Spaces

by myBlueprint

Spaces exemplar portfolios

See how you can use Spaces to build portfolios for your students

As the communicating student learning journey using digital portfolios has continued to evolve in the Surrey School District, teachers have been asking for options inside a digital portfolio that are aligned with and enhance their practice. The flexibility inside the Spaces platform is one of the many features that make it a good digital portfolio option for Surrey teachers.

What you will see below is a collection of examples and ideas that showcase how Surrey teachers have creatively used the Spaces platform to communicate student learning in a variety of ways. Each teacher has designed their digital portfolios in a way that is aligned with their personal practice. Please be sure to pay particular attention to the teacher insights as they provide an opening into the teacher's thought process and why they chose to design it in the way that they have.
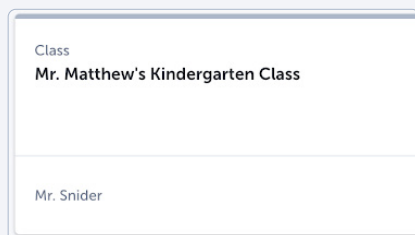
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Exemplar Overviews and Login Information

How to Access Exemplars:

Login on **SpacesEdu.com**.
Please use the following login information to explore each portfolio from the 'parent view'.

Exemplar 1 - Kindergarten

Class
Mr. Matthew's Kindergarten Class

Mr. Snider

Parleen
Login:
spacesdemoparent5@spacesedu.com
Password: Demo1234!

Jordan
Login:
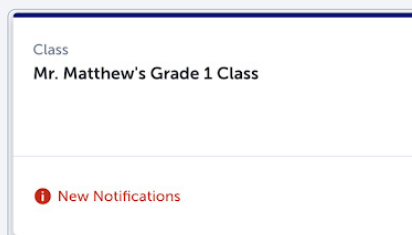spacesdemoparent@spacesedu.com
Password: Demo1234!

- EP imbedded into student portfolio using an individual space
- Tracking of IEP goals overtime
- Utilizes the ideas of 'one feed' where students have one individual space that populates over time chronologically
- Examples of growth overtime through full year posts (art)
- Student voice included using photo, audio and video
- The teacher has used voice notes and screen recordings to guide the experience for the viewer

Exemplar 2 - Grade 1

Class
Mr. Matthew's Grade 1 Class

🔴 New Notifications

Everly
Login:
spacesdemoparent4@spacesedu.com
Password: Demo1234!

Ben
Login:
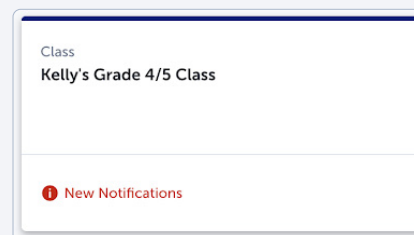spacesdemoparent3@spacesedu.com
Password: Demo1234!

- Utilizes many different individual spaces for areas of learning to organize evidence
- Includes voice notes and screen recordings to guide the experience for the viewer
- Growth in core competencies, student goal setting and reflection
- Parent space – a space to share information relevant to parents/caregivers

Exemplar 3 - Grade 4/5

Class
Kelly's Grade 4/5 Class

🔴 New Notifications

Asher
Login:
spacesdemoparent2@spacesedu.com
Password: Demo1234!

Samantha
Login:
spacesdemoparent3@spacesedu.com
Password: Demo1234!

- Examples of triangulation of evidence of learning
- Growth in Numeracy and Literacy
- Feedback for strengths and next steps for students
- Uses comment section to include media to add to the learning story
- Different spaces for areas of learning
- Includes cross curricular space
- IEP plan and goals in individual space with examples of growth
- Parent space including information about assessment language and ways to engage in the portfolio

Exemplar Portfolio 1

In this example, we will be looking at how teachers can customize Spaces to fit the individual needs of their students. This portfolio showcases how Spaces can support the student's Individual Education Plan.

Creating a space for a student's individualized education plan (IEP) and goals

The learner's Individual Education Plan (IEP) goals are clearly shared in the space description. The teacher has included a video and voice note to support parents/caregivers with how the space is organized and how to make sense of the evidence and information that is being uploaded. The teacher has also included ways that family members can support the learner's IEP goals at home.

Teacher Insight

I really appreciate being able to include a description and files here in order to frame family/guardian thinking as they view the posts in that space. Having it right at the top allows me to control what they see first in the space. I really appreciate the opportunity to cater the prompts to specific students and their families to support them with commenting on and interacting with the digital portfolio.

