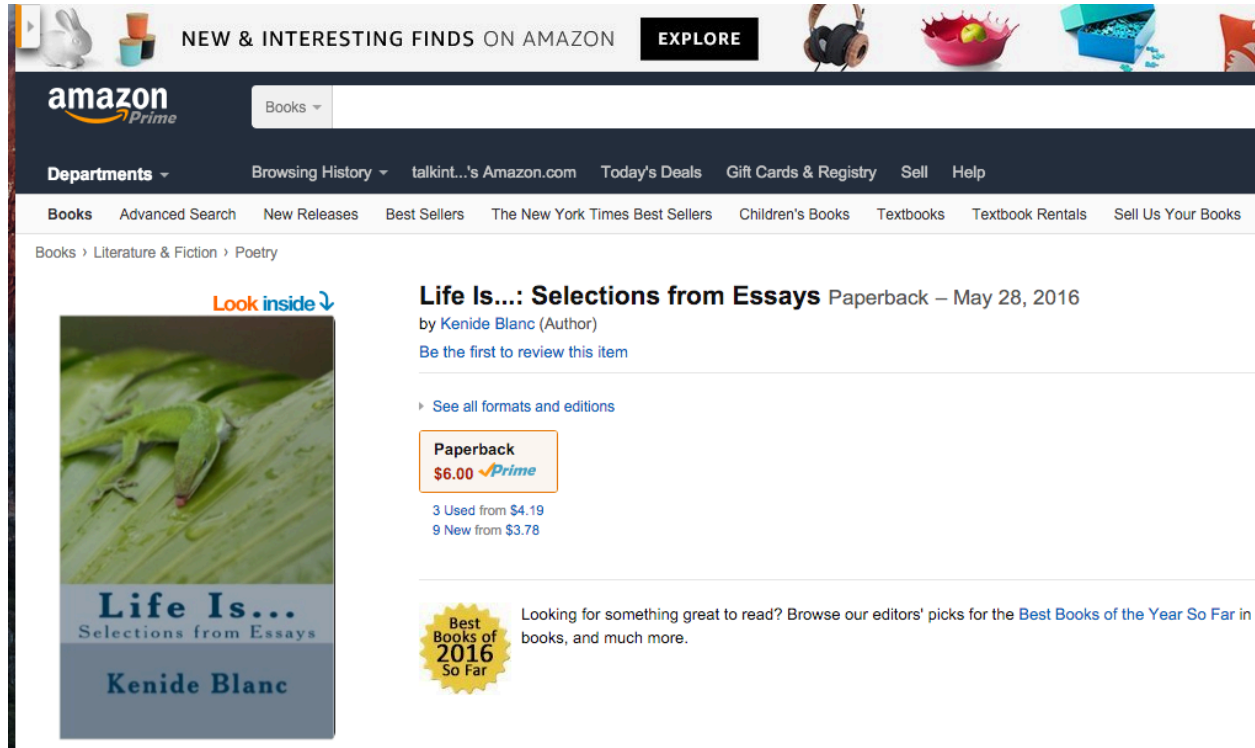
Examples of Topics to include in Your Student-made Website

What will make your website special?

Topic	How is the topic measured	Student's goals
Video channel about nutrition <i>(recommended by Eduardo Nieves, one of my students at SunEd High)</i>	He wants to create a list of videos that he used to lose weight and get healthy <i>He mentioned that one of his life's peak experiences so far is "when I finally felt good about my weight"</i>	He wants to study nutrition. He might create a project of making a book of tips that he has found useful (He might publish the book of tips on Createspace).
"A collection of photos that I find interesting"	Number of photos, types of albums in the collection <i>What does the student find interesting?</i>	How does the student describe the albums? What differences are special to the student? What types of photos are highlighted? (The student wants to study photography at the Art Institute. At 18, she already has cultivated a sense of design in her Instagram account)
A collection of essays <i>(Search: Kenide blanc writing "life is" amazon)</i>	How many books on Createspace can the student create? <i>(My principal, Ms Lara, wants students to create books)</i>	Kenide Blanc is a natural essayist. She spends at least two hours a week writing in a journal. Examples from her writing are appearing on her website.
20 Books that I recommend		See Dan Pink's example tinyURL.com/danpinkbooks

When you are looking for content to “boost” the look of the Student-made Website (the Digital Portfolio), ask, **“What could I add that will make this portfolio pop?”**
Answer: A book. Create your own book by uploading a Word document and attach a free ISBN. You’re a self-published author and one book costs around \$3.

