Portfolio Handbook

Department of Instructional Technology
Bagwell College of Education
Kennesaw State University
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Overview

Candidates completing the Instructional Technology program are required to complete an electronic portfolio. "A portfolio is an organized, goal driven documentation of your professional growth and achievement experience. Although it is a collection of documents, a portfolio is tangible evidence of a wide range of knowledge, dispositions, and skills that you possess as a growing professional" (Campbell, Cignetti, Melenyzer, Nettles, & Wyman, 2001, p. 3). The portfolio is a "collection of thoughtfully selected exhibits or artifacts and reflections of an individual's experiences and ability to lead and of the individual's progress toward and/or the attainment of established goals or criteria" (Brown & Irby, 1997, p. 2).

Work on the portfolio begins upon entry into the Instructional Technology program. The portfolio development process is dynamic and ongoing. Candidates work with professors throughout the program to develop a unique representation of their preparation for technology facilitation. The portfolio also serves as a summative evaluation tool to assure that each candidate completing a degree program in Instructional Technology meets the PSC's Instructional Technology standards.

The portfolio provides candidates the opportunity to organize and reflect upon continuous professional growth. In essence, it encourages candidates to evaluate the contribution of their courses and other experiences to the development of knowledge, skills, and dispositions needed to be successful technology facilitators.

The portfolio is an organized documentation of experiences in attaining the knowledge and developing the skills that will be the foundation of success as a technology facilitator. It is a compilation of documents and other items representing tangible evidence of the range of knowledge, skills, and dispositions acquired over the course of preparation for technology facilitation. It is **not** a scrapbook. Rather, it is a collection of systematically gathered materials that will form a framework for self-assessment, goal-setting, and activity selection throughout the program.

Collegiality and collaboration are required by today's successful educational leaders and are encouraged in candidate preparation of the portfolio. While actual decisions as to artifact inclusion, narrative writing and so on are individual matters; candidates are encouraged to work with colleagues to obtain the best possible presentation of knowledge, skills, and dispositions. Collaboration will be utilized in class sessions through brainstorming, group work, and discussion. It is strongly suggested that candidates identify colleagues with whom they can share ideas, edit each other's work, and offer constructive criticism for strengthening the portfolio.

Candidates must provide clear, consistent, and convincing evidence of how they have met the criteria for a rating of an L3 or L4 on the Portfolio Narrative Rubric (PNR). The artifacts and reflections must clearly demonstrate the candidate's knowledge, skills, and dispositions necessary to master the PSC's Instructional Technology standards.

Overview, continued…

At the end of their program, candidates in the Instructional Technology program will complete a three-semester hour capstone and portfolio development course entitled, *ITEC 7500 Capstone Experience & Portfolio*. Candidates must not wait for this course to begin development of the portfolio. Development must begin with the first semester's study. The portfolio should draw on each course offered within the program. The instructor of any course may provide formative feedback about a candidate's portfolio development germane to that course. It is the responsibility of the candidate to solicit this formative feedback.

Primary responsibility for guidance of the candidate's portfolio lies with the instructor of the portfolio development course, *ITEC 7500* and the candidate's advisor. The portfolio instructor will serve as the primary reader of the portfolio. The instructor will provide final evaluation of all portfolio contents. Should another reader be needed, the advisor will be asked to serve as a second reader.

Portfolio Contents:

Introduction
Video Reflection
Resume
Vision
Diversity
PSC Standards
Field Experiences
Blog
Capstone

Introduction

The introduction is the first page people see when they access your e-Portfolio. In about 250 words, you should:

- Introduce yourself - provide information about who you are, what program you are in, where you work, etc.

- Picture – the introduction should include a current professional picture of you.

- State the purpose of the e-Portfolio

- Describe how the e-Portfolio is organized

- Suggest a best way to review the e-Portfolio for visitors

Video Reflection

Produce a video that tells your story as a candidate in the Instructional Technology program. The video should begin by describing your background, such as where you work and your current job position. You should then include a broad perspective of how you have grown personally and professionally while completing this program. Specifically, it should illustrate your learning and professional growth, describe your major accomplishments, contain a clear explanation of course work and field experiences that were the most meaningful or beneficial to you and why, answer hypothetically, why should a school utilize you as a technology facilitator, and describe your short-term and long-term goals as a result of completing this program—where will you go from here? The video should be no longer than 5 minutes.

The video must be embedded in the portfolio as shown below.

<div align="center">**Professional Resume**</div>

The current resume required in the portfolio is also an important tool as technology facilitation positions are sought. The required format is designed to highlight the candidate's strengths while remaining brief enough for quick review by potential employers.
(Note: Please do not include any information in your resume that you are uncomfortable displaying on the Internet.)

Resume Format:

<div align="center">

Lexi Low
2380 Brackett Road
Marietta, GA 30144
770-432-1953
llow@bellsouth.net

</div>

Education:

M. Ed.	Kennesaw State University
2005	Major: Educational Leadership
B. S.	Kennesaw State University
1995	Secondary Education, English

Certificates and Endorsements:

L-5	Secondary Education, English
Endorsement	English for Speakers of Other Languages
Endorsement	Online Teaching Endorsement

Employment History:

2000-Present	Sweet Apple High School
	2027 Sweet Apple Way
	Roswell, GA 31714
	Position: Teacher of 11th and 12th grade English, ESOL
1995-2000	High Road High School
	714 High Road
	Elkton, ME 17541
	Position: Teacher of 9th grade English.

Technology Facilitation Experience:

2009 - present	Instructional Technology Specialist, Fulton County Schools
2008	Member of the Technology Committee, Sweet Apple High School

Honors and Awards:

2003	Sweet Apple High School Teacher of the Year
2003	Fulton County Schools Teacher of the Year

Professional Memberships:
>International Society for Technology in Education (ISTE)
>Professional Association of Georgia Educators (PAGE)

Professional Presentations:
This applies if you have conducted professional development workshops, presented at conferences, presented papers, etc. Not every candidate will have this section. For those who do, use the following format:

Low, L. (2009). Using technology to differentiate instruction. Georgia Educational
>Technology Conference (GaETC), Atlanta, GA.
Low, L. & Williams, R. Effective classroom management strategies using technology.
>Milford Elementary School, Marietta, GA.

References:
You should list **three** professional references. These should be people familiar with your technology abilities. ***Remember to ask permission before you list a reference.*** Include all information in the example below.

Dr. Janette Hepplewhite, Principal
Sweet Apple High School
2027 Sweet Apple Way
Roswell, GA 31714
770-555-8080
e-mail address

Vision

This section should describe the candidate's *vision* for the use of technology in P-12 schools and a research-based rationale to support that vision. The vision should include a description of specific examples or scenarios of what that vision looks like in practice. The vision should be at least 250 words (approximately one page double-spaced).

Diversity

As society becomes more diverse, it is increasingly important that technology facilitators be skilled in using technology to address the needs of all learners. In considering diversity, the candidate will take the broad view that diversity encompasses the vast array of differences found in today's school including ethnicity, gender, socio-economic status, special needs, etc. The candidate should write 2-3 paragraphs providing an overview of the knowledge, skills, and dispositions they have acquired during the program to equip them in using technology to promote the diverse needs of all students. In addition to the paragraphs, the candidate should develop a bulleted list of 5-10 activities they have completed demonstrating their ability to successfully address diversity issues in today's schools.

The following list is intended to stimulate thinking about professional experiences related to diversity. It is NOT a comprehensive list.

- Providing professional development for teachers on how to use technology to differentiate instruction and meet the diverse needs of all students.
- Creating equitable classrooms by advocating for the fair and effective distribution of technology resources.
- Modeling and advocating for the use of technology for challenging tasks and higher order thinking for all students (as opposed to using technology for drill and skill).
- Ensuring that minority and low-income students experience leadership roles with technology.
- Identifying specifically how technology can be used to address cultural differences.
- Identifying and addressing the unique needs of students who have had limited prior computer experience.
- Collaborating with administrators to secure after-school access to technology resources.
- Participating in community outreach with parents and others to identify public technology facilities.
- Providing technology training for parents and other community members.
- Reviewing software and web resources for bias or insensitivity.
- Collecting/utilizing demographic or subgroup data for targeted school improvement.

PSC/ISTE Standards

The standards/elements are the major substance of the portfolio. This section demonstrates the candidate's knowledge, skills, and dispositions related to the PSC/ISTE Instructional Technology standards. There are 6 standards and 28 elements. Candidates must provide an artifact and reflection for all 28 elements (see below).

It is the responsibility of each candidate to collect artifacts for inclusion in the portfolio, determine the placement of selected items into the portfolio, and write reflective narratives describing how the artifacts demonstrates mastery of each specific standard/element. For each element, candidates must provide at least one artifact representing a tangible product created through the candidates' participation in various assignments and field experiences. One artifact may be used to demonstrate mastery of multiple elements—but you must have at least 20 different artifacts in your portfolio. More than one artifact may be used to show mastery of an element.