Personalizing student spaces by capturing evidence of learning with multimedia attachments
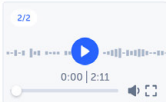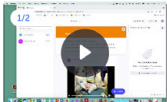
Parleen

This space is best viewed on a desktop.
In this space are two kinds of posts: Parleen's IEP goals and some snapshots of her learning.
The IEP goals will include specific strategies that are being implemented towards meeting
the goals. In the comments below each goal will be evidence of progress including
comments, text, photos and video.

Parleen's Family: please engage with the posts in this space by commenting.
Here are some prompts that you might choose to use:
-I know you found this work challenging, but look at how you...
-One way at home that we can try to help you is...
-I can see evidence of growth towards your goal because...
-I am so proud that you are able to...

View Less • 2 Files

Expanded version of the above including screenshot of video and audio note.

Teacher Insight

Being able to include video and audio files to support families/guardians as they interpret what is in the space is so great. I can cater the video/audio to specific family needs. This is also where I usually post an image of the proficiency scale.

Customizing your spaces to support student learning goals

A clear description of the IEP goal, the teacher has set up the post to be able to capture evidence of learner growth over time. This particular image captures the baseline that the learner is starting at. As the learner demonstrates growth, the teacher or family/caregivers can upload the evidence in this space.

Teacher Insight

My thinking for this student, who has a very complex IEP, is that everything I post in Spaces for her should be attached to the IEP. It helps align instruction and assessment for her with her day-to-day activities. If it doesn't work with her IEP and has no place in her space, I can ask myself — why are we having her do this?

PM Parleen ▓▓▓▓
Dec 7, 2021, 12:48 PM • Posted by Mr. Snider

IEP Goal: I will learn to match 6 different textures by June 2022
Strategies:
-Have Parleen explore different textures.
-Model same and different.
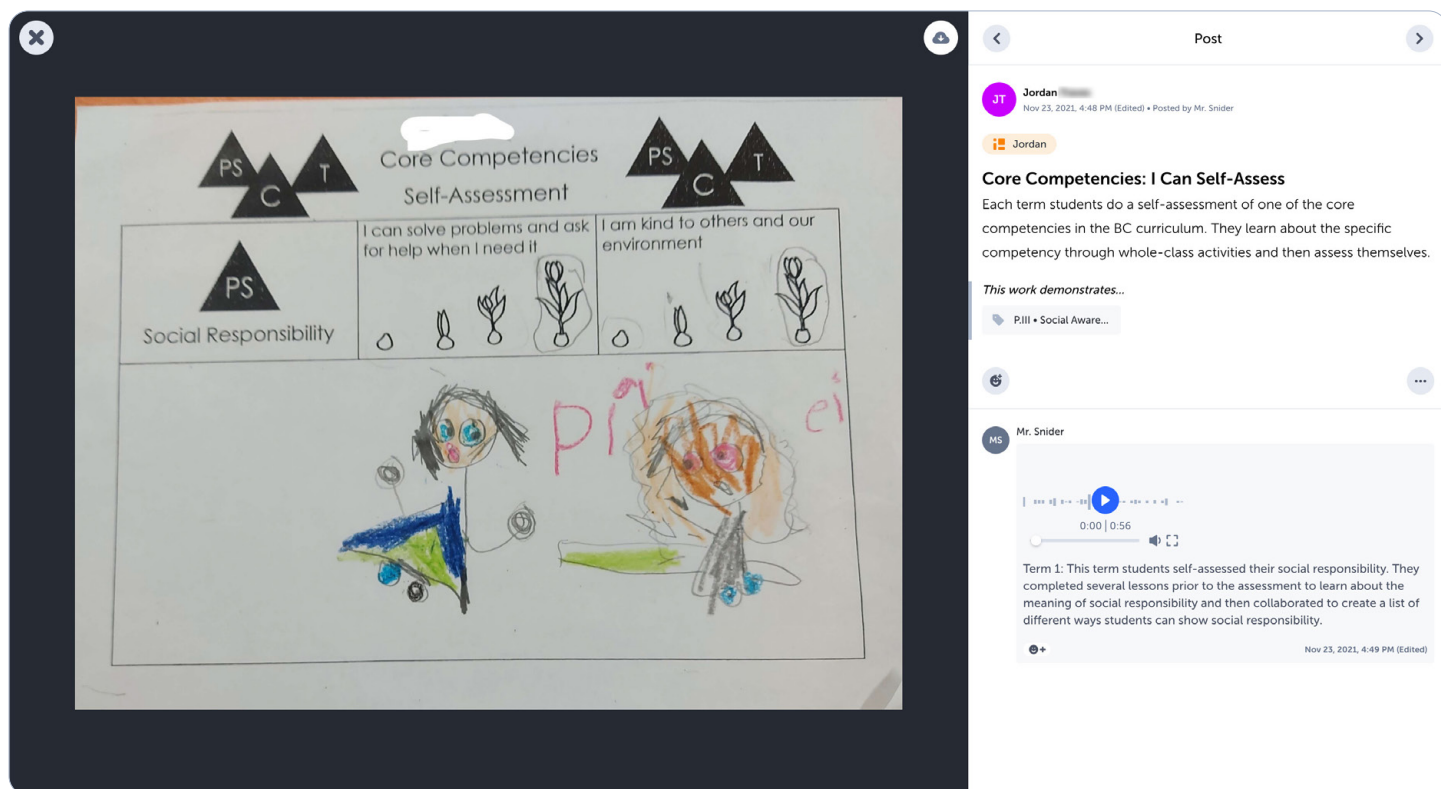-Model matching.

