



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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NCLB Title II-D Grants for Phase I: Digital Portfolio Series Application Instructions

Release Date: June 15, 2007

The Enhancing Education through Technology grants to districts (commonly known as No Child Left Behind, Title II-D Grants) will be issued in four phases during 2007-08. Funding is contingent on the receipt of the 2007-08 funding from the U.S. Department of Education, which we expect to receive within the next few weeks. Each phase will have a separate application process and separate due date. For more information on all four phases, visit www.nheon.org/oet/nclb. The Local Educational Support Center Network (LESCN) will be involved in varying degrees in all four phases.

This document contains instructions on how to apply for Phase I participation. Applications for **Phase I: Digital Portfolio Series** must be submitted online at www.nheon.org/oet/nclb by no later than 7/12/07.

Questions? Contact the Office of Educational Technology:

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Office of Educational Technology, Division of Instruction
Phone: (603) 271-2453 ** Email: chiggins@ed.state.nh.us

This document is available for download at www.nheon.org/oet/nclb.

The online application will open on Monday, June 18 and close on Thursday, July 12.

NOTE: Federal law requires districts to have an approved Technology Plan on file to receive a Title II-D grant. Visit www.nheon.org/oet/erate/TPStatus.htm for status of plans.

Phase I: Digital Portfolio Series

APPLICATION DEADLINE 7/12/07

This is an opportunity for districts to send school teams from all levels (elementary, middle, and high school) to a series of digital portfolio professional development sessions beginning in the fall 2007 and continuing throughout the 2007-08 year. This opportunity is designed to assist NH schools to address the digital portfolio component of their ICT Literacy Programs while deepening understanding of the power of portfolios to engage students and assess learning in multiple ways. All districts, regardless of high need status, are encouraged to submit team applications. While session participation cannot be guaranteed until all applications have been received and reviewed, every effort will be made to accommodate as many teams as possible. The online application is brief and is available from June 18 through July 12, 2007 at www.nheon.org/oet/nclb.

This document was revised on 6/18/07 to clarify the tech planning and other requirements.

No Child Left Behind, Title II-D Grants to Districts in 2007-08 Phase I: Digital Portfolio Series
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The Need:

Significant numbers of New Hampshire schools are still in the beginning stages of implementing portfolios in K-8 classrooms, as evidenced by the following data from the 2006-07 New Hampshire School Technology Survey:

- 60% of all schools (n=476) report that they have student accounts on their school server.
- 13% of schools report that their Library Media Specialists are *not involved at all* in the process of updating their school's instructional program to address ICT literacy standards and another 14% were only *involved a little* in the process.
- 43% of all 8th grade students (n=17,038) were reported by schools to have *met ICT competency* in 2005-06. The competency of the remaining 57% is unknown at this time.
- 31% of schools with 8th grades (n=134) report that they have assessment rubrics for portfolios. The remaining 69% reported that they do not have portfolio rubrics, or they did not complete this answer on the survey.
- 58% of schools report that they incorporate information/media literacy in their ICT programs.
- 32% of all schools report that their students create digital portfolios now.

Multiple studies indicate that the technology gap between student and teacher perceptions of technology use in classrooms is widening, leading to predictions that student engagement in their own learning may decrease as the gap widens.

School Teams:

Districts may submit applications for a maximum of **one** four-person team **per** school level (elementary, middle, high school). For example, if your district has three schools, one at each level, you can submit one application for each school. If your district has only two schools, such as a K-8 school and a high school, you can submit a K-8 team application and a high school team application. Each team must submit a separate application.

Teams members must include:

- One Administrator (Principal, Assistant Principal, Curriculum Director)
- One Library Media Specialist
- Two Classroom teachers (should have some tech integration experience or could be a Tech Integration Specialist)

The primary team must attend at least three sessions together. Beyond those sessions, teams may wish to substitute an alternate member. However, teams should keep in mind that research about effective professional development indicates ongoing training is much more effective than "one shot" workshop attendance. Although it will be possible to change team membership in August due to unforeseen circumstances, changes will need to be approved by the NHDOE prior to 9/1/07. Districts should budget \$400 per team per day (see budgeting section). Questions related to team attendance may be directed to Cathy Higgins at chiggins@ed.state.nh.us.