A portfolio rubric has been developed to help you understand what is required regarding the artifact(s) and reflection for each element. Please use this rubric as you are deciding which artifacts to use for each element and what to include in your reflection for each artifact. Please watch the video for each standard to get an understanding of the expectations for each element in this standard.

Each element should have a narrative in the portfolio answering the questions below. The narrative for each element should be a MINIMUM of 4-5 paragraphs in length--one paragraph for reflection question #1 and one paragraph for reflection question #3. However, reflection question #2 may take 2-3 paragraphs or more. You must address all of the criteria in the rubric for this element in this question. Please watch the videos for a better understanding of what is expected in reflection question #2. The narrative should reflect a deep level of reflection answering the questions below. See sample reflection.

Sample Portfolio Page:

Standard & Element
Artifact Name & Link

Reflection Questions:

1. Briefly describe the artifact and the context in which it was created. What was your individual contribution(s)?
2. Explain how this artifact demonstrates mastery of the standard/element under which it is placed. See the portfolio rubric and watch the videos for more details on what to include in your reflection for this question. You must respond to each of the items on the rubric in this question! It is VERY IMPORTANT that you address ALL of the criteria on the rubric. This one question may need to be several paragraphs long to address all of the items on the rubric.
3. What did you learn from completing this artifact? What would you do differently to improve the quality of the artifact or the process involved in creating the artifact? (Not changing anything is not an acceptable response.)
4. How did the work that went into creating the artifact impact school improvement, faculty development or student learning? How can the impact be assessed?

Field Experience Statement: (effective Summer 2015 for all candidates)
(If you are taking this class as an Educational Leadership student, you should adhere to your departmental policies for field experiences. If you are taking this class as an elective and you are not enrolled in the M.Ed. or Ed.S in Instructional Technology or the M.Ed. in Educational Leadership, you are not required to complete unstructured field experiences or submit any logs at all. If unsure, please ask your Department Chair or Program Coordinator.)

Candidates in the Instructional Technology program are required to engage in a minimum of **20** hours of field experiences in each ITEC course. (EXCEPTIONS: Field Experiences are NOT required in ITEC 7470 and ITEC 7500 or ITEC 8500 [Ed.S. only].) Fifteen (**15**) hours of the field experiences will involve completing field-based course assignments required in each ITEC class. These are considered STRUCTURED field experiences. The course assignments will be identified in each course syllabus with [Field Experience] beside the assignment name. This means you must complete a STRUCTURED field experience log for that assignment. The log documents the activities you engage in to complete the assignment, the number of hours it took you to complete, the diverse populations you worked with while completing the assignment, whether you worked with teachers and/or students, and a reflection of what you learned. You are required to submit the log at the same time you turn in your assignment.

In addition to the 15 hours of structured field experiences described above, candidates are required to complete a minimum of **5** hours of UNSTRUCTURED field experiences in each course. (EXCEPTIONS: Field Experiences are NOT required in ITEC 7470 [M.Ed. only], ITEC 7500 or ITEC 8500 [Ed.S. only].) Each candidate should work with their mentor and other school/district personnel to identify technology-related activities that the candidate could complete in the school/district. For example, you may offer a professional learning session on whiteboards to your grade-level team. You might work on the school website. You might develop a class website for an upcoming unit you are teaching. For additional ideas, candidates are encouraged to review the PSC and ISTE standards and evaluate areas of weakness in order to determine what types of field experiences to complete. Candidates are particularly encouraged to focus on standards involving diversity. An UNSTRUCTURED field experience log should be completed to document the 5 hours of unstructured field experiences. This log should be turned in to the instructor by the end of the semester. Candidates are required to upload all field experience logs to the field experience page in their electronic portfolio. All UNSTRUCTURED field experience logs must be signed by an individual who can verify that you completed the experience. Class assignments may not be used for UNSTRUCTURED field experience hours.

In two of your courses, ITEC 7430 and ITEC 7445, your UNSTRUCTURED field experiences will be as follows. In ITEC 7430, you will be required to complete a 5-hour unstructured field experience involving an English Language Learner(s) (ELL). In ITEC 7445, you will be required to complete a 5-hour unstructured field experience with a student(s) with a disability (SWD). You will be deciding exactly what you will be doing with the ELL and SWD students; therefore, these experiences are considered UNSTRUCTURED field experiences and serve as your 5 required UNSTRUCTURED hours.

Both types of field experience logs can be downloaded at the following URL - https://education.kennesaw.edu/instructionaltechnology/content/student-forms.

IMPORTANT - If you do not turn in all logs (structured and unstructured) in a course, your final course grade will be reduced by one letter grade. All field experience logs must be in your portfolio in ITEC 7500 or you will not pass ITEC 7500 or graduate.

Candidates are required to complete field experiences in diverse settings with diverse populations of students and teachers (ELL, SWD, Low SES, male/female, and at least 2 ethnicities) and at all P-12 school levels (P-2, 3-5, 6-8, and 9-12). In order to meet these requirements, you should complete several of your field experiences in diverse settings at other schools and include experiences with both teachers and students. You are required to document in your field-experience log the diverse settings and various P-12 school levels in which you complete your field experiences.

*NOTE – This document sets forth minimum requirements for field experiences. You may need to complete additional field experiences if you need artifacts for your portfolio in areas that you have not demonstrated mastery of the PSC/ISTE standards.

Candidates are required to include the field experience logs in their portfolio. The field experience page in the portfolio should be designed as shown below. There should be a link to each log as shown in the right column. The number of logs will vary for each course.

Field Experiences

ITEC 7400 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7410 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7430 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7445 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7305 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7460 - Log 1, Log 2, Log 3 (# of logs may vary)

ITEC 7480 - Log 1, Log 2, Log 3 (# of logs may vary) (ITEC 7480 is not required of Ed.S. or Cert-Only students.)

DIVERSE
Field Experiences:

The PSC requires all candidates to complete field experiences in diverse settings with diverse populations (low SES, male and female, ELL, SWD, and at least two ethnic/racial groups) and at all P-12 school levels (P-2, 3-5, 6-8, and 9-12). To make it easier to find diversity evidence in your logs, please link your ELL field experience log that you completed in ITEC 7430 down in the list below. Please link your Assistive Technology (AT) field experience log that you completed in ITEC 7445 down in the list below. If you have not completed field experiences in these two areas, please do so sometime this semester and post them below. Additionally, please select 4 logs from above that represent the various grade levels and link them below as well.

ELL Field Experience Log

Assistive Technology (AT) Field Experience Log
(The AT field experience is with a student with a disability (SWD).)

P-2 Log
3-5 Log
6-8 Log
9-12 Log

Blog

Candidates are **encouraged** to reflectively blog throughout their program and are **required** to reflectively blog at the end of each course. Blog postings should be 2-3 paragraphs in length and describe what the candidate learned in the course they just completed and how it helped them grow as a technology coach or technology leader.

Capstone

A capstone is the culminating experience for students in the Instructional Technology program. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates must collaborate with their school community to identify an authentic and challenging technology-related need or problem to address within the school, district or other educational agency. Working with faculty and relevant stakeholders, candidates must design, implement, and evaluate an appropriate solution to meet the need or problem. The capstone experience also includes developing a presentation describing the capstone experience and results.

Capstone Proposal:
All M.Ed. students will develop a capstone proposal in *ITEC 7470 Educational Research* and submitted to the instructor for review, feedback, and approval. Once approval is given, students will begin to implement the capstone proposal.

All Ed.S. students will develop a capstone proposal in *ITEC 8500 Issues, Trends and Research in Instructional Technology* and submit it to the instructor for review, feedback, and approval. Once approval is given, students will begin to implement the capstone proposal.

Capstone Presentation:
Upon completion of the capstone project, M.Ed. and Ed.S. students in the Certification Track will develop and submit an 8-15 minute online video presentation in *ITEC 7500 Capstone Experience and Portfolio*, and attend an online synchronous session to discuss the results. The capstone should consist of a minimum of 100 hours of substantial work.

APA Style:
The capstone proposal must be written in APA format. Please refer to the following two videos to get you started with APA style. You'll be happy you did! ☺

http://youtu.be/9pbUoNa5tyY

www.youtube.com/watch?v=5DYSU-evXE4

On the Capstone page in the Weebly portfolio, please include links to the following items:

Part A: Capstone Proposal

Part B: Capstone Report

Part C: Capstone Presentation

Capstone Log

Designing the Portfolio

Candidates in the Instructional Technology programs will use the FREE version of education.weebly.com to create their electronic portfolios. You will view a series of videos with step-by-step procedures for setting up the portfolio.