MS Mr. Snider

This term Parleen has been exploring textures found in books, toys and manipulatives.

Dec 7, 2021, 3:14 PM

Capturing student Core Competency reflections in a variety of ways

This example includes a learner's self-assessment of core competencies. The teacher has included a clear description of the competency, to help parents and caregivers understand the competencies as well. Evidence of learning that is captured includes an image as well as a voice recording of a conversation between the learner and the teacher where the learner provides an explanation about why they have self-assessed in this way and identified their strengths with the teacher's prompts.

Teacher Insight

The audio recording option is a really simple way to represent students in the digital portfolio authentically. To hear their voices and words paints a better picture of what is happening with that child than just big, long blocks of text. In this post, the child was looking at the core competency worksheet that they had completed, as they spoke. This paints a more full picture of what is happening on the worksheet than just giving the worksheet (or a photo of it) to parents.

Exemplar Portfolio 2

In this example, we will be looking at how Spaces allows teachers the flexibility to organize their Spaces in a way that showcases growth over time.

Providing strength based descriptive feedback and how families/caregivers can support learning at home

Post

Everley ██████
Jan 27, 2022, 12:46 PM (Edited) • Posted by Mr. Snider

📋 Core Competencies

Growth Mindset

We are learning how to think positive thoughts in the face of difficult challenges. We learned that our brain is like a muscle so we need to do challenging things to make it stronger. The students make a list of things that they can do to make their brains stronger (see photo #1). Next, we learned that we shouldn't give up when we make a mistake. The students drew and wrote about a time that they made a mistake and how they turned the mistake into something good (see photo #2). We also learned that when we can't do something, we should think, "I can't do this YET", because we all need practice to learn new things. We call this "The Power of YET!" (see photo #3) Everley has demonstrated a good understanding of these concepts and I can see her adopting this mindset at school.

Add comment...

This post is an example of how the teacher is supporting learners in developing their core competencies, specifically personal awareness and responsibility as well as developing perseverance and a growth mindset. The teacher provides a clear description of what the learners are learning and provides language and details for parents and caregivers to use at home as well to help extend learning beyond the classroom. The image that the teacher has captured clearly shows that the learner is able to identify what they 'can do' and goals that they have, that they haven't developed...yet.

Teacher Insight

The audio recording feature allows me to showcase the students' voices, feelings, and reflections. This is powerful to me because it's so authentic. By repeating this style of self-reflection in a variety of activities, I can see growth in each student's ability to think and speak meaningfully about their growth, even at the grade 1 level.

