SFUSD Elementary & K-8 Portfolio Clinic

June 3-4, 2021; 9:30am - 2:30pm

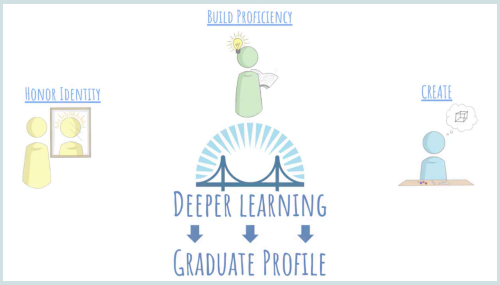
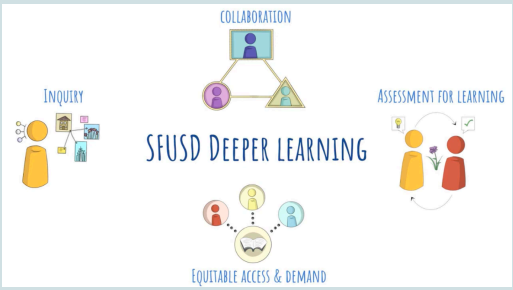
DAY 1

SFUSD Braver Norms	Graduate Profile Skills
Keep liberation for the oppressed at the center Be part of the solution, towards liberation Be present and comfortable in discomfort	Build and leverage networks of support Engage in a creative and problem-solving process Listen to and synthesize different ideas & perspectives to make team decisions, negotiate conflicts, and accomplish goals

Day 1 Journey Map	Driving Questions for this Clinic
	How might we utilize portfolios to provide opportunities for students to explore and become who they want to be in the world? *How might we utilize portfolios to provide a tangible pathway to bring the goals of Deeper Learning to life, enabling students to embody and progress toward the Graduate Profile competencies?*

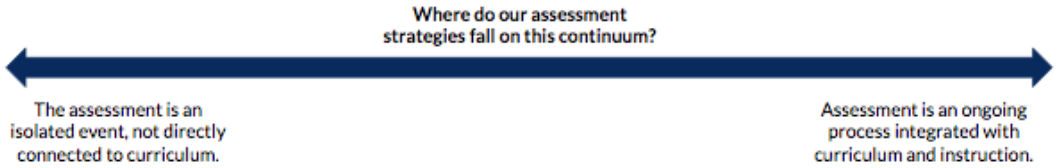
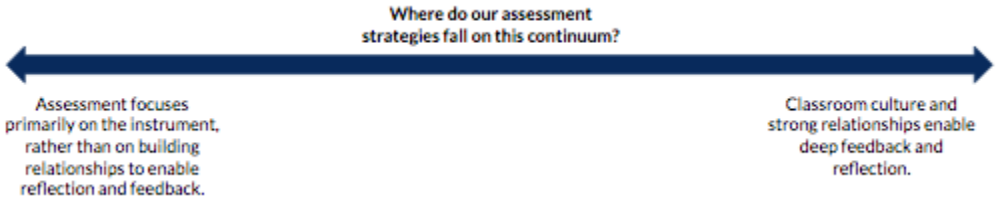
AGENDA: June 3rd, 2021; 9:30am - 2:30pm

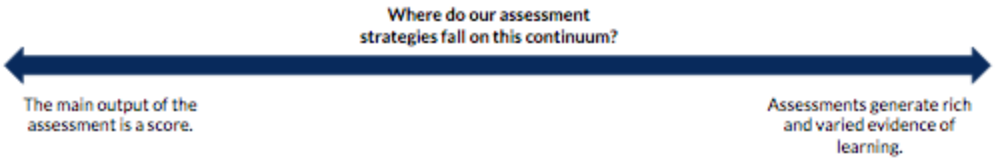
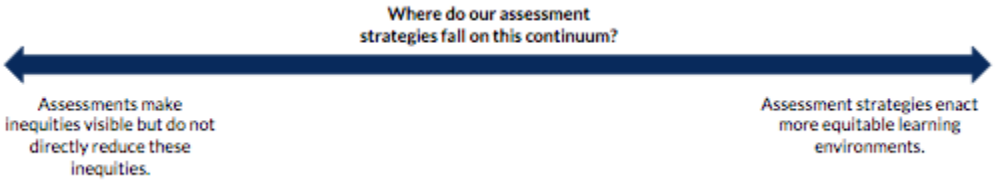
When	What	Who
9:30-9:45 (15)	**Arrival Music - Happy Song** **(5) As you arrive:** Sign In here: Universal Sign-in Form ● Title of PD: "Elementary Portfolio Clinic" ● Compensation: *"Receiving Extended Hours, Stipend or Per Diem"* ○ Unless you are using your *18 PD Hours* (check "18 PD Hours") or using this PD toward *Salary Units* (check "Not sure/Does Not Apply") ○ Admin can check "attending during contractual hours" **(5) Chat - Waterfall Intro** ● Name, Site, Role, Pronouns ● Prompt: In one sentence, *what is your vision for portfolios*? ○ Optional sentence frames - ■ "I hope portfolios..." ■ "I dream of a day when portfolios..." ■ "My vision for portfolios is..." **(5) Get grounded** ● Welcome + Facilitator Intros (including our background with portfolios) ○ PLL: Nora & Kat & Jessica (Th only) ○ DoT: Ricardo & Dan ● Driving Questions ● Flow for the Clinic (Journey Map) + Outcomes for Today ● Norms & Graduate Profile Skills (see above) **How Payment works (for those receiving a stipend):** ● Admin and central staff do NOT complete this. Webster, Starr King and Flynn do NOT complete this as they have separate means of payment. ● Each attendee will complete this FORM for PAYMENT once they complete their time at this clinic. If you are not returning tomorrow, complete at end of day today. If you leave early and are not returning after, complete before you leave. Most of you will complete at end of day tomorrow! ● If you are instead using your *18 PD Hours* (as payment) or using these PD hours toward *Salary Units*, you WON'T complete this form for payment. **Your Journey:** ● We encourage **metacognition** of what parts of this clinic you may bring back to your site, or even lead with your site, should you choose to focus on portfolios next SY, and want to launch with a team or your full site!	Nora Chat: Kat Breakouts: Jessica
9:45-10:15 (30)	**Opening Provocation** (2) Dena Simmons provoked us with her work re: antriacst SEL - "SEL faces the risk of becoming *white supremacy with a hug* if we do not apply an anti-oppressive, antiracist lens". Here, Alcine Mumby asks us to consider, **"is your assessment for learning just white supremacy with a rubric"?** ****Stretch while watching the videos!*	Nora Chat: Kat Breakouts (trios): Jessica

