TaskStream
Tools of Engagement

THE REFLECT INITIATIVE

REFLECT Initiative

Researching Electronic *port*Folios: Learning, Engagement, Collaboration *through* Technology

Helen Barrett, Research Project Director, Consultant

Why The Reflect Initiative?

- Empirical evidence on effectiveness of e-portfolios in secondary schools
- Use portfolios to complement standardized tests
- Conduct a meta-study made of many smaller studies

The Goal:

- To collect data and draw conclusions about the impact of electronic portfolio on:
  - student learning
  - Motivation
  - Engagement
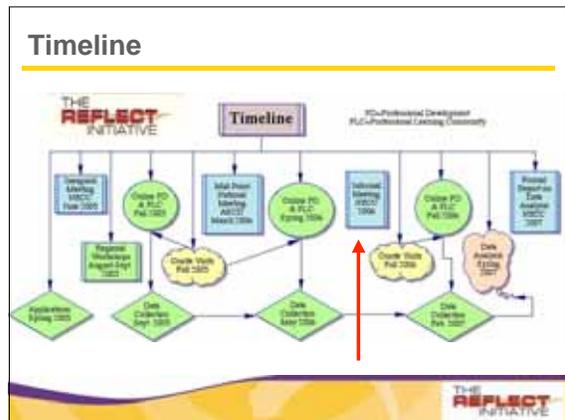- …in secondary schools

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The Vision of REFLECT

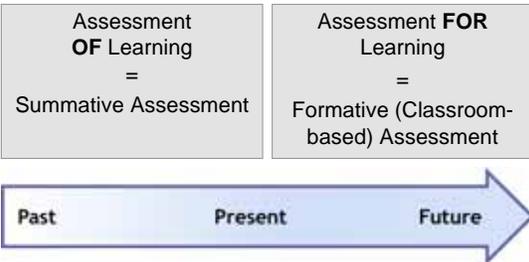To provide the teachers with the training and the students with the tools:

- To tell their *stories* with *pride*!
- To put *heart* and *soul* and *voice* into their portfolios!

How Were Schools Chosen?

- Schools submitted a proposal for their project in Spring 2005
- All participating organizations needed to send at least one representative to the Inaugural meeting (Philadelphia just prior to NECC 2005)
- Students must participate (and be supported) for the length of the entire program (2 years)

Timeline

Purposes for Assessment

Assessment **OF** Learning = Summative Assessment	Assessment **FOR** Learning = Formative (Classroom-based) Assessment

Past → Present → Future

Summary of Research Protocols

- **Pre**: Fall 2005 (Dec-Jan)
  - Online surveys of students and teachers (UNT)
- **Ongoing**: through Online PD & Teacher Journals (blogs)
  - Sample student ePortfolio reviews
- **Site Visit observations:** Winter 2005/Spring 2006
  - Focus on introduction and implementation by teachers
- **Mid**: Spring 2006 (May)
  - Online surveys of students and teachers
- **Site Visit observations:** Fall 2006/Spring 2007
  - Add Student focus groups
- **Post**: Spring 2007 (March-May)
  - Repeat online surveys of students and teachers (UNT + HSSSE)
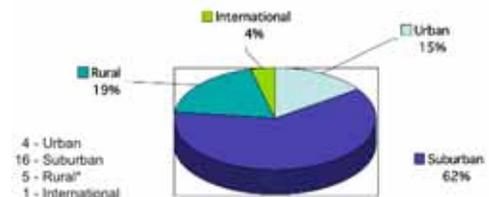 - Paper survey of parents (English & Spanish)

Overall Cohort

- 15 Active Projects
  - Arizona (3)
  - New Jersey
  - California (5)
  - Florida
  - Maryland
  - Michigan
  - Brazil
  - Tennessee
  - New York

- 26 Active Schools
  - 6 in Arizona DOE Project
  - 4 in New Jersey DOE Project
  - 1 Elementary School
  - 1 Intermediate School
  - 23 High Schools
  - 2 Private Schools (MD & FL)
  - 1 International School
- ~60 Active Teachers
- ~3100 Students
  - Could double in Year 2