Capturing cross- curricular learning standards and opportunities for students to demonstrate learning in a variety of ways (Triangulation: Conversations, Observations, Products)
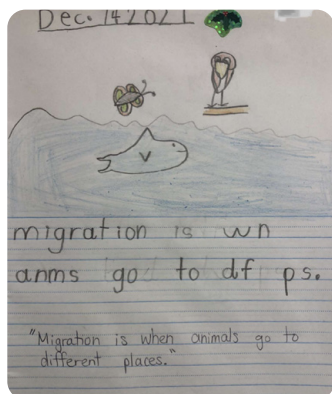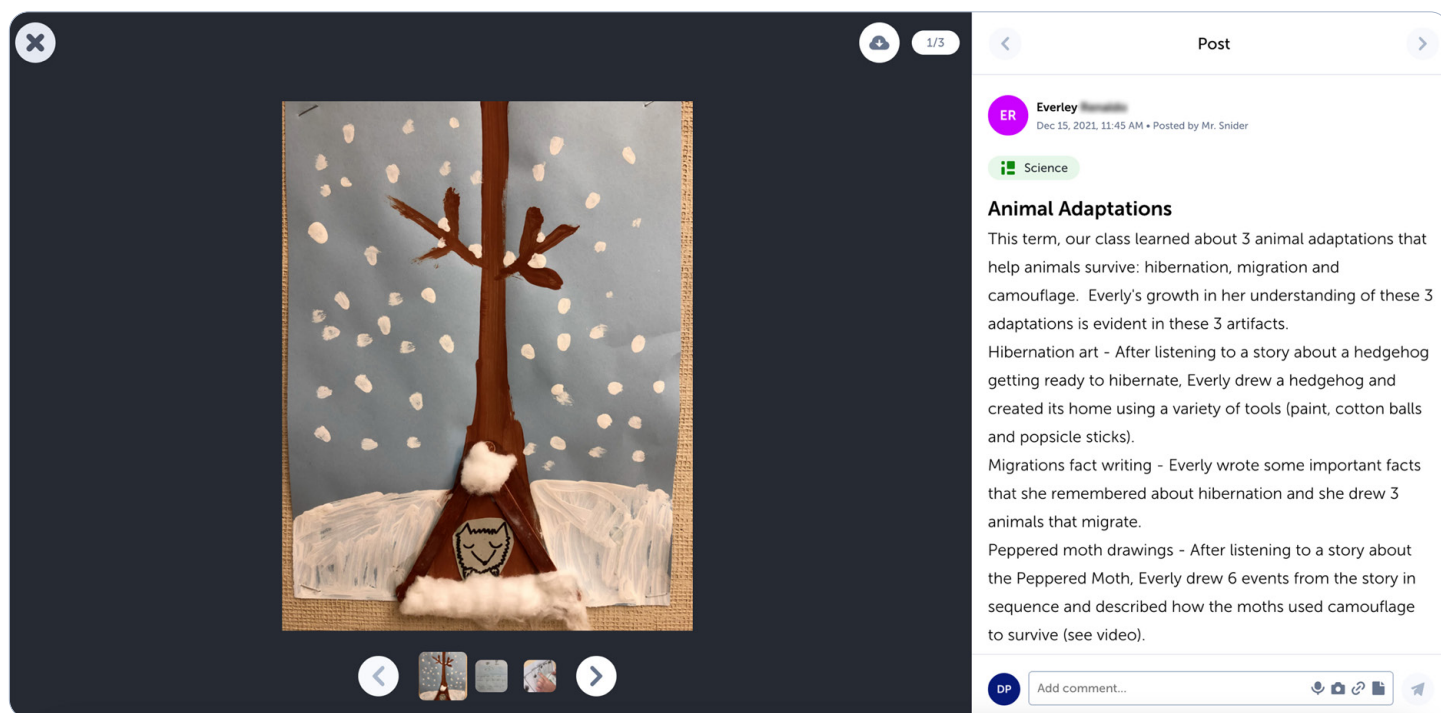
These three images are a part of a Science post that the teacher has created and illustrate three different modes of evidence that the learner has demonstrated their learning. The first one being artistic, the second one is a written piece of evidence and the third is a video in which the learners describe their understanding. In addition to evidence of learning related to Science competencies and content, these pieces of evidence also exemplify the learner's skills in literacy. We can see the learner's growth in writing as well as their comprehension in the way she retells and draws the sequence of the story. This post is a powerful example of how evidence of learning can capture cross-curricular learning standards as well as giving learners multiple opportunities in a variety of modes to share what they know and can do.

Teacher Insight

With this post, I feel like I finally have a system for capturing growth in science in a meaningful way that can track growth over time. My plan is to post each science unit in this cross-curricular way: art, fact writing, and oral speaking to track their growth in these important areas throughout the year. I also hope that this will gradually transform into project-based learning in science. I believe that art, fact writing, and oral speaking are very important to project-based learning, which is why I am focusing closely on these skills now. The way that I set up my spaces is important. I set it up by curricular area so that all of the science activities are in one space. This makes it very easy to compare the students' growth over time.