Videos - http://bagwell.kennesaw.edu/departments/itec/itec-resources/portfolio-rubric

See the sample below – tredish.weebly.com

Traci Redish - Electronic Portfolio

Introduction   Video Reflection   Resume   Vision   Diversity   Standards   Field Experiences   Blog   Capstone

Introduction

My name is Your Name, and I am in the Master's Degree program in Instructional Technology at Kennesaw State University. I began the program Fall 2010 and will graduate Summer 2012. I graduated from Georgia State University in 2005 with a bachelor's degree in education. Immediately after graduation, I began teaching elementary school. After three years of teaching at the elementary school level, I moved to the middle school.

I currently teach physical science to 8th grade students at Marbury Middle School in Cobb County. KSU's reputation in instructional technology led me to the Master's Degree program in the Department of Instructional Technology. My ultimate goal is to obtain a job as a technology coach. I plan to continue with my education by pursuing my doctoral degree in Instructional Technology at KSU.

The purpose of this portfolio is for me to demonstrate mastery of the PSC Instructional Technology standards. As you can see, there are a series of links below the KSU logo that you can visit. Of particular importance is the "standards"

Below is a view of the portfolio after clicking on Standard 1.1.

Traci Redish - Electronic Portfolio

Kennesaw State UNIVERSITY
Bagwell College of Education
Instructional Technology

Introduction   Video Reflection   Resume   Vision   Diversity   Standards   Field Experiences   Blog   Capstone

1.1 Shared Vision

Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.

Technology Plan

Reflection:

Portfolio Planning Template

#	PSC/ISTE Standard/Element	Artifact/Description
1	**STANDARD I** **Visionary Leadership** **1.1 Shared Vision** Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a)	
2	**1.2 Strategic Planning** Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)	
3	**1.3 Policies, Procedures, Programs & Funding** Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals. (PSC 1.3/ISTE 1c)	
4	**1.4 Diffusion of Innovations & Change** Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)	
5	**STANDARD II** **Teaching, Learning & Assessment** **2.1 Content Standards & Student Technology Standards** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)	
6	**2.2 Research-Based Learner-Centered Strategies** Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b)	
7	**2.3 Authentic Learning** Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)	
8	**2.4 Higher Order Thinking Skills** Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)	
9	**2.5 Differentiation** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation,	

#	PSC/ISTE Standard/Element	Artifact/Description
	including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)	
10	**2.6 Instructional Design** Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (PSC 2.6/ISTE 2f)	
11	**2.7 Assessment** Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)	
12	**2.8 Data Analysis** Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (PSC 2.8/ISTE 2h)	
13	**STANDARD III** **Digital Learning Environments** **3.1 Classroom Management & Collaborative Learning** Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. (PSC 3.1/ISTE 3a)	
14	**3.2 Managing Digital Tools and Resources** Candidates effectively manage digital tools and resources within the context of student learning experiences. (PSC 3.2/ISTE 3b)	
15	**3.3 Online & Blended Learning** Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. (PSC 3.3/ISTE 3c)	
16	**3.4 Adaptive and Assistive Technology** Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d)	
17	**3.5 Basic Troubleshooting** Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)	
18	**3.6 Selecting and Evaluating Digital Tools & Resources** Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. (PSC 3.6/ISTE 3f)	
19	**3.7 Communication & Collaboration**	

#	PSC/ISTE Standard/Element	Artifact/Description
	Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. (PSC 3.7/ISTE 3g)	
20	**STANDARD IV** **Digital Citizenship & Responsibility** **4.1 Digital Equity** Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. (PSC 4.1/ISTE 5a)	
21	**4.2 Safe, Healthy, Legal & Ethical Use** Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies. (PSC 4.2/ISTE 5b)	
22	**4.3 Diversity, Cultural Understanding & Global Awareness** Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)	
23	**STANDARD V** **Professional Learning & Program Evaluation** **5.1 Needs Assessment** Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. (PSC 5.1/ISTE 4a)	
24	**5.2 Professional Learning** Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)	
25	**5.3 Program Evaluation** Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)	
26	**STANDARD VI** **Candidate Professional Growth & Development** **6.1 Continuous Learning** Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)	
27	**6.2 Reflection** Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and	

#	PSC/ISTE Standard/Element	Artifact/Description
	strengthen their ability to effectively model and facilitate technology-enhanced learning experiences. (PSC 6.2/ISTE 6c	
28	**6.3 Field Experiences** Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. (PSC 6.3)	

Portfolio Evaluation

The expectation of the faculty is that all candidates will successfully complete the portfolio because of the careful development and review process. However, a candidate may receive an UNSATISFACTORY score by the reader(s) if he or she:

1. Does not submit the portfolio on time.
2. Does not satisfactorily complete any required item.
3. Receives a rating of DOES NOT MEET on any standard/element.

Any candidate who receives an UNSATISFACTORY may have his/her portfolio evaluated by a second reader. The reevaluation includes both an examination of the portfolio by the second reader and a meeting of the candidate with both readers. The candidate's primary reader will schedule this meeting as soon as possible following the unsatisfactory evaluation. The primary and secondary reader will then decide whether to concur on the original rating, resulting in a final UNSATISFACTORY score, or to render a score of SATISFACTORY. The result of this second review will be final. Any candidate receiving a final UNSATISFACTORY rating on the portfolio may again enroll in the *ITEC 7500* course the subsequent semester to bring the portfolio to a SATISFACTORY rating. It is anticipated that the substantive changes in both the portfolio document and presentation will be made by the candidate to help ensure success during this second attempt. These changes are critical because a candidate is allowed only two attempts.

ITEC *Revised* Portfolio Rubric (IPR) (formerly known as the PNR – Portfolio Narrative Rubric)

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
a. Introduction	Candidate did not submit an introduction.	Introduction **does not** include one or more of the following: candidate's name, program, current employment, purpose of portfolio, and description of how portfolio is organized.	Introduction includes candidate's name, program, current employment, purpose of portfolio, and description of how portfolio is organized.	Candidate's introduction includes all required information AND goes beyond providing only descriptive text with the inclusion of multimedia components or other means of engaging the reviewer.
b. Reflection Video (PSC 6.2) (EPP-DISP 4)	Candidate did not submit a reflection video.	Candidate's reflection video **does not** include one or more of the following: an introduction, accomplishments, qualifications, and goals.	Candidate's reflection video includes an introduction, accomplishments, goals, provides an in-depth description of how the program has impacted the candidate's personal and professional growth, and offers a rationale for one's ability to serve as a technology facilitator/coach at a school.	Candidate's video includes all required components AND produces a high quality video in which the candidate dresses professionally, has a professional background, and speaks directly to the camera without giving the appearance of reading a script.
c. Resume	Candidate did not submit a resume.	Candidate's resume **does not** include one or more of the following: education, certification and endorsements, employment history, technology coaching experience, honors and awards, professional memberships, and professional presentations.	Candidate's resume includes education, certification and endorsements, employment history, technology coaching experience. If applicable, the candidate also includes honors and awards, professional memberships, and professional presentations.	Candidate's resume includes all required components AND offers detailed information about accomplishments in professional positions and/or links to supporting artifacts.
d. Personal Vision for Technology in P-12 Schools (PSC 1.1) (PSCSL-2018.1.1.e)	Candidate did not include a personal vision for technology in P-12 schools.	Candidate's personal vision for technology in P-12 schools is well-articulated but **lacks** a research-based rationale (two citations grounded in academic research, peer-reviewed journal articles) **or** specific example(s) or scenario(s) of what the vision looks like in practice.	Candidate's vision for technology in P-12 schools is well-articulated and includes a research-based rationale (two citations grounded in academic research, peer-reviewed journal articles) and specific example(s) or scenario(s) of what the vision looks like in practice.	Candidate's vision for technology in P-12 schools includes all required components AND uses three or more peer-reviewed journal articles to support the stated vision.
e. Diversity (PSC 4.3) (EPP-DISP 1, 5)	Candidate did not include a list of activities that address diversity issues in today's schools.	Candidate includes **less than five** completed activities that demonstrate the candidate's ability to address diversity issues in today's schools,	Candidate includes a bulleted list of 5-10 completed activities that demonstrate the candidate's ability to address diversity issues in today's schools, some of which were led or facilitated by the candidate.	Candidate includes a bulleted list of 5-10 completed activities that demonstrate the candidate's ability to address diversity issues in today's schools, some of which were led or facilitated by the candidate AND uses three or more peer-reviewed journal articles to support the stated vision.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
f. Capstone Project: Video Presentation (PSC 1.4) (EPP-DISP 4) Demonstrating the ability to research and recommend technology innovations in a school/district.	The video presentation is missing two or more of the required content components OR it is missing two or more of the required technical qualities OR it is not available on the web.	The video presentation is **missing one** of the required content components, OR it is missing one of the technical qualities OR it is not available on the web.	The video presentation contains all the required content components AND meets all technical qualities AND the video is available on the web.	The video presentation includes all required components AND is available on the web AND technical quality is at a professional level. Additionally, the presentation is innovative and captures the attention of the viewer.
g. Capstone Project: Implementation (PSC 1.4) (EPP-DISP 4) (PSCSL-2018.1.1.d) Demonstrating the ability to implement technology innovations in a school/district.	The candidate proposed a capstone project, but it was not implemented by the candidate.	The candidate started a capstone project, **but** it was not fully implemented (e.g., met the 100 hour requirement)	The candidate implemented a capstone project (e.g., met the 100 hour requirement) by following and adapting, as necessary, the proposed objectives, deliverables, and timelines, demonstrating the candidate's ability to implement a technology innovation in a school or district.	The candidate implemented a capstone project (e.g., met the 100 hour requirement), following and adapting, as necessary, the proposed objectives, deliverables, and timelines, demonstrating the candidate's ability to implement a technology innovation in a school or district. Additionally, the successful implementation of the capstone project resulted in one or more of the following: • a continued or new initiative • change in practices in the school or district • recognition from the school or district • or other positive implication(s) for the candidate's school or district