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Budget Information:

Award amounts will vary according to high need status (see Appendix A). All districts, whether or not they are designated as high need, are encouraged to apply for all their desired sessions. Every attempt will be made to accommodate ALL teams that apply, although some districts may have to pay a portion of their team registration fees. Teams will also be asked to prioritize their choices when submitting the application.

Awards to districts can be used to pay the \$400 per team per day registration fees, teacher substitutes for team members, stipends as appropriate, and other related digital tools costs. (When districts are notified of awards and session registration confirmation, they will be asked to send budget forms with details at that time.)

Districts are eligible to apply as follows:

- High needs districts may apply for \$3,000 awards **per team** to be applied to three or more Phase I sessions plus associated costs.
- Districts not designated as high need may apply to participate in Phase I sessions as part of an eligible local partnership, which will allow teams to participate in three sessions at no cost to the district. Additional sessions will also be available to these districts on a space available basis at a cost of \$400 per day per team.

Selection of Sessions:

Teams should choose the sessions which are most appropriate to their needs. When making their selections, teams should consider the current status of digital portfolio use at their school as well as their availability to attend all selected sessions as a team. If a team application is approved for participation, all team members will be required to attend. Application approval will largely depend on how many teams apply and can be accommodated at session locations. **Since the primary goal of Phase I is to provide digital portfolio professional development, teams applying for Title II-D grants must choose at least 3 sessions from the list provided.**

In collaboration with the Center Network, we have arranged for several sessions to be facilitated by Dr. David Niguidula and Dr. Helen Barrett. Each has research and practical experience working with digital portfolios. The information you provide in the application will help them to customize their sessions to meet your district needs. You may wish to visit these websites to learn more about their work:

More about Dr. Niguidula's work: www.richerpicture.com

More about Dr. Barrett's work: www.electronicportfolios.org

Two alternative online sessions pertinent to portfolio development and assessment, facilitated by New Hampshire educators, are also available from the OPEN NH Project.

Locations for each session (to be held at LESCEN sites) will be partially dependent on the number of applications received from each region of the state. Visit www.nheon.org/centers for the location of each of the six centers. Additional facilitation assistance will be provided by staff from Ideas Consulting, LESCEN, and NHDOE.

All sessions will include morning and lunch time refreshments. All sessions will begin at approximately 8:30 and end at 3:30. Any adjustments in these times will be noted on registration confirmation notices.

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Please select 3 or more sessions from this list.

- All primary team members are expected to attend at least 3 sessions together. Any questions, please contact Chiggins@ed.state.nh.us.
- All sessions are full-day (approximately 8:30 – 3:30) and include morning and lunch time refreshments. Registration confirmations will include any time adjustments.
- Workshop enrollments are limited; additional workshops may be added if there are enough requests.
- Note that some workshops count as more than 1 session.
- Brief descriptions of the workshops appear on the following pages.

Sessio n No.	Choice s	2007-08 Dates	Session Title	Cost per team
1-3	—	Sep 27, Oct 4, Nov 1	Portfolio 101: Implementation Strategies for Digital Portfolios (3 day series) Counts as 3 sessions	\$1,200
4-6	—	Sep 28, Oct 5, Nov 2	Portfolio 101: Implementation Strategies for Digital Portfolios (3 day series) Counts as 3 sessions	\$1,200
7-9	—	Jan 11, Jan 18, Mar 7	Portfolio 101: Implementation Strategies for Digital Portfolios (3 day series) Counts as 3 sessions	\$1,200
10-11	—	Oct 10 & Nov 16	Portfolio Planning with Dr. Barrett (2 day series) Counts as 2 sessions	\$800
12	—	Oct 26	Creating School-wide Rubrics	\$400
13	—	Dec 14	Using Portfolios for Parent-Teacher Conferences	\$400
14-15	—	Jan 24 & Jan 25	Reflection in E-Portfolios with Digital Storytelling (2 day series) Counts as 2 sessions	\$800
16	—	Feb 1	Portfolios and Curriculum Mapping	\$400
17	—	Feb 8	Reviewing Portfolios as a Whole	\$400
18	—	Mar 28	Making Decisions Based on Portfolio Data	\$400
19	—	Apr 11	Using Portfolios to Support NEASC Accreditation	\$400
20	—	7 week online course; dates TBA	Creating and Using Meaningful Rubrics that Assess Student Work	\$400
21	—	7 week online course; dates TBA	Engaging K-12 Students with Digital Portfolios	\$400