School Demographics
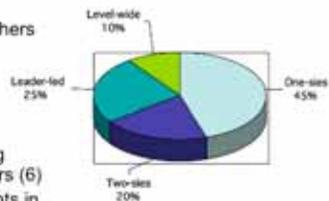

International 4%
Urban 15%
Rural 19%
Suburban 62%

4 - Urban
16 - Suburban
5 - Rural*
1 - International

*more than 50 miles from a Major Metropolitan Area

Who is Implementing? (from 20 Site Visits)

- "One-sies" - Single teacher in a school (9)
- "Two-sies" - Two teachers in a school (4)

- Leader-led - tech coordinator supporting more than two teachers (6)
- Level-wide - all students in a grade level, multiple teachers (2)

Level-wide 10%
Leader-led 25%
One-sies 45%
Two-sies 20%

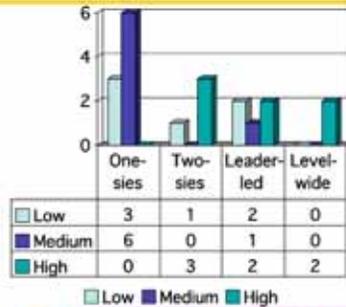## Level of Implementation (from 20 Site Visits)

- **Low** - students using TaskStream primarily as online storage - little or no interactive feedback (teacher-to-student)

- **Medium** - promising, emerging use of TaskStream - using DRF - some interactive feedback (primarily teacher-to-student)

- **High** - creative use of TaskStream and/or other technologies, including DRF or multimedia, high levels of interactive feedback (including student-to-student)

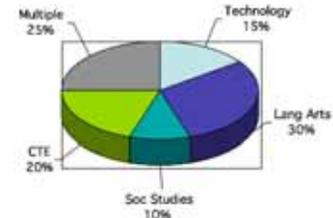## Level of Implementation (from 20 Site Visits)

By Who is Implementing

- Low (6)
- Medium (7)
- High (7)

	One-sies	Two-sies	Leader-led	Level-wide
Low	3	1	2	0
Medium	6	0	1	0
High	0	3	2	2

□ Low ■ Medium ■ High

Curriculum Areas (from 20 Site Visits)

- Technology (3)
- English/Language Arts or Foreign Language (6)
- Social Studies (2)
- Career & Technical Education (CTE) (4)
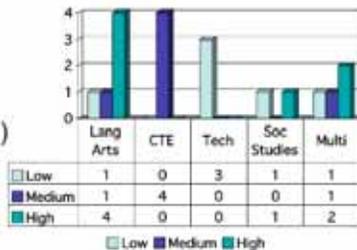- Multiple disciplines (5)

Multiple 25%
Technology 15%
Lang Arts 30%
Soc Studies 10%
CTE 20%

Level of Implementation (from 20 Site Visits)

By discipline

- Low (6)
- Medium (7)
- High (7)

	Lang Arts	CTE	Tech	Soc Studies	Multi
Low	1	0	3	1	1
Medium	1	4	0	0	1
High	4	0	0	1	2

□ Low ■ Medium ■ High

Initial Observations from Site Visits

- Teacher's role is critical
  - Dual learning curve
    - Learning TaskStream (prior experience in TED program)
    - Using portfolios with students (prior paper portfolio experience)
    - Understanding reflection and metacognition
    - Using Assessment FOR Learning strategies (quality feedback)
  - Technology integration strategies
  - Support system or close collaborator
- Access to technology is also critical
  - Home access by students
  - Classroom access impact on in-school use (scheduling)

Validating my dissertation research

- When learning new **tools**, use familiar **tasks**
- When learning new **tasks**, use familiar **tools**

Dr. Helen Barrett

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- http://www.reflectinitiative.com/
- http://electronicportfolios.org/

Researching
Electronic
and Folios
Learning
Engagement
Collaboration
Technology