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
h. Capstone Project: Reflection (PSC 6.2) (EPP-DISP 4)	The candidate did not include a reflection.	The candidate addresses all reflection questions asked in the capstone report outline. The candidate provides a **basic** reflective description of the experience.	The candidate addresses all reflection questions asked in the capstone report outline. The candidate moves beyond basic description of the experience and includes an analysis of how the experience contributed to candidate understanding of self, others, and/or the field of K-12 instructional technology. The reflection makes connections between the capstone experience, professional standards, and concepts learned in the program coursework (i.e. change theory, levels of evaluation, media design, research design, instructional design, etc.). The candidate also shows evidence of self-evaluation and criticism through reflection that addresses personal biases and assumptions.	The candidate addresses all reflection questions asked in the capstone report outline. The candidate moves beyond basic description of the experience and includes an analysis of how the experience contributed to candidate understanding of self, others, and/or the field of K-12 instructional technology. The reflection makes connections between the capstone experience, professional standards, and concepts learned in the program coursework (i.e. change theory, levels of evaluation, media design, research design, instructional design, etc.). The candidate also shows evidence of self-evaluation and criticism through reflection that addresses personal biases and assumptions. **Additionally, the candidate supports reflection with at least three in-text citations to academic references.**
1.1 Shared Vision (PSC 1.1) (PSCSL-2018.1.1.e) Candidate facilitates the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.	Candidate **does not describe the purpose of the artifact** (shared vision) or **detail their role in the creation of the artifact.** Candidate **did not participate in the facilitation of activities** related to the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership --	Candidate **describes the artifact** (shared vision) or **details their role in the creation of the artifact.** Candidate **participated in the facilitation of activities** related to the development **or** implementation of a shared vision for the use of technology in teaching, learning, and leadership	Candidate **describes the artifact** (shared vision) and **details their role in the creation of the artifact.** Candidate **participated in** the **facilitation** of activities related to the development **and** implementation of a shared vision for the use of technology in teaching, learning, and leadership.	The candidate has accomplished one or more of the following: • **Increased** others' awareness of the school's or district's shared vision for technology use. • **Influenced or contributed to the shared vision** for technology use at the school or district level. • **Led** school or district-level teams in developing and/or implementing a shared vision for technology use. • **Created and shared** resources related to shared visioning and these resources **were used** by educators from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
1.2. Strategic Planning (PSC 1.2) (PSCSL-2018.1.1.d) Candidate facilitates the design, development, implementation, communication, and evaluation of technology-infused strategic plans.	Candidate **does not describe the purpose of the artifact** (strategic plan) or **detail their role in the creation of the artifact.** Candidate **did not participate in** the **facilitation** of activities related to the design, development, communication, implementation, and evaluation of technology-infused strategic plans at the school or district level.	Candidate **describes the artifact** (strategic plan) or **details their role in the creation of the artifact.** Candidate **has participated in** the **facilitation** of activities related to the design, development, communication, implementation, **or** evaluation of technology-infused strategic plans at the school or district level.	Candidate **describes the artifact** (strategic plan) and **details their role in the creation of the artifact.** Candidate **has participated in** the **facilitation** of activities related to the design, development, communication, implementation, **and** evaluation of technology-infused strategic plans at the school or district level.	The candidate has accomplished one or more of the following: • **Increased** others' understanding and implementation of the school or district-level technology plan. • **Influenced the content** of technology-infused strategic plans at the school or district level. • **Led** school or district-level teams in planning, developing, communicating, implementing, and evaluating of technology-infused strategic plans at the school or district level. • **Created and shared resources** related to strategic planning and these resources **were used** by educators from other schools or districts.
1.3 Policies, Procedures, Programs and Funding (PSC 1.3) (PSCSL-2018.1.1.e) Candidate researches, recommends, and implements policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines.	Candidate **does not describe the purpose of the artifact** (e.g., grant application) or **detail their role in the creation of the artifact.** Candidate **has not researched, recommended, or participated in implementing or planning the implementation of** new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.	Candidate **describes the artifact** (e.g., grant application) or **details their role in the creation of the artifact.** Candidate **has researched and recommended, but not planned for or implemented** new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.	Candidate **describes the artifact** (e.g., grant application) and **details their role in the creation of the artifact.** Candidate **has researched, recommended, and participated in implementing or planning the implementation of** new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.	The candidate has accomplished one or more of the following: • **Improved policies, procedures, programs, and funding strategies** to support the implementation of school, district, state, and/or federal technology plans. • **Created and shared resources** related to advocacy, policies, procedures, programs, or funding strategies, and these resources **were used** by educators from other schools or districts.
1.4 Diffusion of Innovations and Change (PSC 1.4) (PSCSL-2018.1.1.d) (EPP-DISP 4) Candidate researches, recommends, and implements strategies for initiating and sustaining technology innovations and for managing the change process in schools.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not researched, recommended, or participated in implementing or planning the implementation of** principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has researched and recommended, but not planned for or implemented** principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has researched, recommended, and participated in implementing or planning the implementation of** principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.	The candidate has accomplished one or more of the following: • **Successfully helped** other educators adopt and sustain the effective use of technology innovations in challenging change situations • **Improved student learning** by helping other teachers successfully adopt and sustain the effective use of technology innovations • **Created and shared resources** and/or innovated strategies related to innovation/change, and these resources **were used** by educators from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
2.1 Content Standards and Student Technology Standards (PSC 2.1) (PSCSL-2018.1.1.e) Candidate models and facilitates the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to design and implement technology-enhanced learning experiences aligned with student content and technology standards.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to design and implement technology-enhanced learning experiences, **but does not** articulate alignment to student content and technology standards.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to design and implement technology-enhanced learning experiences aligned with student content and technology standards.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology-enhanced learning experiences aligned with student content standards or technology standards in other teachers' classrooms. • **Improved student learning** by helping other teachers design and implement technology-enhanced learning experiences aligned with student content and technology standards. • **Created and shared resources** related to student technology standards, and these resources **were used** by educators from other schools or districts.
2.2 Research-Based Learner-Centered Strategies (PSC 2.2) (EPP-TECH 2.2) Candidate models and facilitates the use of research-based, learner-centered strategies addressing the diversity of all students.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to use research-based, learner-centered strategies that address the diverse needs of all learners.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use learner-centered strategies that address the diverse needs of all learners, **but** the research-based strategies are not articulated.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use research-based, learner-centered strategies that address the diverse needs of all learners.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners in other teachers' classrooms. • **Improved student learning** by helping other teachers implement technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners. • **Created and shared resources** related to technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners, and these resources **were used** by educators from other schools or districts.
2.3 Authentic Learning (PSC 2.3) (EPP-TECH 2.2) (PSCSL-2018.1.1.e) Candidate models and facilitates the use of digital tools and resources to engage students in authentic learning experiences.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated** how to use digital tools and resources to engage students in authentic learning experiences.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use digital tools and resources to engage students, **but may not** describe how the learning experiences are authentic.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use digital tools and resources to engage students in authentic learning experiences.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology-supported, authentic learning experiences in other teachers' classrooms. • **Improved student learning** by helping other teachers implement technology-supported, authentic learning experiences. • **Created and shared resources** related to technology-supported, authentic learning experiences, and these resources **were used** by educators from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
2.4 Higher-Order Thinking Skills (PSC 2.4) (EPP-TECH 2.2) (PSCSL-2018.1.1.e) Candidate models and facilitates the use of digital tools and resources to support and enhance higher order thinking skills, processes, and mental habits of mind.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance students' higher-order thinking, higher-order processes, and habits of mind.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance students' learning, **but** the activities themselves do not embody higher-order thinking, higher-order processes, and habits of mind.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance students' higher-order thinking, higher-order processes, and habits of mind.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology use to support students' higher order thinking, higher-order processes, and habits of mind in other teachers' classrooms. • **Improved student learning** by helping other teachers use technology to support students' higher order thinking, higher-order processes, and habits of mind. • **Created and shared resources** related to using technology to support students' higher order thinking, higher-order processes, and habits of mind, and these resources **were used** by educators from other schools or districts.
2.5 Differentiation (PSC 2.5) (EPP-TECH 2.4) (PSCSL-2018.1.1.e) (EPP-DISP 1, 5) Candidate models and facilitates the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance learning, **but did not** adjust content, process, product, or learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology use to support differentiation in other teachers' classrooms. • **Improved student learning** by helping other teachers use technology to support differentiation strategies. • **Created and shared resources** related to using technology to support differentiation strategies, and these resources **were used** by educators from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
2.6 Instructional Design (PSC 2.6) (EPP-TECH 2.2) Candidate models and facilitates the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to apply research-based principles of instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. .	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use digital tools and resources to develop technology-enhanced learning experiences, **but** the learning experiences are not grounded in research-based principles of instructional design.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to apply research-based principles of instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of research-based instructional design in other teachers' practice. • **Improved student learning** by helping other teachers apply research-based instructional design principles. • **Created and shared resources** related to instructional design principles, and these resources **were used** by educators from other schools or districts.
2.7 Assessment (PSC 2.7) (EPP-TECH 2.5) (PSCSL-2018.1.1.e) (EPP-DISP 4) Candidate models and facilitates the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance effective diagnostic, formative, and summative assessment..	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance effective diagnostic, formative, **or** summative assessment.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to use technology to support and enhance effective diagnostic, formative, **and** summative assessment.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology use to support effective assessment practices in other teachers' practice. • **Improved student learning** by helping other teachers use technology to support effective assessment practices. • **Created and shared resources** related to effective technology-supported assessment practices, and these resources **were used** by educators from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
2.8 Data Analysis (PSC 2.8) (PSCSL-2018.1.1.e) (EPP-DISP 4) Candidate models and facilitates the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how technology can be used to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how technology can be used to systematically collect and analyze student achievement data, interpret results, communicate findings, **but does not** implement appropriate interventions to improve instructional practice and maximize student learning.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how technology can be used to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology use to support effective data analysis in other teachers' classrooms. • **Improved student learning** by helping other teachers use technology to support effective data analysis practices. • **Created and shared resources** related to effective technology-supported data analysis practices, and these resources **were used by educators** from other schools or districts.
3.1 Classroom Management and Collaborative Learning (PSC 3.1) (EPP-DISP 2) (EPP-TECH 2.6) (PSCSL-2018.1.1.f) Candidate models and facilitates effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not modeled or facilitated (e.g., coached/helped other educators)** how to implement collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to implement collaborative learning **or** classroom management strategies that maximize teacher and student use of digital tools and resources.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to implement collaborative learning **and** classroom management strategies that maximize teacher and student use of digital tools and resources.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources in other teachers' classrooms. • **Improved classroom learning environments** by helping other teachers implement collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources. • **Created and shared resources** related to implementing collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources, and these resources **were used by educators** from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
3.2 Managing Digital Tools and Resources (PSC 3.2) (PSCSL-2018.1.1.e) Candidate effectively manages digital tools and resources within the context of student learning experiences.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate did not effectively manage digital tools and resources within the context of student learning experiences.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate used digital tools and resources within the context of student learning experiences, **but** the management process is not articulated or clearly understood.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate effectively managed digital tools and resources within the context of student learning experiences.	The candidate has accomplished one or more of the following: • **Improved classroom learning environments** by helping other teachers effectively manage digital tools and resources. • **Made large-scale improvements** in the management of digital tools and resources in a school. • **Created and shared resources** related to the management of digital tools and resources, and these resources **were used by educators** from other schools or districts.
3.3 Online and Blended Learning (PSC 3.3) (EPP-TECH 3) (PSCSL-2018.1.1.d) (PSCSL-2018.1.1.e) Candidate develops, models, and facilitates the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not developed, modeled, or facilitated (or planned the facilitation)** of online and blended learning, digital content, and learning networks to support and extend student and educator learning.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has developed, but not modeled or planned the facilitation** of online and blended learning, digital content, and learning networks to support and extend student and educator learning.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has developed, modeled, and facilitated (or planned the facilitation)** of online and blended learning, digital content, and learning networks to support and extend student and educator learning.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of online and blended learning, digital content, and learning networks in other teachers' classrooms. • **Improved student learning** by helping other teachers develop and facilitate online and blended learning, digital content, and learning networks in their classrooms. • **Created and shared resources** related to developing and facilitating the use of online and blended learning, digital content, and learning networks to support and extend student and educator learning, and these resources **were used by educators** from other schools or districts.
3.4 Adaptive and Assistive Technology (PSC 3.4) (EPP-TECH 2.9) (PSCSL-2018.1.1.e) (EPP-DISP 1, 5) Candidate facilitates the use of adaptive and assistive technologies to support individual student learning needs.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate has not **facilitated** the use of adaptive and assistive technologies to support individual student learning needs..	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate has **facilitated** the use of adaptive and assistive technologies to support individual student learning needs, **but** the implementation process is not articulated well or clearly understood.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate has **facilitated** the use of adaptive and assistive technologies to support individual student learning needs.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of assistive technology use other teachers' classrooms. • **Improved student learning** by helping other teachers use assistive technologies. • **Created and shared resources** related to assistive technologies, and these resources **were used by educators** from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
3.5 Basic Troubleshooting (PSC 3.5) (EPP-TECH 1.2) (PSCSL-2018.1.1.e) Candidate troubleshoots basic software and hardware problems common in digital learning environments.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate does not provide evidence of **troubleshooting** basic software and hardware problems common in digital learning environments.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **troubleshoots** basic software and hardware problems common in digital learning environments, **but** the evidence is primarily descriptive without a strong supporting artifact.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **troubleshoots** basic software and hardware problems common in digital learning environments.	The candidate has accomplished one or more of the following: • **Helped** others learn how to troubleshoot common software and hardware problems. • **Created and shared resources** related to basic troubleshooting, and these resources **were used by educators** from other schools or districts.
3.6 Selecting and Evaluating Digital Tools and Resources (PSC 3.6) (EPP-TECH 2.1) (PSCSL-2018.1.1.d) Candidate collaborates with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has not collaborated with other educators and/or administrators to evaluate or select** digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has collaborated with other educators and/or administrators to evaluate and select** digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure, **but** the candidate does not adequately describe other tools considered and justify their selection.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has collaborated with other educators and/or administrators to evaluate and select** digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure.	The candidate has accomplished one or more of the following: • **Led** school or district-level teams in evaluating and selecting digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure. • **Was instrumental** in an evaluation and selection processes that led to the **procurement and implementation** of a digital tool or resources in their school or district. • **Improved student learning** by selecting a digital tool or resource. • **Created and shared resources** related to digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure, and these resources **were used by educators** from other schools or districts.
3.7 Communication and Collaboration (PSC 3.7) (EPP-TECH 2.3) (PSCSL-2018.1.1.d) (EPP-DISP 2, 3) Candidate utilizes digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate does not **use** digital communication and collaboration tools to communicate locally with students, parents, peers, and the larger community or speaks to global practices.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **uses** digital communication and collaboration tools to communicate locally with students, parents, peers, or the larger community, **but does not** speak to global practices.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **uses** digital communication and collaboration tools to communicate locally with students, parents, peers, and the larger community and speaks to global practices.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of using digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. • **Improved student learning** by helping other teachers use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. • **Created and shared resources** related to the use of digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community, and these resources **were used by educators** from other schools or districts.