	(15) VIDEO: [Alcine Mumby, A4L Provocation: *Is Your Assessment for Learning Just White Supremacy with a Rubric?*](#) (3:20-6:45 then 9:15-20:45) ● "Assess" means "to sit beside" ● "No problem can be solved from the same level of consciousness that created it" - Einstein ● "My job was to study you, and blaze the path for you to be whoever you wanted" (12) Trios ● Quick intros! ● What is resonating from the video? What questions do you have? ● How might the quotes above apply to YOUR practice?	
10:15-10:50 (35)	**Contextualizing Portfolios within *Assessment for Learning*** (5) CHAT BOX (drop any emerging ideas, hypotheses, or passionate declarations!) ● What is the difference between ***assessment OF learning*** and ***assessment FOR learning***? (5) Introduction ● Portfolios are a form of *Assessment FOR Learning*, one of the 4 core instructional priorities of *Deeper Learning*. ● *Deeper Learning* is a district priority ● SFUSD believes that Deeper Learning requires a practice of Assessment for Learning. Especially in distance learning, Assessment for Learning is vital to students feeling empowered, developing a sense of agency, and seeing themselves as empowered learners within their classroom and beyond. **Deeper Learning** Deeper learning is the spiraling of experiences that enable students to honor identity and community, build proficiency, and create with purpose - in order to achieve the graduate profile.   **Honor identity and community** **Build proficiency** **Create with purpose** **Inquiry** **Collaboration** **Assessment for Learning** **Equitable Access & Demand** **Assessment FOR Learning**	Nora Chat: Kat Breakouts ([by site](#)): Jessica

	Assessment for learning is an approach to assessment that uses the assessment process as a tool for teaching and learning and not just a measure of it.
	
	PORTFOLIOS!
	
	(25) Team breakouts
	• Read: 5 Non-Negotiables in Assessment for Learning
	• Which "non-negotiable" is currently strongest at your site (or in your classroom)?
	  ○ Radical Student Engagement
	  ○ Alignment
	  ○ The Design Cycle
	  ○ Body of Evidence
	  ○ The Nurturing Learning Culture
	
	***Deeper* LEARNING ON YOUR OWN TIME IF DESIRED**
	
	Want to learn more about *Deeper Learning*? On your own time, we encourage you to explore -
	• SFUSD Deeper Learning Website
	• Deeper Learning SFUSD Video (6 min intro video)
	• Deeper Learning Asynchronous Learning Modules
	
	Want to learn more about *Assessment for Learning*? On your own time, we encourage you to explore -
	• Read through Slides 11-20 to develop a BROAD idea of what is meant by this term
	• Explore the *Assessment for Learning* segment of the SFUSD Deeper Learning Website	

10:50-10:55 (5)	**BREAK**	
10:55-11:25 (30)	**Portfolios: What Does This Look Like K-8?** ****Stretch while watching the videos!* (18) Videos of portfolio presentations - WATCH ON YOUR OWN *(any order - you may not get through them all)* • 4th Grade SFUSD class reflects on writing portfolios (watch 17:10-19:40) - Brenda Douville, 4th G, Lau • Kinder student-led conferences + Portfolio (6 min - watch all) • Jefferson County 5th Grade Portfolio Presentations (2:35 total - watch all - presentations montage) • Shelby Elementary School Portfolio Presentation (1:55 total - watch all - student reflects)	Kat Chat: Nora Breakouts (pairs): Jessica