Exemplar Portfolio 3

In this example, we will be looking at how Spaces allows teachers to involve and support parents and students within their practice.

Creative ways to organize your spaces so that the communication of learning can be designed to reflect teacher practice
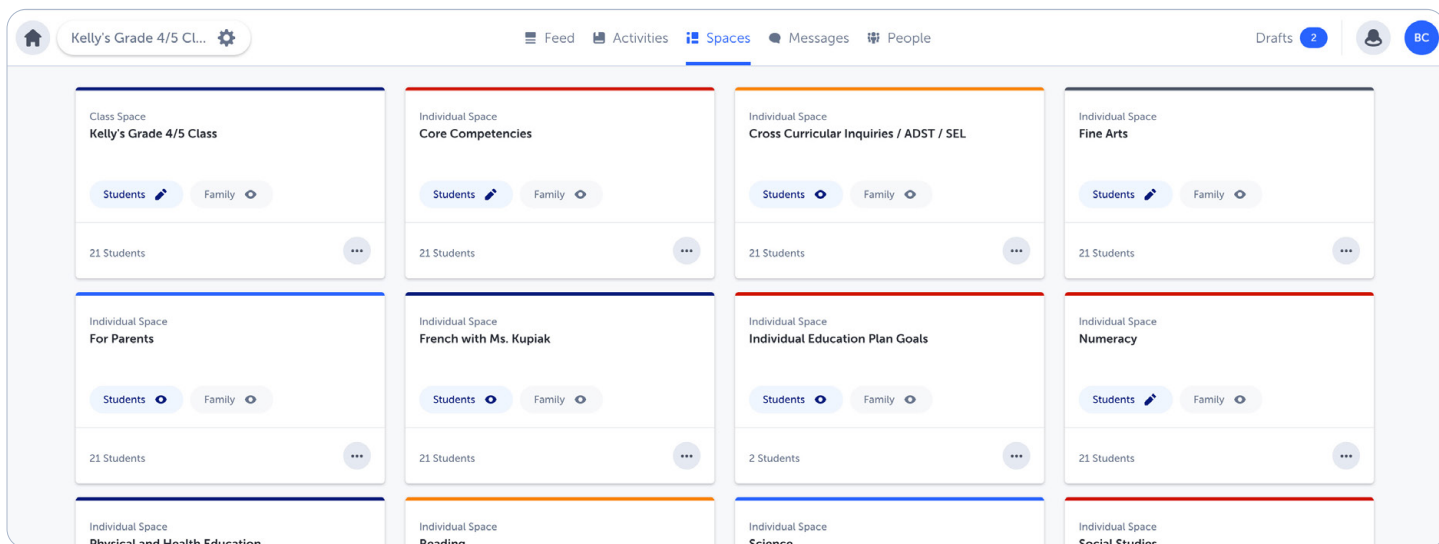
This teacher has created individual spaces for different purposes. These spaces include:

- Areas of learning,
- Cross-curricular learning opportunities,
- IEP goals,
- Communication with families and caregivers,
- Area of learning taught by a colleague

Organizing spaces for different purposes allows individuals to get specific information (I.e. If a parent/caregiver wants to see how their child is doing in numeracy, they can go directly to that space.).

Teacher Insight

While staring at the blank page that contained endless opportunities for how I might organize, I considered two things as I got started:

- What is unique to Spaces that will enhance the parent/student/teacher digital portfolio experience?
- What is going to be a readily accessible way for me to organize while I get to know the new platform along with my students and parents?

I felt this approach enabled me to organize content to tell subject-specific 'learning stories' with the flexibility to house cross-curricular inquiries or larger integrated projects in a separate highlighted spot. Components of the larger, cross-curricular units can now be copied and included in the 'learning story' of the subject-specific Space. Organizing in this manner also gave me the opportunity to describe spaces.

For example, in the description of my Reading and Writing (not shown, but on the next page of my spaces) I was able to describe the progression and components of my year long programs. Parents can readily see their child's inclusions on the Space, as it fits into the wider picture of the year's plan. I also attached the overall assessment tools I use and key resources for Writing or Reading that may be helpful tools at home. If parents want reading support at home, they go to the Reading space.

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Collaborating and capturing evidence of student's success with their personalized goals

The teacher has included a description of the student's IEP goals, Including an IEP goal and evidence of how the learner is doing in one of their IEP goals. The teacher's feedback is supportive and encouraging of the learner's progress in their goal.