Link to Amazon: <https://www.amazon.com/Life-Selections-Essays-Kenide-Blanc/dp/153345746>



This is how the book by Kenide Blanc appears in the description on Amazon.com.

The format of the typical Student Website is expected to have **the following recommended categories.**

Category	The typical High Tech High student Site	Suggested student site	Comments
List of inspiring quotes	Some sites	yes	
Projects	yes	yes	
Blog	yes	yes	Reflection about the process of studying and creating
Contact info	Many sites	yes	To discuss: Is it a good idea to include a phone number? Perhaps after the student graduates from the school
Videos	Some sites	yes	Links to online items or to YouTube channel
Photos (link to online albums)	Many sites	yes	
Volunteer hours		yes	
Social media	Some sites	optional	
Letters	Some sites	optional	References are a start
Résumé (CV)	Some sites	optional	
Digital Library Book reviews	Some sites	optional	Dan Pink calls this list “20 Books that I recommend”
Apps on my phone	no	optional	Show the world what you have selected to guide you. What tools do you carry with you?
List of Skills		yes	Languages, typing speed, special certificates,
Peak Experiences		optional	What do you see as a special event in your life so far?

Checklist to use with students

Category for the Digital Portfolio	Check if you want to include this category in your DP	Who will produce the content?
<i>Contact info</i>		
<i>Resume</i>		
<i>Internship</i>		
<i>Personal statement</i>		
<i>Projects</i>		
<i>My community (mi mundo)**</i>		
<i>Skills (languages I know and that I'm learning)</i>		
<i>Certifications that I am pursuing</i>		
<i>My Digital Library***</i>		
<i>Social media</i>		
<i>Collections of photos and videos</i>		
<i>Other items?</i>		
<i>Link to a personal page?</i>		
<i>Student-made book on Createspace</i> (a page to promote the book)		

** Mi Mundo is the "my community" section of portfolios created by some High Tech High students

*** Dan Pink calls this "20 books that I recommend"



Digital Portfolio Check List

Splash Page _____

(Only splash graphic linked to personal statement. Nothing else)

Personal Statement _____

(Only personal statement and 7 specific links in specific order. Nothing else.)

Links _____

Graphic or Icon that links back to the splash page

1) Personal Statement

2) Resume _____

3) PLP _____

4) Work Samples _____

5) Mi Mundo _____

6) Contact Information _____

7) My Homepage _____

Resume _____

Present

Future Self? _____

Work Samples _____

Learning Goals _____

Habits of Mind

Perspective _____

Connections _____

Evidence _____

Relevance _____

Supposition _____

Communication _____

Oral _____

Written _____

Technology

Collaboration _____

Art and Design _____

Ethics and Responsibility _____

Core Content Knowledge

Projects _____

Internships _____

Mi Mundo _____

Contact Information

My Homepage _____

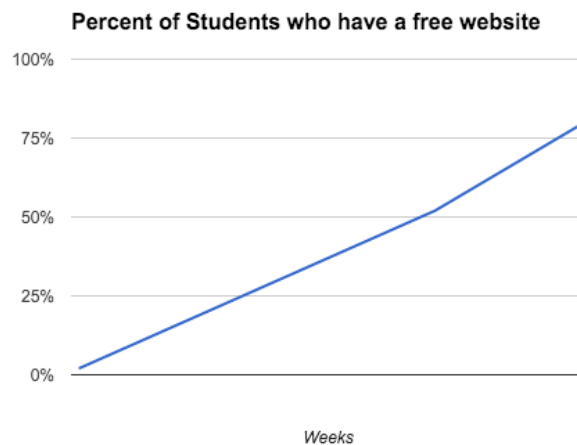
This check list comes from WhatKidsCanDo.org (TinyURL.com/HTHlist)

Expected Timetable

for schools in South Florida that
have a “List of Student-made websites” on the
school’s website (like High Tech High)

By this date...	Number of schools*	Number of student websites
October 2016	2	600
December 2016	4	1200
May 2017	15	4500
2018	30	9,000
2019	60	12,000

* Schools that have received training and have a “list of student websites” page on the school’s website, which gives one-way links to each of the students’ websites



GOALS: *From July 2016...*

Teachers don't need to learn how to make websites

July 20, 2016

Schools	Students	Indirect	Websites
Charter (2)	3	1	4
Public (0)	0	0	0
Homeschool (1)	2	0	2
Totals	5	1	6

The goal is to train enough students to make a shift in the culture of the school. **SHIFT:** From

"I'll do the minimum" to **"What else can I put in my website?"**

"Indirect" = students who learned from the student advisors how to make a free website.