	• SFUSD's Washington HS reflecting on their e-Portfolio Showcase (2:38 total - watch all) • 6th Grade Portfolio Montage (Ron Berger; watch 8:27-11:00 - focus on sharing work/learning) (7) Pair-Share: • What opportunities did you see for students to showcase their thinking? • What did the tasks or products communicate about what was valued? • What was the role of community and identity in the tasks/products?	
11:25-11:30 (5)	**Why Portfolios and Portfolio Presentations?** • How can Portfolios shift the culture of learning? • Why ANCHOR in portfolios? At schools that anchor in portfolios - students are provided with time, space and support to set goals, assess learning, track progress and present their growth. Students present a **purposeful body of evidence** that shows effort, progress and achievement over time, including reflection on their learning journey. Students are seen as **co-designers of their assessment**, owning and sharing their learning. At schools that anchor in portfolios - the community builds **a culture** of critique and revision, iteration and revision, performance assessment alongside summative assessments - anchoring in portfolios as a means of focusing on **student independence, student agency and students as learning partners**. **Chat Box**: word or phrase that sums up the power and potential of portfolios for you **Continuums of Practice:** ***Portfolios help us move right on the spectrum!*** An integrated Process   Prioritizes Feedback & Reflection	Nora Chat: Kat

	 Evidence of Learning  Equitable Systems	
11:30-11:50 (20)	**Get to know the [5th Grade Portfolio Toolkit](#)!** Introduction • Overview of development (how we made it) • Designed for 5th grade but can be adapted K-8 • In red are tools to potentially make Toolkit is designed to be 1) *Easily customizable:* educators can easily edit/cut/add to documents to adjust to their purpose and their students' needs 2) *Adaptable to capacity and scale:* educators can engage in one "step" of this tool-kit or launch a full scale portfolio process (10 steps). The tools can be used in isolation or collectively. Exploration Time • Read through the toolkit, likely skimming to get a sense of what is in it (you will not be able to read everything or all linked docs - goal is to get a broad idea of what is there) • Find ONE tool or idea that would be feasible and exciting for you to utilize	Kat Chat: Nora
11:50-12:05 (15)	**Team Time:** Start to process and absorb the Toolkit with your team • What stands out to you? • What connections do you see to your own practice or site work? • What are you inspired to do with your students/site? • What tools might you use? • What questions are brewing?	Kat Chat: Nora Breakouts (by site): Jessica
12:05-12:45 (40)	**Lunch** OPTIONAL OFFERING 12:10-12:40 (30 min)	Nora to record

<table>
<tr><td></td><td>RECORDING: Q&A with teachers/admin that have implemented and led portfolios
○ Brittany Ueno (SF International & MS LEAD)
○ Chris Maldonado (SF International & MS LEAD)
○ Kristin Bijur (SF Community K-8 & TLEE)
○ Devin Krugman (C&I Deeper Learning & East Bay Innovation Academy)
○ Julie Kessler (SF International & iLab)

If you need a breather but are curious, feel free to listen in but camera off while you enjoy lunch. You might also choose to listen in and build in a longer break during Team Time later.

If you don't want to be recorded, turn your video off.</td><td></td></tr>
<tr><td>12:45-
1:00
(15)</td><td>Generative Brainstorm:

Consider creative ways you might launch or deepen a portfolio practice.
Add all ideas, wacky or basic, feasible or impossible :)
● One idea per post it... many post its!!!

<table><tr><td>Jamboard 1:
1: Webster
Starr King
2: Flynn
3: Jose Ortega
Charles Drew
4: Sanchez
SFC
Longfellow
5: Grattan
Peabody</td><td>Jamboard 2:
1: Sheridan
FSK
2: Gordon Lau
Alamo
3: SF Public Montessori
Lakeshore
4: Muir
BVHM
5: Lawton K-8
Flying Solo
RPA</td></tr></table></td><td>Kat

Chat: Nora</td></tr>
<tr><td>1:00-
1:05
(5)</td><td>Instructions for Team Time

(Optional) Team Time Action Planner (copy it if you'd like to use it and create your own site-based document from which to work)

If you'd like a facilitator to join you for support, request or come back to the main room to ask.

Embed your own break!</td><td>Kat

Chat: Nora

Breakouts (by site): Jessica</td></tr>
<tr><td>1:05-
2:20
(75)</td><td>Team Time
*Embed break as needed!

Ricardo available to support Sanchez, Flynn, Grattan, Alamo
Dan available to support Cohort 3
Jessica & Nora available to pop into rooms to support as requested</td><td>Kat

Breakouts (by site): Jessica</td></tr>
<tr><td>2:20-</td><td>Process Observations & Feedback</td><td>Kat</td></tr>
</table>

2:30	Padlet • Make a reflection video/audio recording as instructed! • Share feedback or process observations If you are NOT returning tomorrow, please complete this FORM for PAYMENT. If you ARE returning tomorrow, you will complete tomorrow. • If you are instead using your *18 PD Hours* (as payment) or using these hours toward *Salary Units*, you WON'T complete this form for payment • Admin and central staff do NOT complete this. Webster, Starr King and Flynn do NOT complete this as they have separate means of payment. ***THANK YOU FOR COMING! YOU'RE A ROCK STAR!*** **Closing Video:** Happy Song	Chat: Nora
2:30	**Adjourn**	

Action Planning Template

PORTFOLIO ACTION PLANNER FOR _____ SCHOOL	
Scoping your Challenge	What is your long-term vision and hopes for this work? Why do you care? What is the team's ambitious goal for next school year? What is the most skeletal version of this goal you'd be happy with?
Discover Audit	What practices are in place to build on or deepen? What have you already tried that was successful? What challenges have arisen or do you anticipate? How might they be mitigated or addressed? What questions do you have?
Time, Capacity, & Structure	What is realistic in terms of educator capacity for this work? What planning or PD time is currently in place or could be set aside for this work? (dates/times) Is there more time that could be dedicated if needed? If so, when?
Your Human Ecosystem	Who will be participating from the site in LEADING or SUPPORTING this work? How? Who will be participating from the site GENERALLY in launching portfolios? How?