Teacher Insight

This was a powerful opportunity that has proven very rewarding for the very vulnerable in my class. IEPs result from apparent challenges families and students are aware of. Capturing progress on goals identified on the IEP with this carved-out Space gave me an opportunity to highlight successes, amidst huge challenges. Using this space, in collaboration with the student's EA, we have found the strength-based approach inadvertently has us systematically tracking for, noticing, and celebrating each goal's progress regularly. This space keeps the IEP alive in the classroom outside of the formal meetings.

Parents have also given feedback that they appreciate seeing the growth in the context of their child's IEP goals. I am finding parents with children who have IEPs often have significant funds invested in outside consultants and support workers. Seeing these sometimes small or huge wins, within the context of the classroom, is encouraging for all. Captured in a defined space like this, ensures the growth is not lost or overlooked. The focus of this space is on capturing strengths and successes.

Informing and developing parent/caregiver capacity and engagement with digital portfolios

The teacher has created a space specifically for parents/caregivers. She has provided information to help support families with the purpose of each space, and how to navigate the portfolio and make meaning of the information provided. It includes information on the proficiency scale, prompts for parents/caregivers to engage in conversations with their child, class updates, etc. This space is great to keep parents/caregivers informed as well as developing capacity in curriculum and assessment.

Teacher Insight

This Parent space will replace my class website that I have maintained for my families for the past 11 years. After feeling my way around using the Parent space in a variety of ways such as recording conference points with individual families, informing all parents of happenings in the classroom, and easily providing families with tools they may find useful at home, I am finding my website redundant. In combination with the Social Media space or public group "Class Space", I can keep parents informed all in one cyber location while connecting them to the digital portfolio more regularly.

When introducing Parents to Spaces, I started by inviting parents to the Parent space only about two weeks before I made all the spaces visible to parents. While I was building the portfolios and learning the software with the students in my class, the parents were not given access to my student spaces. My intention was to give parents time to get oriented to the software, download the app, and ensure they had access before they were invited for the purpose of a Point of Progress. I wanted to reduce stress for parents, students, and myself, with a gradual release. Of course, parents had access to log in to their child's portfolio earlier with their child's log-in information, and some did choose to do so. In the end, I made all spaces visible to both students and parents.

Quality post that captures the student's growth over time and satisfies the criteria for reporting

This example captures all of the criteria that were identified by teachers for a quality post that communicates learning. The learning standards of the curriculum are clearly stated in the activity details, success criteria are provided in the rubric, the learner's voice is evident in the explanation, and the teacher feedback includes the learner's strengths and next steps for growth in relation to the learning standards and success criteria. The post has also been designed to capture growth over time. This particular example has 2 points of progress captured, and more will be added as the learner demonstrates growth throughout the year.
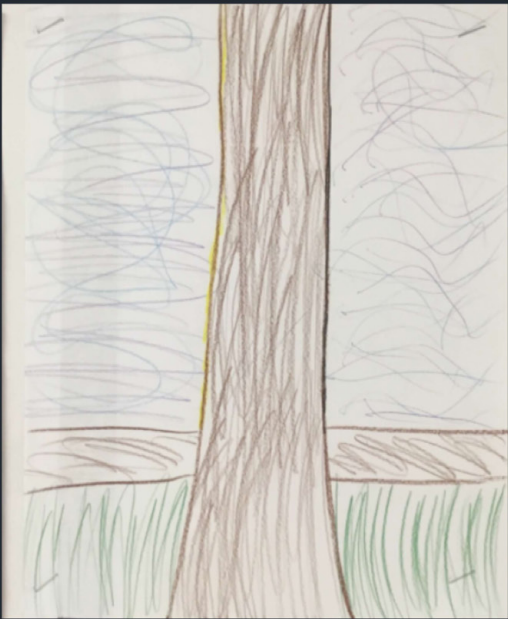
Teacher Insight

Each activity within a Space has a detailed description of the Learning Standards and context of the activity within a unit. Resources can be attached to assignments, such as rubrics, video clips or links students may need to refer to. In this sample, students have been asked to demonstrate their learning using a sharing tool of their choice. Voice recording, video, picture slides, Explain Everything software etc... The comments section has been a great tool for students to respond to feedback and show their new learning applied. The ability to upload attachments to comments enables organization for me to keep the rubrics in the feedback area so the evidence of learning and student voice remains in the main stage. I found I used more activities over posts, as it worked for me to tell a learning story all contained in one package.