... to May 2017

Teachers don't need to learn how to make websites

May 20, 2017 GOALS

Schools	Students	Indirect	Websites
Charter (20)	463	1040	1503
Public (10)	200	390	590
Homeschool (10)	12	2	14
Totals	675	1432	2107

The goal is to reach 30 schools by May 2017

Evaluation Form (after the workshop)

What did you expect from this workshop?

Did the trainer meet your expectations? Give details.

How could the workshop be improved? More food? More resources?
More _____?

What did the trainer ask you to do for follow up?

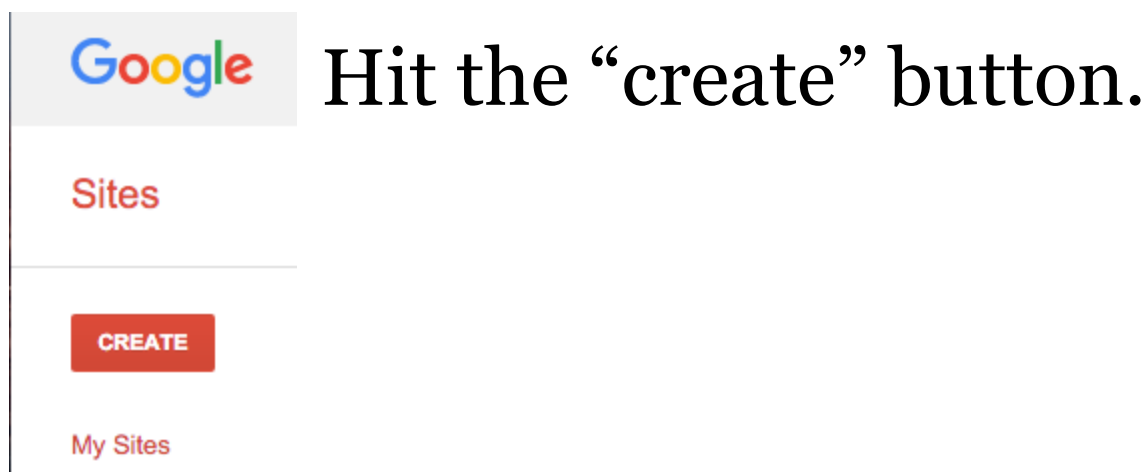
Make a photo of this form and send it to icoltea@gmail.com (an independent evaluator).
Your completed form will not be seen by the trainer.

This form is available for downloading or printing **[tinyURL.com/xydapplynow](https://tinyurl.com/xydapplynow)**



TinyURL.com/ExampleDP

Now it's your turn.



Send us the link to your website. EPortfolio, electronic portfolio, DP, Digital Portfolio, personal website, free website made by a student, whatever you call it, please consider the value of sharing your work with others. To get started, here are some portfolios that you can comment on.

sites.google.com/site/steveenglishteacher/

www.facebook.com/SteveEnglishTeacher

[tinyURL.com/stevemccrearesume2](https://tinyurl.com/stevemccrearesume2)

instagram.com/manyposters

sites.google.com/site/stevesstoryin2016/

Send your comments to manyposters@gmail.com

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Learning should be fun for the learner and the teacher.

Abraham S. Fischler.

CLICK: Increase hits to the author's website



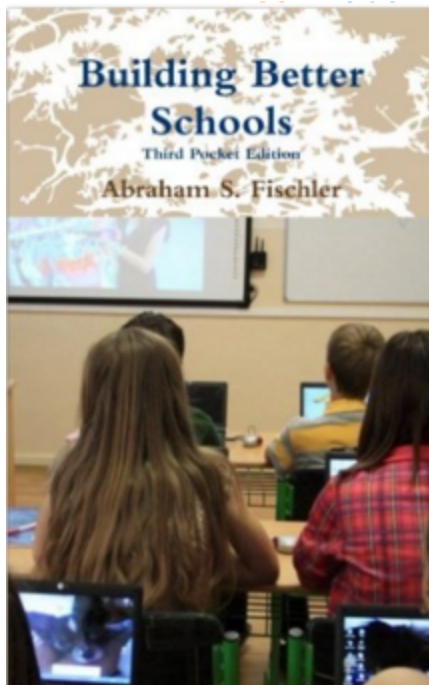
Join the reading of Dr. Fischler's book.
"Let's read Dr. Fischler's book" on YouTube.

If you want to get more free ebooks, go to
tinyurl.com/portfoliosandprojects
tinyurl.com/projectsandportfolios

Dr. Fischler's free ebook



No longer can we afford to lose more than 30% of our high school students as dropouts. No longer can we tolerate the outdated agrarian industrial model. This is the time for real change in the public schools.