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Session Descriptions

Sessions 1-3: September 27, October 4, and November 1
Sessions 4-6: September 28, October 5, and November 2
Sessions 7-9: January 11, January 18, and March 7, 2008
(Teams choosing this option must attend all 3 sessions in the series.)

Portfolio 101: Implementation Strategies for Digital Portfolios (\$1,200 per team)
Facilitation: Dr. David Niguidula and staff from Ideas Consulting, Inc.
with support from LESC and NHDOE staff

Day 1: Getting Started

What is a digital portfolio anyway? Teams will look at sample portfolios and the “essential questions” of portfolio implementation. Teams will also review the ICT literacy standards, current rubrics, and implementation plans in use in NH schools. Participants will be able to work on specific plans for their schools, including defining tasks / projects that will go into the portfolio and defining the quality of artifacts. This session includes hands-on time with multiple portfolio software solutions (including Moodle, Adobe Acrobat, and Richer Picture); if your school has selected these or a different solution, you will be able to use that software during the session.

Day 2: Implementing Portfolios Without Going Crazy

This session focuses on how portfolios can be integrated into what is already happening in your classrooms. Teams will focus on **assessment** (giving feedback about individual artifacts; tracking progress of students towards standards and personal goals), and **logistics** (strategies for finding time and space to implement portfolios; developing plans for collecting work from all disciplines). After this session, teams will be expected to have a small set of students create a portfolio entry.

Day 3: What Do Portfolios Tell Us?

Between Days 2 and 3, participants will have an initial set of students enter work into a portfolio. Teams will review the sample work using common rubrics; help establish a consistent message about what it means to “meet standard”; and show how students can express their individual growth as a learner. By the end, teams will review and revise their implementation plans for ongoing portfolio work. The focus of this session is on using existing available rubrics. For assistance with the creation of rubrics, see session 12 “Creating School-wide Rubrics.”

Sessions 10-11: October 10 & November 16

Portfolio Planning with Helen Barrett (\$800 per team)

Facilitation: Dr. Helen Barrett

This is a two day series focused on developing an understanding of e-portfolios and their uses; developing a shared philosophy for e-portfolios; and an implementation plan. The first day will be face-to-face with Dr. Barrett on site. The second day will be a virtual session using Moodle and Skype, with Dr. Barrett facilitating from a remote location.

Session 12: October 26

Creating School-wide Rubrics (\$400 per team)

Facilitation: Dr. David Niguidula

Teams will develop a common language for deciding what work meets ICT literacy and content standards. Teams will review samples of school-wide rubrics and work towards a consensus to develop common rubrics while examining how schools can use data to revise rubrics over time.

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Session 13: December 14

Using Portfolios for Parent-Teacher Conferences (\$400 per team)

Facilitation: Dr. David Niguidula

A common use for elementary portfolios is to help parents better understand their children's progress. Teams will look at collecting and selecting information for this important audience and how portfolios can help create better communication between home and school.

Session 14-15: January 24 & January 25

Reflection in ePortfolios with Digital Storytelling (\$800 per team)

Facilitation: Dr. Helen Barrett

This is a 2-day series. The ancient art of storytelling is a powerful tool for deep learning and reflection. Add today's multimedia technology and you have a highly motivating project-based learning activity as well as a powerful reflective artifact in an electronic portfolio. In this hands-on workshop, participants will learn basic strategies for digital storytelling using a low-end digital video editing program for Macintosh or Windows XP. Participants will write a short reflection, audio record that reflection, and then illustrate their narration with visual images. Learn how to use highly-motivating multimedia tools to engage students in reflection on their own learning and growth over time.