Clearly communicating a student's growth over time side by side visually

Earth Day

Andy Golds-worthy art   On April 22, 2022, our class went outside after watching a video of Andy Goldsworthy making art with only things in nature (nothing manufactured)

What I love about making art is the creativity in it and how you think of it differently than normally. I think creativity comes when you are inspired by other peers.

I love this artist because instead of using markers, pens, crayons, you use what is given to you that is originally here on earth not manufactured. The difficulty for this piece was either keeping the art there for a long time, having enough time to finish or finding the materials. I enjoyed being in nature while doing our because usually we use different materials which require staying inside. It helps me calm down, and be happy, so I'm not stressed. I really like the finished product though it doesn't make much sense of what it is but overall, I really enjoyed today's experience.

This work demonstrates...

🏷 Strategies and pro...   🏷 Use writing and de...   🏷 Communic

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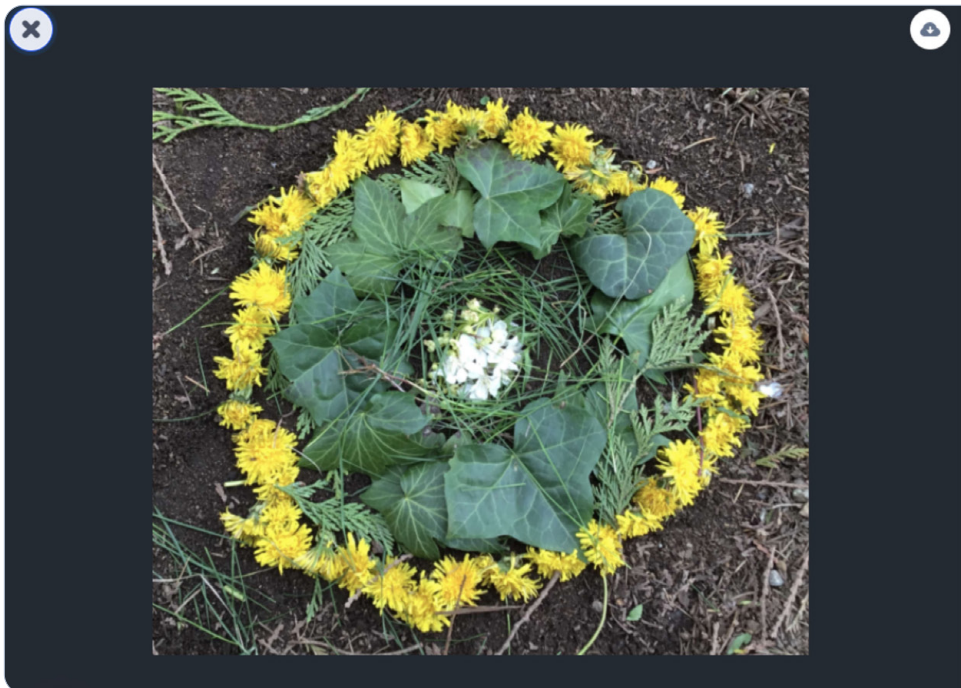
Post

ⓘ This is a private comment section. Learn more

Pearlie

Apr 22, 2022, 12:50 p.m.

Reply

Mrs.

Success Criteria for Andy...
23KB

Pearlie, you created a beautiful piece of art. What strikes me most is you considered the texture of your project. You were intentional in creating a dense collection of nature which created a vibrant and strong piece. Way to go. I loved learning more about your work by reading your well developed artist statement. Awesome effort on this task, Pearlie!

Apr 22, 2022, 6:17 p.m.