	Is there a clear point-person who is holding this work and serving as the coordinator/communicator?
Rough Timeline	What do you hope to DO next school year? List (feasible) Goals and Benchmarks If helpful, include steps of the portfolio tool-kit

This Summer	
Fall 2021	
Winter	
Spring 2022	
Future Years	

What kinds of external support/ resources do you need or desire?	Initial thoughts on what support you might want or need? (consultation, tech support, implementation support, etc.) How connected do you want to be to the work of the other schools? Would you be interested in a PLC with other school sites and/or continued PD next SY?
Next Steps	

Who	What	By When

DAY 2

SFUSD Braver Norms	Graduate Profile Skills
Keep liberation for the oppressed at the center Be part of the solution, towards liberation Be present and comfortable in discomfort	Build and leverage networks of support Engage in a creative and problem-solving process Listen to and synthesize different ideas & perspectives to make team decisions, negotiate conflicts, and accomplish goals

Day 2 Journey Map	Driving Questions for this Clinic
	How might we utilize portfolios to provide opportunities for students to explore and become who they want to be in the world? *How might we utilize portfolios to provide a tangible pathway to bring the goals of Deeper Learning to life, enabling students to embody and progress toward the [Graduate Profile](#) competencies?*

AGENDA: June 4th, 2021; 9:30am - 2:30pm

When	What	Who
9:30-9:45	**Arrival Video**: **"This Joy"** **As you arrive:** Sign In here: Universal Sign-in Form ● Title of PD: "Elementary Portfolio Clinic" ● Compensation: "Receiving Extended Hours, Stipend or Per Diem" ○ Unless you are using your 18 PD Hours (check "18 PD Hours") or using this PD toward Salary Units (check "Not sure/Does Not Apply") ○ Admin can check "attending during contractual hours" **Padlet Revisit** ● Listen to the reflections of 2-3 attendees in column 1 (click on their video or audio post) ● Leave them a response (connection, question, AHA, or a "build on") by clicking "add comment" on their post **Get grounded**	Kat Chat: Nora

	• Welcome Back!
	• Revisit Driving Questions
	• Revisit Flow for the Clinic (Journey Map) + Outcomes for Today
	• Revisit Norms & Graduate Profile Skills
	
	Feedback from yesterday that we are responding to with changes today -
	• Some attendees interested in hearing from folks that have started the journey that are here today and can speak specific to K-8
	  ○ We will offer an optional lunch session for those willing to engage
	  ○ We hope those of you here that have tried portfolios will join!
	• Some attendees interested in meeting cross-site with similar grades
	  ○ We will add this as an option for workshop block 2 this afternoon
	• Some attendees interested in more artifacts of student portfolio work and student-facing resources
	  ○ These are in development as we collect work and create resources - we have started a SFUSD Portfolio Share Slide Deck for sites to drop resources as they create them - but we don't yet have much to show - hopefully by August!
	• Questions about what support and cross-site collaboration will be offered next school year
	  ○ See support chart at bottom of today's agenda (@2:15); we will be sharing opportunities for cross-site collaboration and support later today
	
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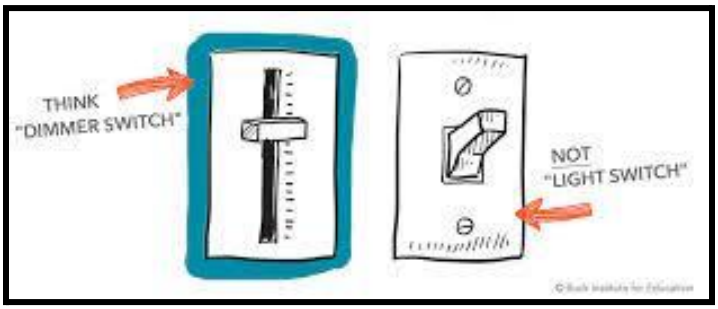
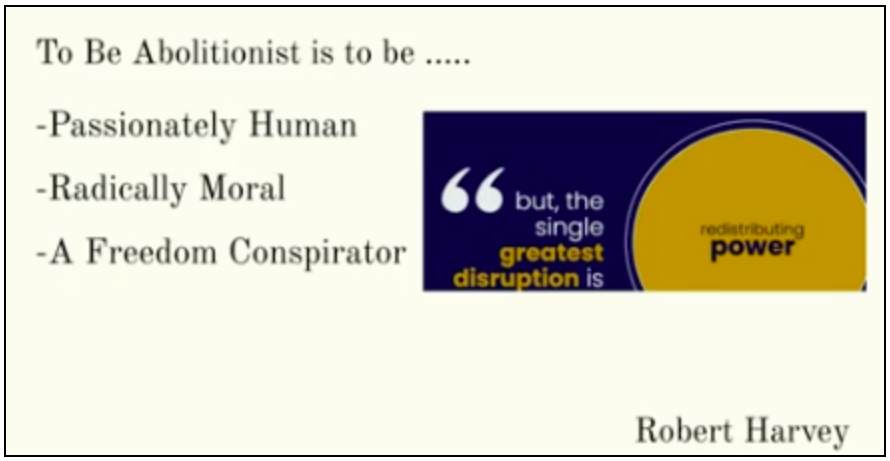
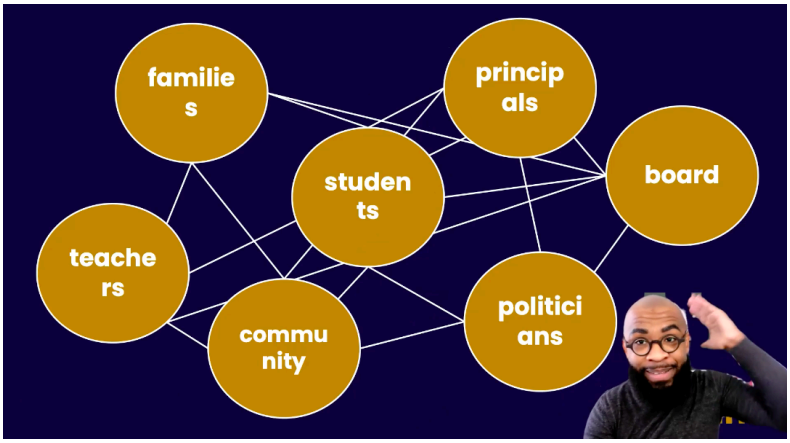
	• All other attendees complete this FORM for PAYMENT once they complete their time at this clinic. If you leave early and are not returning after, complete before you leave. Most of you will complete at ***end of day*** today!
	