	L1 **Does Not Meet**	**L2** **Approaches**	**L3** **Meets**	**L4** **Exceeds**
4.1 Digital Equity (PSC 4.1) (EPP-TECH 2.7) (PSCSL-2018.1.1.f) Candidate models and promotes strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate has not **modeled or promoted strategies** for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **modeled and promoted strategies** for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district, **but** the equitable access strategies are not articulated well or clearly understood.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **modeled and promoted strategies** for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district.	The candidate has accomplished one or more of the following: • **Improved** equitable access to digital tools and resources and/or technology-related best practice for students or teachers in their school or district. • **Improved student learning** by strengthening equitable access to digital tools, digital resources, and/or technology related best practices for students or teachers in their school or district. • **Created and shared resources** related to digital equity, and these resources **were used by educators** from other schools or districts.
4.2 Safe, Healthy, Legal and Ethical Use (PSC 4.2) (EPP-TECH 2.8) (PSCSL-2018.1.1.f) (EPP-DISP 5) Candidate models and facilitates the safe, healthy, legal, and ethical uses of digital information and technologies.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has** not **modeled or facilitated (e.g., coached/helped other educators)** how to implement safe, healthy, legal, and ethical uses of digital information and technologies.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to implement safe, healthy, legal, and ethical uses of digital information and technologies, **but** the implementation strategies are not articulated well or clearly understood	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** how to implement safe, healthy, legal, and ethical uses of digital information and technologies.	The candidate has accomplished one or more of the following: • **Improved** the implementation of safe, healthy, legal, and ethical uses of digital information and technologies in other teachers' classrooms. • **Made large-scale improvements** for implementation of safe, healthy, legal, and ethical uses of digital information and technologies in a school (for example, programs or policies that extend to across significant portions of the school.) • **Created and shared resources** related to the safe, healthy, legal, and ethical uses of digital information and technologies, and these resources **were used by educators** from other schools or districts.
4.3 Diversity, Cultural Understanding and Global Awareness (PSC 4.3) (EPP-TECH 2.3) (PSCSL-2018.1.1.f) (EPP-DISP 1, 5) Candidate models and facilitates the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has** not **modeled or facilitated (e.g., coached/helped other educators)** the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** the use of digital tools and resources to support diverse student needs, enhance cultural understanding, **or** increase global awareness.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has modeled and facilitated (e.g., coached/helped other educators)** the use of digital tools and resources to support diverse student needs, enhance cultural understanding, **and** increase global awareness.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of technology use to support diverse student needs, enhance cultural understanding, and increase global awareness. • **Improved student learning** by helping others use digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. • **Created and shared resources** related to using technology to support diverse student needs, enhance cultural understanding, and increase global awareness, and these resources **were used by educators** from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
5.1 Needs Assessment (PSC 5.1) (PSCSL-2018.1.1.d) Candidate conducts needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **did not conduct** needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **conducted** needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses, **but candidate does not** articulate how the needs assessment informs the content and delivery of technology-based professional learning programs.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **conducted** needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.	The candidate has accomplished one or more of the following: • **Conducted needs assessments** to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses and **used this information to improve** the content and delivery of technology-based professional learning programs. • **Created and shared resources** related to conducting need assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs, and these resources **were used by educators** from other schools or districts.
5.2 Professional Learning (PSC 5.2) (PSCSL-2018.1.1.d) Candidate develops and implements technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate did not **develop** or **implement** technology-based professional learning that aligns to state or national professional learning standards, integrate technology to support face-to-face and online components, model principles of adult learning, or promote best practices in teaching, learning, and assessment.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **developed** and **implemented** technology-based professional learning that aligns to state **or** national professional learning standards, integrated technology to support face-to-face and online components, modeled principles of adult learning, **or** promoted best practices in teaching, learning, and assessment.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **developed** and **implemented** technology-based professional learning that aligns to state and national professional learning standards, integrated technology to support face-to-face and online components, modeled principles of adult learning, and promoted best practices in teaching, learning, and assessment.	The candidate has accomplished one or more of the following: • **Improved the quality or increased the frequency** of effective use of technology in other teachers' classrooms by designing and implementing effective professional development. • **Improved student learning** by designing and implementing effective professional development. • **Created and shared resources** related to designing and implementing effective technology-related professional development, and these resources **were used by educators** from other schools or districts..