Session 16: February 1

Portfolios and Curriculum Mapping (\$400 per team)

Facilitation: Dr. David Niguidula

Digital portfolios can connect very closely to the process of curriculum mapping. Both systems focus on linking to standards. A curriculum map allows teachers to look at their year-long patterns; a digital portfolio allows students to connect their work to school expectations. Teams will explore how the two processes are complementary and feed on each other.

Session 17: February 8

Reviewing Portfolios as a Whole (\$400 per team)

Facilitation: Dr. David Niguidula

The power of portfolios comes in the ability to look at a student's body of work as a whole. Teams will look at how students can select pieces for an end-of-year review, prompts for overall reflections and rubrics for assessment. Teams will also look at samples from multiple schools, and discuss the logistics of reviewing work throughout the year.

Session 18: March 28

Making Decisions Based on Portfolio Data (\$400 per team)

Facilitation: Dr. David Niguidula

Portfolio software can provide a new type of data-driven decision making. Rather than just disaggregating test score data, teachers can analyze the data from the scoring of online rubrics, and look for patterns in student data. Portfolio software in use or being considered for use by attending teams will be examined in this workshop to better understand how the software can help teachers find and analyze the data most useful for every day practice.

Session 19: April 11

Using Portfolios to Support NEASC Accreditation (\$400 per team)

Facilitation: Dr. David Niguidula

In the NEASC process, teams examine their mission and the academic, civic, and social expectations for all students. This session shows how schools have used digital portfolios to link student and teacher work to the school's mission and expectations. Teams will see how schools have prepared benchmark performances for site visits and analyzed the data as a part of the ongoing self-study. Participants will learn strategies to help them with their own self-study and site visit preparation.

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Alternative Online Session Choices:

The following online courses offered through the OPEN NH Project were developed by NH educators to address topics related to digital portfolio implementation in K-12. Teams may register for one or more of these courses, which may be considered the equivalent of one "session." These courses could be used to continue team discussions back at school sites. All OPEN NH courses are also available for graduate credit through Plymouth State University.

Visit the website for more information: <http://www.nheon.org/opennh/courses.htm>

Session 20: TBD

Creating and Using Meaningful Rubrics that Assess Student Work
(\$400 per team)

As defined by rubric guru Heidi Goodrich, a rubric is "a scoring tool that lists the criteria for a piece of work or 'what counts.'" This course will give teachers the tools to clearly identify the goals and objectives of a student product and to assess various aspects of those student products. Participants will investigate various theories for creating rubrics, visit websites with online rubric creators and develop their skills for creating meaningful rubrics that can enhance the quality of their student work. Participants will engage in readings, discussion, exploratory activities and create rubrics that assess student products for learning while focusing students on the goals and objectives of their assignments.

Session 21: TBD

Engaging K-12 Students with Digital Portfolios
(\$400 per team)

This course is for teachers interested in helping their students develop a reflective digital portfolio that meets New Hampshire's ICT Literacy Program standards and that engages and motivates students. Participants will learn about characteristics of reflective portfolios, be introduced to tools and process steps for creating digital portfolios, and review examples of portfolio contents and organization. As a final product, each course participant will work with a cohort of K-12 students to create their own samples of student digital portfolios.

Opportunities for continuing portfolio study:

These sessions are offered as information for continuing study, not for inclusion as sessions in your team's grant application.

Each of the Local Educational Support Centers provide numerous and varied professional development throughout the year and in the summer on topics that can enhance your school's portfolio implementation. See www.nheon.org/centers to visit workshop listings at each Center.