	Your Journey:
	• We encourage **metacognition** of what parts of this clinic you may bring back to your site, or even lead with your site, should you choose to focus on portfolios next SY, and want to launch with a team or your full site!
	
	We encourage a "Dimmer Switch" approach!
	
	What's a small step to take to start? What am I already doing that I can easily build on or deepen?
	
	What is feasible for me to integrate into my classroom /school given everything?
	 	

9:45-	**Abolitionist Accountability**	Nora

10:05 (20)	 (5 min) [Ignite Talk: Abolitionist Accountability](#) of Robert Harvey (10) Pairs (select 1-2 prompts to discuss) • How might portfolios enable genuine *accountability* for learning? • What distinguishes a "passionately humanizing" portfolio practice from a "dehumanizing" portfolio practice? • How might portfolios enable opportunities for freedom conspiring? • How might portfolios support the redistribution of power? • How might we create a "web of Abolitionist Accountability"? 	Chat & Breakouts (Pairs): Kat
10:05- 10:35 (30)	**A Case Study** (6) Video - [Measuring What We Value](#) (min 8:09 - 15) What becomes possible when we make visible the values and beliefs that shape our measurement systems, and prioritize intellectual and cultural traditions that are marginalized by current assessment policies?	Kat Chat & Breakouts (Trios): Nora

	(10) Explore artifacts from one school: **Mālama Honua School** K-8 school Waimānalo, HI ○ 5th Grade Hōʻike (Defense) Overview ○ Scope and sequence overview ○ Draft Definitions Cultural Competencies ○ Artifact Reflection Rubric 5th Grade **VALUES** **MĀLAMA:** *TO CARE FOR* **ALOHA:** *TO LOVE* **'IMI 'IKE:** *TO SEEK KNOWLEDGE* **LOKOMAIKA'I:** *TO SHARE WITH EACH OTHER* **NA'AU PONO:** *TO NURTURE A DEEP SENSE OF JUSTICE* **OLAKINO MAIKA'I:** *TO LIVE HEALTHY* (10) Trio Breakouts: ● What is valued at this school? What values and beliefs shape their portfolio assessment? How are intellectual and cultural traditions prioritized? Want to learn more about this school **on your own time**? Mālama Honua:Teaching Tomorrow's Navigators	
10:40-10:45 (5)	**Silent Writing** ● What do you value? What do your students and families value? ● What intellectual and cultural traditions do you hope to prioritize? ● How might you craft your portfolio assessment practices to center and make visible these values and traditions?	Kat Chat & Breakouts (21 rooms): Nora
10:45-10:50 (5)	**Instructions for Team Time** (Optional) **Team Time Action Planner** (copy to use) If you'd like a facilitator to join you for support, request or come back to main room to ask. Explain how afternoon (Choose Your Own Adventure) will work - teams will want to make a plan for how to structure their afternoon when they meet now. ● Review options for each block below	Nora Chat Kat
10:50-11:15 (25)	**Team Time** ****make sure to make a plan for how your team will approach the afternoon...*	Nora Chat: Kat
11:15-	**Lunch**	

<table>
<tr><td>11:55
(40)</td><td>Your options!
● Enjoy lunch! Live Animal Cameras (Relax as you eat!)
● Watch the Q&A recording from yesterday's lunch session
○ Q&A with teachers/admin that have implemented and led portfolios
OR

Starts @ 11:25: Join a Q&A/Discussion with those attendees (opting to join in) that have tried portfolios or have a history of portfolio practice! STAY ON MAIN LINK!</td><td></td></tr>
<tr><td>11:55-
2:10</td><td>Choose Your Own Adventure
<table>
<tr><th>Time</th><th colspan="3">Options</th></tr>
<tr><td>12:00-
1:00</td><td colspan="2">Continue site team time OR</td><td>Attend either Workshop offering (workshop agendas are further down in today's agenda):

1) DoT (Ricardo & Dan) - From Mild to Spicy - Digital Portfolio Tools in SFUSD Zoom Link

2) PLL (Nora & guest Nobie Camarena) - Moving Portfolios from Transactional to Transformational: A Generative Dialogue STAY IN MAIN ROOM</td></tr>
<tr><td>1:00-1:10</td><td colspan="3">BREAK</td></tr>
<tr><td>1:10-
2:10</td><td>Continue site team time OR</td><td>Meet in Breakouts by Grade Level bands:

K-1 (room 22)
2-3 (room 23)
4-5 (room 24)
6-8 (room 25)</td><td>OR Attend Workshop offering (workshop agendas are further down in today's agenda):

1) DoT - Who I am as a Learner? Zoom Link - this workshop is on creating your first portfolio piece on Adobe Spark.

