

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

	<b>L1 Does Not Meet</b>	<b>L2 Approaches</b>	<b>L3 Meets</b>	<b>L4 Exceeds</b>
<b>a. Introduction</b>	Candidate did not submit an introduction.	Introduction <b>does not</b> 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>b. Reflection Video (PSC 6.2) (EPP-DISP 4)</b>	Candidate did not submit a reflection video.	Candidate's reflection video <b>does not</b> 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.
<b>c. Resume</b>	Candidate did not submit a resume.	Candidate's resume <b>does not</b> 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.
<b>d. Personal Vision for Technology in P-12 Schools (PSC 1.1) (PSCSL-2018.1.1.e)</b>	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 <b>lacks</b> a research-based rationale (two citations grounded in academic research, peer-reviewed journal articles) <b>or</b> 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.
<b>e. Diversity (PSC 4.3) (EPP-DISP 1, 5)</b>	Candidate did not include a list of activities that address diversity issues in today's schools.	Candidate includes <b>less than five</b> 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
<p><b>f. Capstone Project: Video Presentation</b> (PSC 1.4) (EPP-DISP 4) Demonstrating the ability to research and recommend technology innovations in a school/district.</p>	<p>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.</p>	<p>The video presentation is <b>missing one</b> of the required content components, OR it is missing one of the technical qualities OR it is not available on the web.</p>	<p>The video presentation contains all the required content components AND meets all technical qualities AND the video is available on the web.</p>	<p>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.</p>
<p><b>g. Capstone Project: Implementation</b> (PSC 1.4) (EPP-DISP 4) (PSCSL-2018.1.1.d) Demonstrating the ability to implement technology innovations in a school/district.</p>	<p>The candidate proposed a capstone project, but it was not implemented by the candidate.</p>	<p>The candidate started a capstone project, <b>but</b> it was not fully implemented (e.g., met the 100 hour requirement)</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• a continued or new initiative</li> <li>• change in practices in the school or district</li> <li>• recognition from the school or district</li> <li>• or other positive implication(s) for the candidate's school or district</li> </ul>

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<b>h. Capstone Project: Reflection</b> (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 <b>basic</b> 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. <b>Additionally, the candidate supports reflection with at least three in-text citations to academic references.</b>
<b>1.1 Shared Vision</b> (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 <b>does not describe the purpose of the artifact</b> (shared vision) or <b>detail their role in the creation of the artifact.</b>  Candidate <b>did not participate in the facilitation of activities</b> related to the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership  --	Candidate <b>describes the artifact</b> (shared vision) or <b>details their role in the creation of the artifact.</b>  Candidate <b>participated in the facilitation of activities</b> related to the development or implementation of a shared vision for the use of technology in teaching, learning, and leadership	Candidate <b>describes the artifact</b> (shared vision) and <b>details their role in the creation of the artifact.</b>  Candidate <b>participated in the facilitation</b> of activities related to the development <b>and</b> 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: <ul style="list-style-type: none"> <li>• <b>Increased</b> others' awareness of the school's or district's shared vision for technology use.</li> <li>• <b>Influenced or contributed to the shared vision</b> for technology use at the school or district level.</li> <li>• <b>Led</b> school or district-level teams in developing and/or implementing a shared vision for technology use.</li> <li>• <b>Created and shared</b> resources related to shared visioning and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>

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<p><b>1.2. Strategic Planning</b> (PSC 1.2) (PSCSL-2018.1.1.d) Candidate facilitates the design, development, implementation, communication, and evaluation of technology-infused strategic plans.</p>	<p>Candidate <b>does not describe the purpose of the artifact</b> (strategic plan) or <b>detail their role in the creation of the artifact.</b></p> <p>Candidate <b>did not participate in the facilitation</b> of activities related to the design, development, communication, implementation, and evaluation of technology-infused strategic plans at the school or district level.</p>	<p>Candidate <b>describes the artifact</b> (strategic plan) or <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has participated in the facilitation</b> of activities related to the design, development, communication, implementation, or evaluation of technology-infused strategic plans at the school or district level.</p>	<p>Candidate <b>describes the artifact</b> (strategic plan) and <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has participated in the facilitation</b> of activities related to the design, development, communication, implementation, and evaluation of technology-infused strategic plans at the school or district level.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Increased</b> others' understanding and implementation of the school or district-level technology plan.</li> <li>• <b>Influenced the content</b> of technology-infused strategic plans at the school or district level.</li> <li>• <b>Led</b> school or district-level teams in planning, developing, communicating, implementing, and evaluating of technology-infused strategic plans at the school or district level.</li> <li>• <b>Created and shared resources</b> related to strategic planning and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>
<p><b>1.3 Policies, Procedures, Programs and Funding</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact</b> (e.g., grant application) or <b>detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not researched, recommended, or participated in implementing or planning the implementation of</b> new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.</p>	<p>Candidate <b>describes the artifact</b> (e.g., grant application) or <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has researched and recommended, but not planned for or implemented</b> new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.</p>	<p>Candidate <b>describes the artifact</b> (e.g., grant application) and <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has researched, recommended, and participated in implementing or planning the implementation of</b> new policies, procedures, programs, and funding strategies to support the implementation of school, district, state, and/or federal technology plans.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved policies, procedures, programs, and funding strategies</b> to support the implementation of school, district, state, and/or federal technology plans.</li> <li>• <b>Created and shared resources</b> related to advocacy, policies, procedures, programs, or funding strategies, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>