Plymouth State University also offers graduate courses that are pertinent to digital portfolio work. One course in particular may be valuable for continuing study:

CE 5140 Electronic Portfolio Development and Assessment - 3 credits

This course is designed to investigate the principles of assessment educational technology that relate to the design, development and assessment of electronic portfolios.... View the complete description at <http://www.plymouth.edu/graduate/coursedescriptions.html>

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Session Scheduling Worksheet

School: _____

District: _____

Please indicate your **primary team members and choices of sessions**. Use the session numbers from the workshop list. This worksheet is for your planning purposes. This information will be entered in the online application which will open on June 18th.

Team Members			
	Name	Title	Email
Administrator			
Library Media Specialist			
Teacher			
Teacher			

Session Choices			
	1 st Choice	2 nd Choice	3 rd Choice
We want to attend the following three sessions:			
We're also interested in attending the following sessions (if any):			

Registration Fees Question: In the event that we have far too many team applications than available funds to cover all of them, we will try to schedule additional session dates to accommodate as many teams as possible. If your team is not awarded funding, is your school interested in funding the team registration fees so that you may still attend? If so, which session numbers? _____

Comments:

Application Questions Worksheet

Consider these questions as you prepare for entering your application online. Answers to these questions will help facilitators best prepare session materials and detailed agendas to meet team needs. **Your answers will also help us make difficult decisions about team awards.**

1. Describe your current use of portfolios – either paper or electronic -- in your school. In your description, please indicate the following information:
 - How many teachers are using portfolios?
 - What is being collected?
 - Who reviews the portfolios?
 - Are you using **portfolio** software now?
 - If yes, which software? How many students / teachers have used it?
2. We understand the implementation of the ICT standards are a work in progress. During the 2006-07 school year, how did students at your school demonstrate the ICT standards? **Please indicate all appropriate factors, such as whether students take a separate class, whether project based learning is used, whether ICT is used in all courses and all grades.**

(Here is a sample response: "All 6th, 7th and 8th graders currently have a 25 day course in computer/media literacy. During that time, students learn about computer applications, Internet safety and finding information on the web. In other areas of the curriculum, about half of our teachers have integrated ICT into at least one assignment during the year. A few teachers are advanced users of technology. These teachers have their students use some type of digital tool two to three times a month.")

3. **Please tell us about the rubrics used at your school.**
 - a. Which statement is the closest fit?
 - Rubrics are not used very much in our school.
 - Individual teachers use rubrics of their own design.
 - Groups of teachers (departments, grade levels) use common rubrics.
 - We have a set of school-wide rubrics.
 - b. **Please elaborate on your answer from 3a.**
 - c. If your school has used or adapted for use any of the case study rubrics that are available at www.nheon.org/ictliteracy please indicate which one(s):
4. What would your team like to take away from the sessions you've selected?

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APPENDIX A: REPORT of CURRENT U.S. CENSUS DATA
New Hampshire “High Need” School Districts

According to NCLB Title IID federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward “high need districts.” These would be districts whose percentages of children from families with incomes below the poverty line are above the state median (see www.census.gov/hhes/www/saipa/) AND who have either one or more “schools in need of improvement” OR a substantial need for assistance in acquiring and using technology.