~~2) Building the Culture to Sustain Portfolios: Formative Assessment Practices~~
***This workshop cancelled to enable attendance at the other options - but workshop is outlined below as a self-guided experience if you choose to engage on your own time</td></tr>
</table></td><td>Nora

Chat & Breakouts (25 rooms): Kat</td></tr>
<tr><td>2:10-</td><td>Looking Ahead</td><td>Nora</td></tr>
</table>

<table>
<tr>
<td>2:15
(5)</td>
<td>
Support next SY
<table>
<tr><td>DoT
(Dan, Ricardo)</td><td>Toward a Culturally Responsive Multimedia Portfolio PLC
Explore and put into action the tools for creating a culturally responsive multimedia digital portfolio. This Digital District Day 2021 session will serve as the launch for a year long synchronous and asynchronous investigation of digital portfolios. Weaving Adobe Spark tools with KQED Learn, learn how to create independent learners in your classroom. Come help build the digital portfolio community in SFUSD. For more information visit the SFUSD Digital Portfolio Website.</td></tr>
<tr><td>PLL
(Kat, Nora, Nobie, Jessica)</td><td>Site based coaching or consultation (capacity depending)

Cross-site monthly PLC/PD next SY (re: portfolios) if desired during Wednesday early release 1x monthly (or other time?)
● Lead team format or supportive planning format for full site teams?
● Potentially 2 cohorts - coaching (we don't need help implementing but would like ongoing consultation) vs implementation (we want ongoing support planning and implementing)</td></tr>
<tr><td>iLab
(Julie Kessler & Brian Fox)</td><td>Consider applying for an Innovation Award to support furthering portfolios at your site ($ and coaching). Applications come out in August.</td></tr>
</table>
Collecting SFUSD portfolio artifacts - please add yours! SFUSD Portfolio Share Slides

Facilitator Contact Info:
● Nora Houseman (HousemanN@sfusd.edu) - PLL (6-8; Principal K-8)
● Kathleen Helfrey (HelfreyK@sfusd.edu) - PLL (2/3 and 4/5; Coach)
● Ricardo Elizalde (elizalder@sfusd.edu) - DoT
● Dan Frost (frostd@sfusd.edu) - DoT
● Jessica Fishman (FishmanJ@sfusd.edu) - PLL (2/3 and 4/5; Coach)
● Nobie Camarena (CamarenaN@sfusd.edu) - PLL (K/1; Coach)
</td>
<td>Chat: Kat</td>
</tr>
<tr>
<td>2:15-2:30
(15)</td>
<td>
Process Observations & Feedback

(5) Public Google Doc organized by site - Please jump to your site and complete the row of questions!
● Don't overthink it! You aren't tied to anything here - just share where you are at!
● Don't worry about what others write - even if contradictory!

(5) Padlet - on the Day 2 columns:
● Make Closing Video/Audio on Padlet: What are your next steps?
● Share process observations, feedback, & anything else you'd like us to know

(5) Complete this FORM for PAYMENT! Unless any of the below pertain to you:
</td>
<td>Kat

Chat: Nora</td>
</tr>
</table>

	• If you are instead using your 18 PD Hours (as payment) or using these hours toward Salary Units, you WON'T complete this form for payment • Admin and central staff do NOT complete this. Webster, Starr King and Flynn do NOT complete this as they have separate means of payment. ***THANK YOU FOR COMING! YOU'RE A ROCK STAR!*** Closing Video: **"This Joy"**	
2:30	**Adjourn**	

WORKSHOP AGENDAS

Workshop Block 1 (DoT: Dr. Ricardo Elizalde and Dan Frost)
From Mild to Spicy - Digital Tools for Portfolios

From Mild, Medium to Spicy - Portfolio Tools in SFUSD

Link to agenda
Link to slide deck

Agenda Item	Activity / Details
Warm Opener	In chat: One word describing reaching the end of this year.
Purpose, Objectives	• Participants will explore the digital tools for portfolios available to them in the district.
MIld, Medium and Spicy Hyperdoc	1. Mild, Medium, Spicy Portfolio Tools - Overview 2. Explore with this lens a. What do teachers use? b. How, where could they grow? 3. Questions 4. School Collaboration time
Toward a Culturally Responsive Digital Portfolio Hyperdoc	1. Overview Toward a Culturally Responsive Digital Portfolio 2. Explore - What is one tool that you could take from here and adapt? What do you want to learn more about? 3. Questions 4. School Collaboration time
SFUSD Digital Portfolio Website	1. Overview

Closing	1. Appreciations

Workshop Block 1 (PLL: Nobie Camarena & Nora Houseman)
Moving Portfolios from Transactional to Transformational - A Generative Dialogue

