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What is the topic of your article? E-Portfolios as a Tool for College and Career Readiness in High School.

In my experience working with high school students, I've seen how much more there is to their learning than what shows on a report card. That's why this article focuses on student e-portfolios as a way to strengthen college and career readiness while also encouraging self-reflection and authentic learning. Instead of being limited to grades and test scores, e-portfolios give students a chance to truly showcase who they are, their skills, their achievements, and their personal growth (Heubeck, 2022; Kristin, 2020).

For me, e-portfolios aren't just another technology project. They represent a cultural shift in how we define learning and success. They let students take ownership of their stories by curating meaningful artifacts—essays, videos, artwork, extracurricular milestones, and personal reflections—all in one digital space that belongs to them. It's powerful to watch students light up when they realize their portfolio isn't just a school assignment, but a tool to highlight their journey and open doors for their future.

Where do you plan to submit (consider 2-3 options)

- **Educational Leadership (ASCD):** Ideal because the journal reaches district- and campus-level leaders who are responsible for setting instructional priorities and professional learning goals.
- **Journal of Digital Learning in Teacher Education (JDLE):** This option emphasizes the technology integration and digital literacy aspects of e-portfolios.
- **Phi Delta Kappan:** A broader education audience, especially for highlighting innovative practices that prepare students for the demands of college and the workplace.

What is the connection to your innovation plan or initiative?

- Help students document learning over time, across subjects and activities.
- Empower them to reflect on their strengths, interests, and growth areas.
- Align with district initiatives such as the 1:1 iPad program and the “Portrait of a Graduate,” which emphasizes collaboration and communication (Glaser & Miller, 2025).

How can this information help others?

- Offering a practical framework for launching and sustaining e-portfolios in diverse, large high schools (Yang & Wong, 2024).
- Showing how to connect e-portfolios with both curriculum goals and student readiness initiatives.

- Sharing lessons about how to engage teachers in professional learning that supports implementation (Weber, 2023).

Lessons learned or hoped to learn?

- **Lessons Learned:**
 - Leadership buy-in is essential. Without the principal's and assistant principals' support, implementation can stall or delay.
 - Teacher input matters. Teachers must feel ownership of how portfolios are introduced into their classrooms. Especially those who teach elective courses.
 - Student choice drives engagement. Students who have freedom in choosing how to represent themselves (video, writing, drawing, and/or audio) show higher motivation.
- **Lessons Hoped to Learn:**
 - Long-term outcomes: How will e-portfolios affect college admissions, scholarship opportunities, and career pathways? (Glaser & Miller, 2025).

What digital resources will be included in your article? Briefly describe.

- **Portfolio Templates:** Using Google Sites, Wix, or other district-approved platforms as customizable models for students.
- **Sample Student Artifacts:** Essays, lab reports, resumes, videos, artwork, and reflection prompts.
- **Rubrics & Guides:** Teacher-created rubrics to assess portfolios and implementation guides for consistent implementation.
- **Professional Learning Materials:** Resources for teachers to use their own e-portfolios as part of professional growth, modeling the practice for students.

Think of your audience, digital presence, and the message you hope to communicate.

- **Curriculum and Instruction personnel:** for aligning portfolios with the district curriculum.
- **Instructional Coaches:** for guiding teachers through integration and reflection, as well as lesson planning.
- **Assistant Principals:** for supporting leadership buy-in and monitoring implementation.
- **Teachers:** for day-to-day integration and modeling of portfolios in the classroom.

Introduction

- Present the problem: Students leave high school with grades and test scores, but no authentic way to showcase their full learning and abilities (Heubeck, 2022).
- Introduce e-portfolios as a solution that highlights student voice and readiness.

Personal Experience and Perspective

- **Special Education Teacher:** Understanding the need for differentiated tools that highlight unique student strengths.

- **504/Testing Coordinator:** Recognizing the limitations of compliance-focused systems and the value of authentic representation.
- **Dyslexia Interventionist:** Seeing the importance of multimodal approaches to literacy and learning.
- **Behavior Teacher:** Emphasizing student ownership of learning and accountability.

Conclusion

- Reinforce call to action: Schools must provide digital tools that empower students to tell their learning stories.
- Argue that e-portfolios are not a “nice to have” but an essential component of authentic 21st-century education.

References

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Kristin, J. B. (2020). *I'll never have to do this after high school: Exploring students' perceptions of college and career readiness and the effects of e-portfolios with reflection on transferable skills* (Doctoral dissertation, University of South Carolina). Scholar Commons. <https://scholarcommons.sc.edu/etd/5868>

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