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INTRODUCTION

The training of trainers seminar for The Portfolio Connection benefits you on two levels. First, you will develop your knowledge base about portfolios. Formal presentation of the information facilitates your processing of that information as an involved, interactive participant.

Secondly, you will develop your presentation/facilitation skill with the content. You will join a small group of novice teams, select a specific chapter, plan a presentation of that phase, and actually present that information to the remaining participants. By the end of the training of trainers session, you will be familiar with the what, why, who, and how of portfolio implementation. Specifically, you will know how to:

1. *Develop* a definition of portfolio assessment.
2. *Dispel* the myths of traditional assessment.
3. *Establish* rationale for why portfolio assessment is a critical issue in education.
4. *Align* significant goals with evidence of student development.
5. *Help* teachers to delineate the portfolio process.
6. *Describe* the specific roles of the teacher, students, peers, and parents in portfolio development.
7. *Use* interactive training strategies including: co-operative learning groups, graphic organisers, and metacognitive reflection.
8. *Learn* techniques for monitoring and adjusting your presentation for appropriateness to a group.
9. *Suggest* resources that support work in portfolio development including books, articles, videotapes, and visitation sites.

With this training of trainers experience, you will be ready, willing, and able to give quality training in portfolio development.

ACTIVITY



DEFINING SQUARES

Trainer Notes:

Assign roles for Defining Squares.

Remind participants they will be using all four squares.

Do this activity in 15 minutes to set a context.

Reference introduction in book.

DEFINING SQUARES

- Groups of 4 introduce themselves to each other and assume the following roles:
Organiser/Timekeeper: Person who travelled the farthest
Materials Manager: Person to his/her right
Recorder: person to his/her right
Reporter: Last person in group
Encourager: Everyone "Awesome"
- Divide large sheet of paper into four squares and wait for instructions.
- Time Limit: 10 minutes

#0.1

Identify a group of 4 at each table. Ask participants to introduce themselves and then assign roles.

Organiser/Timekeeper: Person who travelled the farthest

Materials Manager: Person to his or her right

Recorder: Person to his or her right

Reporter: Person to his or her right

Encourager: Everybody "Awesome!"

DEFINING SQUARES

Assessment	Evaluation
Authentic Assessment	Portfolio

#0.2

Have materials manager get large sheet of paper and 4 markers. Fold paper in 4 sections and pass to recorder. Walk them through the following steps:

Step 1: Write the word "Assessment" at the top of the first square and do a round-robin to find out what each person thinks about assessment and give examples. Write in the square a short definition of "assessment." Sample some definitions from the whole group.

Trainer Notes:

Use web to review authentic assessment strategies because some participants may not have sufficient background.

WEB OF AUTHENTIC ASSESSMENT

#0.3

Step 2: Move to second square and ask participants to give a major difference between "assessment" and "evaluation" based on their judgment. Be sure they bring out the fact that assessment is *formative* or ongoing and evaluation is *summative* or final.

Step 3: Move to the third square and ask participants to look at the web of Authentic Assessment in the textbook. Review

COMPLETE THE ANALOGY

Portfolio is to ____

as Assessment is
to _____

#0.4

the various definitions and rank what the group feels are the *Top 3* definitions.

Step 4: Move to the fourth box, labelled "Complete the Analogy." Ask participants to complete the following analogy: Portfolio is to Assessment as _____ is to _____. (Examples: Portfolio is to Assessment as Tool Box is to Home Improvement OR Tackle Box is to Fishing OR Suitcase is to Travelling.) Do a wrap-around to share some responses.

YOUR NOTES

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