Welcome! Stay in this session as long as you like - feel free to go when you have gotten enough!
(10) Some ponderings on the workshop title - learnings from the field
(10) Read & Reflect: Dimmer Switch article - what can we do WITH not for - as a starting point?
(35) Generative dialogue (with guest **Nobie Camarena** and Nora)

How to move the Portfolio process & presentation from a shiny, surface show to a deep and transformative experience	**Learnings from the Field**
	
	Communicate up and down the structure is about reflecting on SKILLS not ARTIFACTS
	● Move away from the focus on "artifact" and into the focus on skills and competencies (artifact is just a way to tell the story of your skill/competency)
	  ○ What claims am I making about myself as a "collaborator" - what can I show to back that up or provide evidence?
	  ○ What does critical thinking mean to you? Where have you had breakthroughs? How has your thinking changed? What can you show us to show us your growth or change over time?
	● Not a collection of "stuff" but rather carefully selected artifacts that represent most essential standards and learning - allowing students to share their skills and thinking
	
	Focus on Process over Product
	● Focus on drafts, mistakes, revisions
	● Maintain focus on unfinished/unpolished work as well as the artifacts of most pride
	
	Avoid over-emphasizing the culminating experience as EVERYTHING.
	● Lower the stakes on this, and up the stakes on prior presentations and experiences.
	● Kids should have had many experiences for oral presentations in advance of this.
	
	Authentic audience
	● Who is the authentic audience and what does this audience need to see/hear to understand the class story or student story?
	
	How do we ensure students have ownership over their story?
	● A **showcase** portfolio contains products that demonstrate how capable the owner is at any given moment. An **assessment** portfolio contains products that can be used to assess the owner's competences. A **development** portfolio shows how the owner (has) developed and therefore demonstrates growth. - Consider what you are partnering with students to create.
	
	Fighting formulaic-ness:
	● Less scripting, more space to customize HOW you present and WHAT you

	present ● Embedding choice - in product, process, presentation ● Don't let the portfolio tools and process calcify; educators & students should revise the process regularly Authentically embedding portfolios across natural time blocks ● Integrated into the built in time progressions (trimesters, etc.) ● Build in moments of personal reflection and artifact reflection in natural places over time...to avoid it all falling at end of year Authentically involving families ● Low-hanging fruit is family is there for rite of passage; having regular exhibitions of learning with family involvement is in itself radical unfortunately (involvement in student's academic identity) ● Often NOT a good idea for family to be panelist - better to get to be there to just root for and support student (not in evaluative position); need BOTH roles in the room; great for families to get to ask questions of their child so role isn't passive as viewer ● Consider family's role in preparation - support with presentation skills at home? Feedback at various stages? Snapshots into the student's academic life and space for questions and dialogue with educators and the student? Community engagement ● Who is authentically connected to the work/learning being presented? (experts from the field, stakeholders, etc.) ● Who has a vested interest in the work of the school or the success of this student? (mentors, community partners, family friends, past educators, etc.) ● To consider: What onboarding or scaffolding might they need to participate genuinely? Teachers creating/revising their own portfolios alongside students to keep it alive and dynamic and embody the experience themselves.

Workshop Block 2 (DoT: Dr. Ricardo Elizalde and Dan Frost)
Who am I as a learner? Getting students started (collage with Adobe Spark)

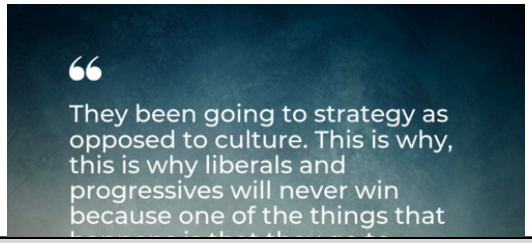
Slide Deck Link Agenda Link	
Agenda	
Agenda Item	**Activity/Details**
Warm Opener	**Get out a sheet of paper and simply answer these questions:** ● What do you want others to know about you and your work? (Teacher? Maker? Artist?) ● What does your work show about you as a learner?

Purpose, Objectives	• Participants will create their first portfolio artifact.
A word about portfolio artifacts	**What Makes a Good Artifact?** • An artifact is a strong example of your work. It can be a piece of writing, a video, a podcast, a drawing. It is evidence that shows what and how you are learning. • What from last semester would you consider to be a robust artifact?
Portfolio Development Strategy	1. Intro - Portfolio Development Strategy 2. Complete Portfolio Development Strategy (forced copy link), focusing on the last box 3. **Share** your list of images with the group
Workshop: Collage Building	**For this session, we will be using Adobe Spark, spark.adobe.com** 1. Choice - Create Collage a. Live demonstration of collage making on spark b. Watch video and create collage in breakout room Note: Cameras can go off for this portion to concentrate on creating your first artifact.
Share and Build Community	1. Add your collage to the shared slide deck 2. Share out to group
Questions, discussions, next steps	1. Why begin with a collage or art component to the portfolio? 2. Maybe a question: How would you do this on Seesaw?
Closing	1. Appreciations

Workshop Block 2 (PLL: Nora Houseman)
Building the Culture to Sustain Portfolios: Formative Assessment Practices

(5) Framing

To build a culture to sustain portfolios, we need to focus on the CULTURE we create, not just the practices we enact



"...abolitionist teaching is built on the cultural wealth of students' communities and creating classrooms in parallel with those communities aimed at facilitating interactions where people matter to each other, fight together in the pursuit of **creating a homeplace** that represents their hopes and dreams, and resist

oppression all while building a new future." (pg. 68 - We Want to Do More than Survive - Bettina Love)

(2) Audio Clip: Building a culture of feedback and reflection (1 min audio)

(5) Pair-Share
- What would it mean to focus on CULTURE over STRATEGIES?
- What kind of "homeplace" is needed to sustain portfolios?