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
5.3 Program Evaluation (PSC 5.3) (PSCSL-2018.1.1.d) Candidate designs and implements program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **has** not **designed** or planned the **implementation of a** program evaluation to determine the overall effectiveness of technology-related professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate has designed **or** planned the implementation of a program evaluation to determine the overall effectiveness of technology-related professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **has designed** and planned the implementation of a program evaluation to determine the overall effectiveness of technology-related professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.	The candidate has accomplished one or more of the following: • **Improved the design and delivery of professional learning through** effective program evaluation. • **Improved student learning** by designing and implementing effective program evaluation • **Created and shared resources** related to designing and implementing program evaluation, and these resources **were used by educators** from other schools or districts.
6.1 Continuous Learning (PSC 6.1) (PSCSL-2018.1.1.f) (EPP-DISP 4) Candidate demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate did not demonstrate continual growth in knowledge and skills of current and emerging technologies or apply them to improve personal productivity and professional practice.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate demonstrated continual growth in knowledge and skills of current and emerging technologies, **but did not** apply them to improve personal productivity or professional practice.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate demonstrated continual growth in knowledge and skills of current and emerging technologies and applied them to improve personal productivity and professional practice.	The candidate has accomplished one or more of the following: • **Demonstrated in-depth** learning, **yielding significant advancements** in their ability to integrated technology in the classroom (e.g., Online Teaching Endorsement, ISTE Certification) • **Created and shared resources** to help other educators advance their knowledge and skills in areas related to effective technology implementation/coaching, and these resources **were used by educators** from other schools or districts.
6.2 Reflection (PSC 6.2) (PSCSL-2018.1.1.f) (EPP-DISP 4) Candidate regularly evaluates and reflects on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate **does not evaluate or reflect** on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate **evaluates and reflects** on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences, **but reflections are irregular in practice or lack depth in content.**	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **regularly evaluates and reflects** on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.	The candidate has accomplished one or more of the following: • **Shows creativity, innovation, or great depth** in their reflective activities, which **yield significant insight and improvements** in their ability to **effectively model and facilitate technology-enhanced learning experiences**. • **Created and shared resources** to help others regularly evaluate and reflect on their professional practice and dispositions related to advancing technology use in schools, and these resources **were used by educators** from other schools or districts.

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
6.3 Field Experiences (PSC 6.3) Candidate engages in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.	Candidate **does not describe the purpose of the artifact** or **detail their role in the creation of the artifact.** Candidate did not **engage in or complete field experiences or provide completed field experience logs** as evidence of synthesis and application of the content and professional knowledge, skills, and dispositions identified in these standards.	Candidate **describes the artifact** or **details their role in the creation of the artifact.** Candidate has **engaged in less than half of the required field experiences or provided incomplete field experience logs** as evidence of synthesis and application of the content and professional knowledge, skills, and dispositions identified in these standards.	Candidate **describes the artifact** and **details their role in the creation of the artifact.** Candidate **engaged in all required field experiences and provided completed field experience logs** as evidence of synthesis and application of the content and professional knowledge, skills, and dispositions identified in these standards.	Candidate has **exceeded the number of required field experiences and has provided completed field experience logs** to document, reflect, synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

Georgia Professional Standards Commission
Instructional Technology Standards

1. Visionary Leadership
Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

1.1 Shared Vision
Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.
(PSC 1.1/ISTE 1a)

1.2 Strategic Planning
Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)

1.3 Policies, Procedures, Programs & Funding
Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals. (PSC 1.3/ISTE 1c)

1.4 Diffusion of Innovations & Change
Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)

2. Teaching, Learning, & Assessment
Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

2.1 Content Standards & Student Technology Standards
Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)

2.2 Research-Based Learner-Centered Strategies
Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b)

2.3 Authentic Learning
Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)

2.4 Higher Order Thinking Skills
Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)

2.5 Differentiation
Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)

2.6 Instructional Design
Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.
(PSC 2.6/ISTE 2f)

2.7 Assessment
Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)

2.8 Data Analysis
Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (PSC 2.8/ISTE 2h)

3. Digital Learning Environments
Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

3.1 Classroom Management & Collaborative Learning
Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. (PSC 3.1/ISTE 3a)

3.2 Managing Digital Tools and Resources
Candidates effectively manage digital tools and resources within the context of student learning experiences.
(PSC 3.2/ISTE 3b)

3.3 Online & Blended Learning
Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.
(PSC 3.3/ISTE 3c)

3.4 Adaptive and Assistive Technology
Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d)

3.5 Basic Troubleshooting
Candidates troubleshoot basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)

3.6 Selecting and Evaluating Digital Tools & Resources
Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. (PSC 3.6/ISTE 3f)

3.7 Communication & Collaboration

Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. (PSC 3.7/ISTE 3g)

4. Digital Citizenship & Responsibility

Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

4.1 Digital Equity

Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. (PSC 4.1/ISTE 5a)

4.2 Safe, Healthy, Legal & Ethical Use

Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies. (PSC 4.2/ISTE 5b)

4.3 Diversity, Cultural Understanding & Global Awareness

Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)

5. Professional Learning & Program Evaluation

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

5.1 Needs Assessment

Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. (PSC 5.1/ISTE 4a)

5.2 Professional Learning

Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)

5.3 Program Evaluation

Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)

6. Candidate Professional Growth & Development

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

6.1 Continuous Learning

Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)

6.2 Reflection

Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.
(PSC 6.2/ISTE 6c)

6.3 Field Experiences

Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. (PSC 6.3)

Kennesaw State UNIVERSITY

Bagwell College of Education

CAPSTONE

Department of Instructional Technology

A capstone is the culminating experience for students in the Instructional Technology program. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates must collaborate with their school community to identify an authentic and challenging technology-related need or problem to address within the school, district or other educational agency. Working with faculty and relevant stakeholders, candidates must design, implement, and evaluate an appropriate solution to meet the need or problem. The capstone experience also includes developing a presentation describing the capstone experience and results.