Time is a variable.

Science is a verb.

Learning should be fun for the learner and the teacher.

See Dr. Fischler on YouTube

[www.TinyURL.com/timeisavvariable.](http://www.TinyURL.com/timeisavvariable)

tinyurl.com/fischlernova

tinyurl.com/novaquote

tinyurl.com/sunfischler

tinyurl.com/distanceeducationmuseum

www.TINYURL.com/fischlerebook

When will your school start using portfolios?

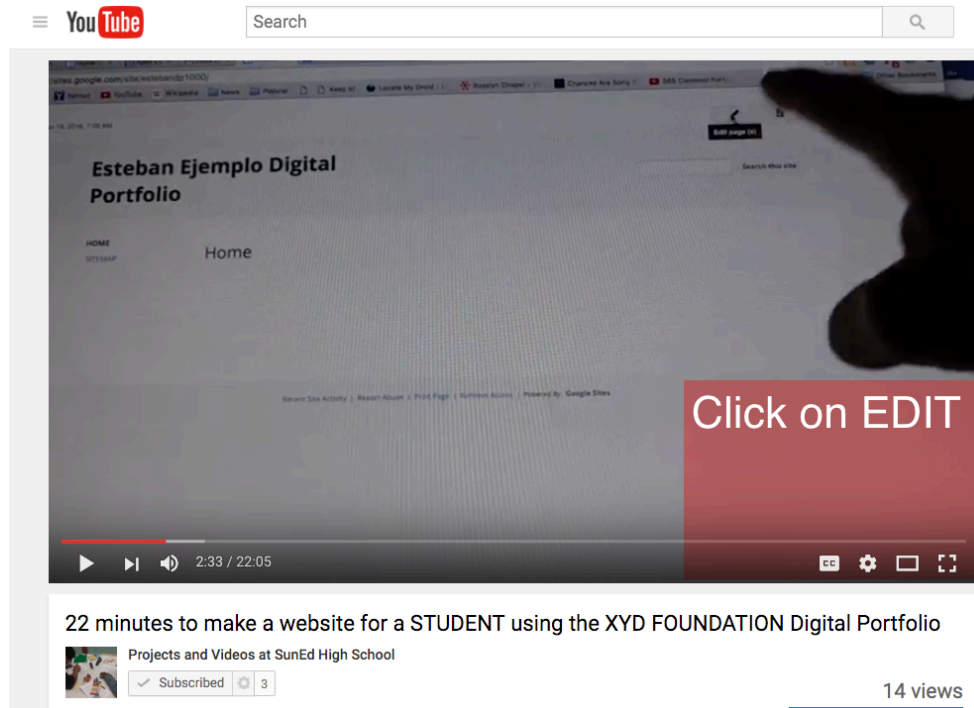
Call **(954) 646 8246** and I'll help you get started.

If your school is located in Florida, you can get **free help** by asking to participate in the “**Southeast Florida Free Portfolio Startup**” program (SEFFPS). As many as 1000 portfolios can be set up at no charge. How? (1) The trainers show student volunteers how to make the frame of the portfolio. (2) The setup can also take place off-site with the materials sent to student volunteers. There are several ways to reduce costs. Ask about the XYD Foundation grant.



You can get this book summarized on YOUTUBE by going to **TinyURL.com/sunTonyWagner**

A free copy of this book (the Fourth Edition) is at tinyURL.com/sunPortfolios5



Free video at TinyURL.com/xydfreeworkshop

We look forward to searching your school's website
and finding a link to **Digital Portfolios**
("a list of websites made by our students")

We want to see what your teachers and students do with this idea.

Please pass this ebook to a GUIDANCE COUNSELOR
or to a Director of a school.

tinyURL.com/SunPortfolios5

----- Cut Along This Line -----

Hello: I just read
an interesting FREE ebook.
tinyURL.com/StevePortfolios4
Get tips about making free websites
(954) 646 8246 for a free workshop



Many thanks to Abel Thon and Ben Staley
for sharing their experiences about making free websites at High Tech High School.

*I think the way to look at this is by looking at the cost and benefits.
I feel that the benefits of having DPs outweigh the cost.*

***Having DPs can help you get
internships, help with college
applications and perhaps help you
get a job in the future.***

*If we focus on the "what ifs" too much and not doing things because
"something might happen," then you may be ruining a student's chances
of getting benefits from DPs. -- Abel Thon*

See his Digital Portfolio <http://abelthondp.weebly.com/>
<http://tinyurl.com/hthabel>

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