Portfolios call for ongoing opportunities for **student reflection, feedback and revision**. **Formative assessment practices** provide students with multiple opportunities to engage in these activities as co-designers of their own learning.

(10) Read Beautiful Work article

(12) Videos highlighting formative assessment for learning practices across grade bands (both can be adapted K-8):
- Elementary example - Austin's Butterfly (1st Grade students) 6:32 min
- Secondary example - Speed Dating Feedback Protocol (10th Grade students) 4:45 min

(10) Breakout TRIOS - Reflection Questions:
- How might students be supported to create "beautiful work" throughout a portfolio process? How does beautiful work support a classroom culture that sustains portfolios?
- How might protocols like these be used throughout a portfolio process? How might protocols like these be used to nurture a classroom culture that sustains portfolios?

(2) Toward a reframing of agency
- We don't need to "build" student agency. Students have and exercise agency continuously, in all part of their life. Through oppressive structures and practices, we squash and silence that agency.
- Our job is to remove barriers and provide maximum opportunity for students to draw on and utilize their agency - toward goals they are passionate to meet and toward learning and work products that matter to them.

(4) Moving from *Compliant* to *Engaged* to *Empowered*
- What Kind of Learner Are We Developing? See empowered row of rubric.
- How might this relate to portfolios?
- How might you nurture agency through the portfolio process?

(10) Same Breakout TRIOS:
- What formative assessment practices might YOU try in your classroom or school?
- How might you shift or tweak practices to nurture student agency, and to provide opportunities for "empowerment" - to create a CULTURE to sustain portfolios?

We encourage you to focus on **STEP 0** of the Portfolio tool-kit! This is where you can build the culture and formative assessment practices to bring Portfolios to life - and ensure they are transformational not transactional in implementation.

Action Planning Template

PORTFOLIO ACTION PLANNER FOR _____ SCHOOL

Scoping your Challenge	What is your long-term vision and hopes for this work? Why do you care? What is the team's ambitious goal for next school year? What is the most skeletal version of this goal you'd be happy with?
Discover Audit	What practices are in place to build on or deepen? What have you already tried that was successful? What challenges have arisen or do you anticipate? How might they be mitigated or addressed? What questions do you have?
Time, Capacity, & Structure	What is realistic in terms of educator capacity for this work? What planning or PD time is currently in place or could be set aside for this work? (dates/times) Is there more time that could be dedicated if needed? If so, when?
Your Human Ecosystem	Who will be participating from the site in LEADING or SUPPORTING this work? How? Who will be participating from the site GENERALLY in launching portfolios? How? Is there a clear point-person who is holding this work and serving as the coordinator/communicator?
Rough Timeline	What do you hope to DO next school year? List (feasible) Goals and Benchmarks If helpful, include steps of the portfolio tool-kit

This Summer	
Fall 2021	
Winter	
Spring 2022	
Future Years	

What kinds of external support/ resources do you need or desire?	Initial thoughts on what support you might want or need? (consultation, tech support, implementation support, etc.) How connected do you want to be to the work of the other schools? Would you be interested in a PLC with other school sites and/or continued PD next SY?
Next Steps	

Who	What	By When

Glossary of Terms - SFUSD Definitions

Deeper Learning: Deeper learning is the spiraling of experiences that enable students to honor identity and community, build proficiency, and create with purpose - in order to achieve the graduate profile.

Grad Profile Skills: Our Graduate Profile skills are the 21 skills under the 6 competencies that we have outlined in our vision for what we want each and every student to be able to know and do.

Assessment FOR Learning: Assessment for learning is an approach to assessment that uses the assessment process as a tool for teaching and learning and not just a measure of it.

Portfolio and Defense: A portfolio is a purposeful collection of students' individual work that exhibits their efforts, progress, and achievements over time against a set of clearly defined outcomes. Students reflect on their learning, growth, and goals often in a presentation or defense of the body of work.

Capstone: Capstones are culminating exhibitions of a project, performance, or structured experience that demonstrates learning of predetermined outcomes. These are often presented to an authentic and public audience at key milestone years. (ex: 5th, 8th, 10th, 12th grade)

Student-led Conferences: Student-led conferences are a type of demonstration of learning that places students at the helm of discussions with teachers and parents about their own progress and learning. SLCs present opportunities for students to prepare, reflect on, and discuss evidence of their learning and growth. These often accompany a student portfolio.

Formative Assessment Use: Formative assessments as a school structure are ways that schools have streamlined and calibrated the process used by teachers and students to notice, recognize, and respond to student learning in order to enhance that learning.

Exhibitions: Exhibitions of learning celebrate students' work and learning by making it visible. Whether it is getting student work on the walls, showcasing a class project, or hosting a whole-school exhibition with community members and experts, exhibitions put student work and voice at the center.