Capstone Proposal:
All M.Ed. students will develop a capstone proposal in *ITEC 7470 Educational Research* and submitted to the instructor for review, feedback, and approval. Once approval is given, students will begin to implement the capstone proposal.

All Ed.S. students will develop a capstone proposal in *ITEC 8500 Issues, Trends and Research in Instructional Technology* and submit it to the instructor for review, feedback, and approval. Once approval is given, students will begin to implement the capstone proposal.

Capstone Presentation:
Upon completion of the capstone project, M.Ed. and Ed.S. students in the Certification Track will develop and submit an 8-15 minute online video presentation in *ITEC 7500 Capstone Experience and Portfolio*, and attend an online synchronous session to discuss the results.

The capstone should consist of a minimum of 100 hours of substantial work. To see sample capstone projects, please visit the following websites. Caveat – These proposals may not be in APA style and/or conform to the new requirements for your capstone. However, they are good examples and will get you thinking creatively!

http://cynde.weebly.com/cap-stone.html
http://aburge14.weebly.com/capstone.html
http://melissasnell.weebly.com/capstone.html
http://elizabethwhittington.weebly.com/capstone.html
http://jenniferroma.weebly.com/capstone.html

APA Style:

The capstone proposal must be written in APA format. Please refer to the following two videos to get you started with APA style. You'll be happy you did! ☺

http://youtu.be/9pbUoNa5tyY

www.youtube.com/watch?v=5DYSU-evXE4

PART A: CAPSTONE <u>PROPOSAL</u> OUTLINE AND ACCEPTANCE CRITERIA

1. **Title Page:** Name, Date, Advisor, Semester you entered the program, Capstone Project Title.*

2. **Setting/Context:** In what environment are you going to complete your capstone experience? Who are the stakeholders affected by your capstone? [APA narrative]
   > *Criteria: The proposal is set in a context accessible by the candidate. Permission has been granted by the appropriate authorities within the context. The description describes the location and stakeholders. Demographic information and key organizational historical data is offered.*

3. **Capstone Problem and Rationale:** Describe the technology-related need or problem to be addressed by the capstone. What does the literature say about addressing this need/problem? What research informs you in your approach to addressing this need/problem? [APA narrative]
   > *Criteria: The need/problem statement is education- and technology-related. The description of the need/problem makes it clear that a solution is required. A brief review of the literature supports the importance of fulfilling this need/problem, convincing the reader of capstone's value. The literature review establishes the foundational knowledge required to address this need/problem/question effectively.*

4. **Objectives/Deliverables:** Based on the need/problem/question you found, what are your objectives? How do you plan to respond to this need/problem? What deliverables will result from this capstone? [Bulleted lists]
   > *Criteria: The bulleted list clearly address meeting the need/problem stated in a comprehensive manner. Objectives are written well. Deliverables are realistic and will help fulfill the stated objectives.*

5. **PSC Standards:** List the Georgia PSC/ISTE Instructional Technology/Coaching Standards which are exemplified by the completion of this proposed capstone project.*

6. **Project Description**
   a. Narrative: Describe what you will be doing. [APA narrative]
   b. Timeline: Provide a table or chart that describes your schedule. [Table/Chart]
   c. Resources: What materials, space, tools, and/or human resources will you need to complete your capstone? How will you secure these resources? [Bulleted List, table, or charts]
   > *Criteria: The model narrative articulates the project such that the reader can envision how the objectives will be achieved. A realistic timeline is provided. The resources needed and responsible parties are realistic and clearly described.*

7. **Evaluation Plan (You will not IMPLEMENT the evaluation plan due to IRB restrictions, but you must DEVELOP an evaluation plan.)**
   a. Narrative: How will you show that you met your objectives? What tools will you use? How do your objectives and your evaluation techniques relate? [APA narrative]
   b. Timeline: (may be included in project description's timeline or in a separate timeline under evaluation) Provide a table or chart that describes your evaluation schedule. [Table/Chart]
   c. Samples: For a survey or test include sample questions; for observations include an observation instrument such as a performance rubric, etc. [May include as appendices, or pieces in a table, etc.]
   > *Criteria: Model evaluation plan provides a narrative that clearly articulates the relationship between the evaluation methods and the objectives of the project. The timeline is clear and realistic. Samples of evaluation instruments or questions are included and well-developed.*

8. **Part A References:** APA style references page of works cited within the capstone proposal.*

PART B: CAPSTONE <u>REPORT</u> OUTLINE AND ACCEPTANCE CRITERIA

1. **Description of the Capstone Experience:** Describe the process of completing the capstone project you proposed. Did it go to plan? What barriers/obstacles did you have to overcome? Will there be any follow-up to your work? [APA narrative]

   Criteria: The process description of completing the capstone is deep and provides a sequence of key events/actions that occurred. The ways that the implementation of the project deviated from the proposal are described and rationalized. The outcomes of the project are described including deliverables. Follow-up plans are addressed.

2. **Discussion and/or Reflection:** Respond to the following questions: What did you learn about technology facilitation and leadership from completing this capstone?   How did this learning relate to the knowledge, skills and dispositions required of a technology facilitator or technology leader? (Refer to the standards you included in your proposal. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)? What advice or recommendations would you give to others who might attempt to address a similar need/problem/question? Expand on any other pertinent thoughts or concerns. [APA narrative]

   Criteria: The reflection addresses all questions asked in the capstone report outline. The candidate moves beyond basic description of the experience and includes an analysis of how the experience contributed to candidate understanding of self, others, and/or the field of K-12 instructional technology. The reflection makes connections between the capstone experience, professional standards, and concepts learned in the program coursework (i.e. change theory, levels of evaluation, media design, research design, instructional design, etc.). The candidate also shows evidence of self-evaluation and criticism through reflection that addresses personal biases and assumptions.

3. **Part B References:** APA style references page of works cited within the capstone report.*

PART C: CAPSTONE <u>VIDEO PRESENTATION</u> DESCRIPTION AND ACCEPTANCE CRITERIA

1. Content: The video presentation must include the following content
1. Candidate introduction including name of the degree program you are in
2. Title of Capstone Project
3. Problem/Need
4. Capstone Project Plan
5. Evaluation Plan
6. Description of the Capstone Experience
7. Reflecting on the Capstone Project
8. Copyright acknowledgements
   Criteria: The video presentation clearly contains all the required content including (1) Candidate Introduction including name of the degree program, (2) Title of Capstone Project (3) Problem/need (4) Capstone Project Plan, (5) Evaluation Plan, (6) Description of the Capstone Experience including evaluation results, (7) Reflecting on the Capstone Project, and (8) Copyright acknowledgements.

2. Technical Qualities: Characteristics of video presentation must include the following
1. Between 8 and 15 minutes
2. File format compatible with YouTube
3. Cleanly edited
4. Clear audio
5. Adequate lighting
   Criteria: The video is of appropriate quality by including the following characteristics: (1) between 8 and 15 minutes long, (2) file format is compatible with YouTube, (3) video is cleanly edited, (4) the audio is clear, and (5) the lighting is adequate for visual appeal.

3. Accessibility: Video accessibility requirements include
1. Public viewing available on the web
   a. YouTube
   b. SchoolTube
   c. TeacherTube
2. Linked to ePortfolio
3. Video file (not link) submitted to instructor for archiving
   Criteria: The video file is available for public viewing available on the web through YouTube, SchoolTube, or TeacherTube. The url link to the video is linked to the candidate's ePortfolio. In addition, the video file (not link) has been emailed to the instructor for archiving purposes.