13
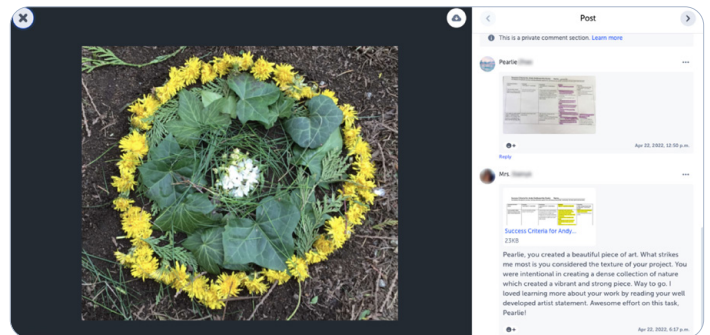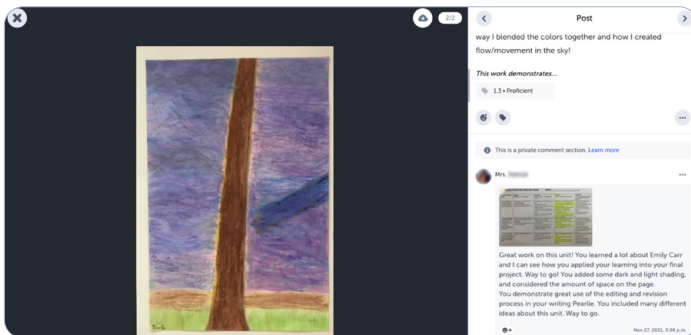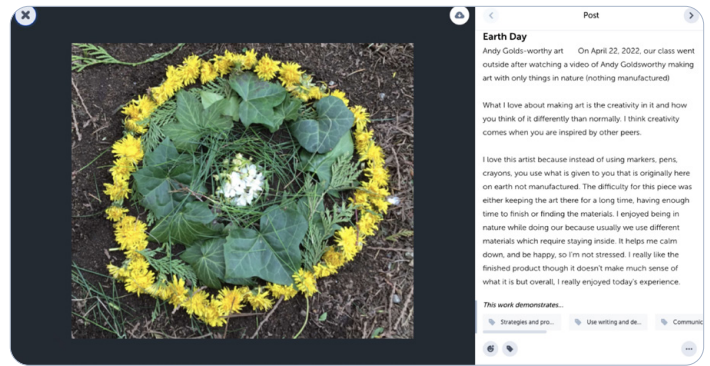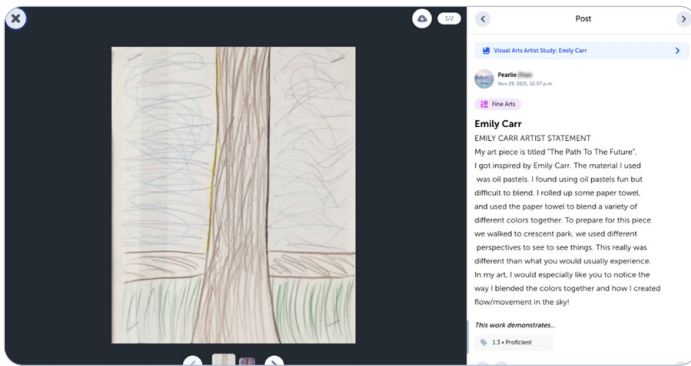
This example illustrates how a student's growth over time in a skill can be clearly communicated visually, side by side, using the copy feature inside the Spaces platform.

In this example, the teacher has created a space for final reporting. She has copied and pasted a student writing sample from November and has added a more recent sample from April and has included feedback that speaks to the student's growth in writing.

One of the criteria for growth over time includes samples, at a minimum, from two points in time. Together, these two samples of writing showcase the student's growth in writing. The teacher has also included that the student will have an opportunity to add another piece before the end of the year.

The copy/paste feature has allowed this teacher to communicate the student's learning journey and growth in writing in the reporting space in a way that the families/caregivers can easily see the growth side by side. This feature also allows the student or teacher to pick the samples they'd like to speak to in order to illustrate the growth.

Teacher Insight

Writing artist statements is a writing routine I introduce to the students early in the year as an opportunity to develop writing skills as students add meaning to their Fine Arts projects. Students engage in the writing process as they create their statements and publish final drafts alongside their art.

For this particular student, the April artist statement was drafted, revised, and edited independently before being published. The November artist statement was a slower process as stages of the writing process were still being introduced and taught explicitly to the Grade 4's. We had a writing conference together before she published her final piece in November.

In comparing the two statements, the growth, flow, and power in voice is evident. In November, she included many ideas in short sentences. Her next steps included adding transitions and more descriptive language. It is evident in her April statement that her writing has developed and includes these additional pieces of criteria.

I will include these writing samples at their stages and from various areas of the portfolio to highlight growth in writing over the year. In this case, I might (and ideally the student might) choose writing from her Poetry activity, artist statements in the Fine Arts Space, as well as larger writing assignments that are writings about our field studies and placed in Science or Socials Spaces. I look forward to utilizing the copy function to tell a story for a variety of purposes.