District	Total Pop.	Total Kids 5-17	Kids in Poverty 5-17	Poverty %
ALTON	4,919	777	85	10.94%
ANDOVER	2,274	378	44	11.64%
ASHLAND	2,037	212	23	10.85%
BARNSTEAD	4,246	761	78	10.25%
BARRINGTON	7,934	1,543	162	10.50%
BARTLETT	2,938	434	54	12.44%
BERLIN	10,501	1,504	230	15.29%
BETHLEHEM	2,284	187	37	19.79%
CAMPTON	2,813	322	43	13.35%
CHESTER	4,036	863	57	6.60%
CLAREMONT	13,992	2,208	233	10.55%
CLARKSVILLE	299	44	3	6.82%
COLEBROOK	2,362	367	67	18.26%
CONCORD	39,334	6,128	596	9.73%
CONTOOCOOK VALLEY	18,698	3,817	407	10.66%
CONWAY	9,347	1,393	180	12.92%
CROYDON	703	114	9	7.89%
DOVER	28,512	3,971	444	11.18%
EAST KINGSTON	1,898	219	18	8.22%
ELLSWORTH	90	22	2	9.09%
ERROL	303	36	7	19.44%
EXETER	14,956	1,256	109	8.68%
FALL MOUNTAIN REGIONAL	12,362	2,112	250	11.84%
FARMINGTON	6,123	1,218	92	7.55%
FRANKLIN	9,062	1,534	316	20.60%
GILMANTON	3,339	568	45	7.92%
GORHAM	2,943	461	53	11.50%
GOSHEN LEMPSTER COOP	1,821	322	36	11.18%
GOV WENTWORTH REGIONAL	17,912	2,895	285	9.84%
GREENLAND	3,413	631	67	10.62%
HAMPTON	15,891	1,734	147	8.48%
HART'S LOCATION	41	7	1	14.29%
HINSDALE	4,273	776	79	10.18%
HOLDERNESS	2,000	230	26	11.30%
HOOKSETT	12,636	2,059	151	7.33%
INTER LAKES	8,978	1,401	122	8.71%
JAFFREY-RINDGE COOP	11,439	1,919	212	11.05%
KEENE	23,623	3,185	229	7.19%
LACONIA	17,985	2,722	333	12.23%
LAFAYETTE REGIONAL	1,806	136	14	10.29%

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District	Total Pop.	Total Kids 5-17	Kids in Poverty 5-17	Poverty %
LEBANON	13,026	1,890	262	13.86%
LINCOLN-WOODSTOCK	2,497	365	26	7.12%
LISBON REGIONAL	2,149	362	37	10.22%
LITTLETON	6,052	1,017	133	13.08%
MADISON	2,155	381	25	6.56%
MANCHESTER	112,753	18,410	2,605	14.15%
MASCENIC REGIONAL	8,071	1,788	169	9.45%
MASCOMA VALLEY REGIONAL	10,078	1,617	128	7.92%
MERRIMACK VALLEY	16,255	2,871	272	9.47%
MILAN	1,353	246	26	10.57%
MILFORD	14,262	2,804	191	6.81%
MILTON	4,145	802	113	14.09%
NASHUA	91,255	15,895	1,360	8.56%
NELSON	664	118	12	10.17%
NEW BOSTON	4,360	953	73	7.66%
NEWFOUND AREA	9,762	1,627	122	7.50%
NEWMARKET	8,540	1,283	135	10.52%
NEWPORT	6,669	1,216	227	18.67%
NORTHUMBERLAND	2,478	467	79	16.92%
OYSTER RIVER COOP	19,425	2,534	172	6.79%
PEMI-BAKER REGIONAL	17,220	739	63	8.53%
PITTSBURG	881	117	17	14.53%
PITTSFIELD	4,241	830	82	9.88%
PLYMOUTH	6,094	470	65	13.83%
PORTSMOUTH	22,112	2,565	325	12.67%
PROFILE	4,090	312	51	16.35%
RAYMOND	10,292	2,148	185	8.61%
RIVENDELL INTERSTATE	1,131	153	17	11.11%
ROCHESTER	30,181	5,131	697	13.58%
ROLLINSFORD	2,805	476	44	9.24%
RUMNEY	1,534	201	39	19.40%
SEABROOK	8,441	887	112	12.63%
SHAKER REGIONAL	9,477	1,652	127	7.69%
SOMERSWORTH	12,171	2,126	230	10.82%
STEWARTSTOWN	1,029	161	14	8.70%
STODDARD	972	136	15	11.03%
STRATFORD	957	156	38	24.36%
THORNTON	1,914	217	27	12.44%
UNITY	1,628	220	32	14.55%
WAKEFIELD	4,619	795	76	9.56%
WARREN	905	156	25	16.03%
WASHINGTON	952	147	11	7.48%
WATERVILLE VALLEY	266	40	4	10.00%
WENTWORTH	827	118	17	14.41%
WHITE MOUNTAIN REGIONAL	8,044	1,311	149	11.37%
WINCHESTER	4,338	733	114	15.55%