4. Style: Video style *suggestions* include the following
1. Confession cam
2. Interview of key participants
3. Narrated slides
4. Animation
5. Re-enactments
6. Screencast
   Criteria: N/A

5. Editing Tools: Video editing tool *suggestions* include the following
1. iMovie
2. YouTube video editor
3. Microsoft MovieMaker
4. Avid FreeDV
5. Wax
   Criteria: N/A

PART A: Capstone Proposal Rubric

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
Title Page	APA style title page is not included.	APA format has 1-3 style errors. Title page information is missing 1-2 items as required by the Satisfactory Level.	APA format. Includes name, date, advisor, semester candidate entered the degree program, capstone project title.	
Setting & Context	The proposal is set in a context that may not be accessible by the candidate; OR Permission is not likely to be granted by the appropriate authorities; OR the description does not include the location and all necessary stakeholders.	The proposal is set in a context accessible by the candidate. Permission is like to be granted by the appropriate authorities within the context. The description describes the location and stakeholders. No demographic information or key organizational historical data is offered.	APA narrative. The proposal is set in a context accessible by the candidate. Permission has been granted by the appropriate authorities within the context. The description describes the location and stakeholders. Demographic information and key organizational historical data is offered.	
Capstone Problem, Need, or Question and Rationale	The problem or need is not clearly established. A literature review is not conducted or does not address the appropriate topic.	The description of the problem does not makes it clear that a solution is required; OR a brief review of the literature does not support the importance of fulfilling this need/problem, and fails to convince the reader of capstone's value; OR the literature review does not establish the foundational knowledge required to address this need/problem effectively.	APA narrative. The problem or need statement is education- and technology-related. The description of the problem makes it clear that a solution is required. A brief review of the literature supports the importance of fulfilling this need/problem, convincing the reader of capstone's value. The literature review establishes the foundational knowledge required to address this need/problem effectively.	
Objectives & Deliverables	The bulleted list does not address meeting the goal(s) or needs of the capstone project; OR objectives are not written well; OR deliverables are not included.	The bulleted list clearly address meeting the goal(s) or needs of the capstone project; however components of the project are not addressed or their exclusion is not justified; OR deliverables are unrealistic or tangential to fulfilling the stated objectives.	The bulleted list clearly address meeting the goal(s) and/or needs of the capstone project in a comprehensive manner. Objectives are written well. Deliverables are realistic and will help fulfill the stated objectives.	

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
PSC Standards	APA formatting is not evident. The standards addressed are not the Georgia PSC/ISTE Instructional Technology/Coaching Standards; OR no standards are addressed.	APA format has 1-3 style errors. Is missing 1-2 appropriate Georgia PSC/ISTE Instructional Technology/Coaching Standards that are exemplified by this proposal.	APA format. Includes the appropriate Georgia PSC/ISTE Instructional Technology/Coaching Standards that are exemplified by this proposal.	
Project Description	The project description is poorly planned out. Readers cannot envision how objectives will be achieved, what resources will be used, or the timeline planned.	The narrative articulates the project but readers are unclear as to how each objective will be achieved; OR an unrealistic timeline is provided; OR the resources needed and responsible parties are not and/or poorly described.	The model APA narrative articulates the project such that the reader can envision how the objectives will be achieved. A realistic timeline table is provided. The resources needed and responsible parties are realistic and clearly described.	
Evaluation Plan	The evaluation plan does not show a relationship between the evaluation instruments/methods and the objectives of the project.	The evaluation plan provides a narrative that attempts to articulate the relationship between the evaluation methods and the objectives of the project, but questions remain. The timeline is unrealistic. Samples of evaluation instruments or questions are not included.	APA narrative. Model evaluation plan provides a narrative that clearly articulates the relationship between the evaluation methods and the objectives of the project. The timeline table is clear and realistic. Samples of evaluation instruments or questions are included and well-developed.	
References	3 or more references are missing; OR the formatting does not appear to be APA.	APA formatting has 1-3 errors; extra references are listed within the proposal; 1-2 references are missing; OR 1-2 references are not considered reliable and trusted by the field.	APA formatting is correct; all references listed are cited within the proposal; no references are missing; AND all references are considered reliable and trusted by the field.	
Current Capstone Status and Comments	Comments:			Approved: *All "Satisfactory"* Pending Revision: *All at or above "Below Satisfactory"* Pending Rewrite: *One or more at "Unsatisfactory"*

PART B: Capstone Report Rubric

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
Title Page	APA style title page is not included.	APA format has 1-3 style errors. Title page information is missing 1-2 items as required by the Satisfactory Level.	APA format. Includes name, date, advisor, semester candidate entered the degree program, capstone project title.	
Description of Capstone Experience	The reader cannot envision the description of the capstone process; OR the ways that the implementation of the project deviated from the proposal are not addressed; OR the outcomes of the project are not described; OR follow-up plans are not addressed.	The description of the capstone process is attempted but cannot be envisioned by the reader; OR the ways that the implementation of the project deviated from the proposal are described but not rationalized; OR the outcomes of the project are poorly described; OR follow-up plans are not addressed.	APA narrative. The description of completing the capstone process is deep and provides a sequence of key events/actions that occurred. The ways that the implementation of the project deviated from the proposal are described and rationalized. The outcomes of the project are described including deliverables. Follow-up plans are addressed.	
Discussion and Reflection	Does not address all required questions; OR does not include an analysis of the experience; OR does not make overarching connections; OR does not show self-evaluation and criticism.	Addresses all questions asked in the capstone report outline; provides basic description of the experience; AND attempts to make connections between the capstone experience, professional standards, and concepts learned in the program; AND show an attempt at self-evaluation and criticism.	The APA narrative addresses all questions asked in the capstone report outline; moves beyond basic description of the experience and includes an analysis of how the experience contributed to candidate understanding of self, others, and/or the field of K-12 instructional technology; makes connections between the capstone experience, professional standards, and concepts learned in the program.; and shows evidence of self-evaluation and criticism.	
References	3 or more references are missing; OR the formatting does not appear to be APA.	APA formatting has 1-3 errors; extra references are listed within the proposal; 1-2 references are missing; OR 1-2 references are not considered reliable and trusted by the field.	APA formatting is correct; all references listed are cited within the proposal; no references are missing; AND all references are considered reliable and trusted by the field.	

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
Current Capstone Status and Comments	Comments:			Approved: *All "Satisfactory"* Pending Revision: *All at or above "Below Satisfactory"* Pending Rewrite: *One or more at "Unsatisfactory"*

PART C: Video Presentation Rubric

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
Video Content	The video presentation is missing two or more of the required content components, or at least two of the components are not clearly communicated through the video presentation.	The video presentation is missing one of the required content or it is not clearly communicated including (1) candidate introduction including name of degree program, (2) Title of Capstone Project (3) Problem or Need, (4) Capstone Project Plan, (5) Evaluation Plan (6) Description of the Capstone Experience (7) Reflecting on the Capstone Project, and (8) Copyright acknowledgements.	The video presentation clearly contains all the required content including (1) candidate introduction including name of degree program, (2) Title of Capstone Project (3) Problem or Need, (4) Capstone Project Plan, (5) Evaluation Plan, (6) Description of the Capstone Experience (7) Reflecting on the Capstone Project, and (8) Copyright acknowledgements.	
Technical Quality	The video has three or more instances of sub-standard quality such as (1) too short or too long, (2) file format is incompatible with YouTube, (3) video is interrupted or shaky, (4) audio is muted or indistinguishable from background sounds, and (5) lighting is too bright or too dark for visual appeal.	The video has two or more instances of sub-standard quality such as (1) too short or too long, (2) file format is incompatible with YouTube, (3) video is interrupted or shaky, (4) audio is muted or indistinguishable from background sounds, and (5) lighting is too bright or too dark for visual appeal.	The video is of appropriate quality by including the following characteristics: (1) between 8 and 15 minutes long, (2) file format is compatible with YouTube, (3) video is cleanly edited, (4) the audio is clear, and (5) the lighting is adequate for visual appeal.	
Accessibility	The video is not accessible on the web; OR has not been emailed to the instructor.	The video file is available on the web through YouTube, SchoolTube, or TeacherTube; however, it was not made public. The url link to the video is linked to the candidate's ePortfolio. In addition, the video has been emailed to the instructor as a web link for archiving purposes.	The video file is available for public viewing available on the web through YouTube, SchoolTube, or TeacherTube. The url link to the video is linked to the candidate's ePortfolio. In addition, the video file (not link) has been emailed to the instructor for archiving purposes.	

Level → Criteria↓	Unsatisfactory	Below Satisfactory	Satisfactory	Revision Suggestions
Current Capstone Status and Comments	Comments:			Approved: *All "Satisfactory"* Pending Revision: *All at or above "Below Satisfactory"* Pending Rewrite: *One or more at "Unsatisfactory"*

Capstone Log
Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
Capstone Title:		

You are not required to reflect after each entry. Reflections can address one or more entries in the log.
Just delete the reflection row if you do not use it.

Date	Activity/Amount of Time (Please total the time after the last entry.)	PSC/ISTE Standards
Reflection: (This space will expand as you type.)		
Reflection:		
Reflection:		
Reflection:		
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Reflection:		
Reflection:		
	Total Hours: [## hours]:	

DIVERSITY (Place an X in the box representing the race/ethnicity and subgroups involved in this capstone.)								
Ethnicity	**P-12 Faculty/Staff**				**P-12 Students**			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White								
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								