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<p><b>1.4 Diffusion of Innovations and Change</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b> Candidate <b>has not researched, recommended, or participated in implementing or planning the implementation of</b> principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b> Candidate <b>has researched and recommended, but not planned for or implemented</b> principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b> Candidate <b>has researched, recommended, and participated in implementing or planning the implementation of</b> principles of organizational change when helping others adopt and sustain the effective use of technology innovations in P-12 schools.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Successfully helped</b> other educators adopt and sustain the effective use of technology innovations in challenging change situations</li> <li>• <b>Improved student learning</b> by helping other teachers successfully adopt and sustain the effective use of technology innovations</li> <li>• <b>Created and shared resources</b> and/or innovated strategies related to innovation/change, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>
<p><b>2.1 Content Standards and Student Technology Standards</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b> Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to design and implement technology-enhanced learning experiences aligned with student content and technology standards.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to design and implement technology-enhanced learning experiences, <b>but does not</b> articulate alignment to student content and technology standards.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to design and implement technology-enhanced learning experiences aligned with student content and technology standards.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology-enhanced learning experiences aligned with student content standards or technology standards in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers design and implement technology-enhanced learning experiences aligned with student content and technology standards.</li> <li>• <b>Created and shared resources</b> related to student technology standards, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>2.2 Research-Based Learner-Centered Strategies</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact</b> or <b>detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to use research-based, learner-centered strategies that address the diverse needs of all learners.</p>	<p>Candidate <b>describes the artifact</b> or <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use learner-centered strategies that address the diverse needs of all learners, <b>but</b> the research-based strategies are not articulated.</p>	<p>Candidate <b>describes the artifact</b> and <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use research-based, learner-centered strategies that address the diverse needs of all learners.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers implement technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners.</li> <li>• <b>Created and shared resources</b> related to technology-supported, research-based, learner-centered strategies that address the diverse needs of all learners, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>
<p><b>2.3 Authentic Learning</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact</b> or <b>detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated</b> how to use digital tools and resources to engage students in authentic learning experiences.</p>	<p>Candidate <b>describes the artifact</b> or <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use digital tools and resources to engage students, <b>but may not</b> describe how the learning experiences are authentic.</p>	<p>Candidate <b>describes the artifact</b> and <b>details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use digital tools and resources to engage students in authentic learning experiences.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology-supported, authentic learning experiences in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers implement technology-supported, authentic learning experiences.</li> <li>• <b>Created and shared resources</b> related to technology-supported, authentic learning experiences, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>

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<p><b>2.4 Higher-Order Thinking Skills</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b> Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance students' higher-order thinking, higher-order processes, and habits of mind.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance students' learning, <b>but</b> the activities themselves do not embody higher-order thinking, higher-order processes, and habits of mind.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance students' higher-order thinking, higher-order processes, and habits of mind.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology use to support students' higher order thinking, higher-order processes, and habits of mind in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers use technology to support students' higher order thinking, higher-order processes, and habits of mind.</li> <li>• <b>Created and shared resources</b> related to using technology to support students' higher order thinking, higher-order processes, and habits of mind, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>
<p><b>2.5 Differentiation</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b> Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> 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.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance learning, <b>but did not</b> adjust content, process, product, or learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b> Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> 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.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology use to support differentiation in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers use technology to support differentiation strategies.</li> <li>• <b>Created and shared resources</b> related to using technology to support differentiation strategies, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>2.6 Instructional Design</b> (PSC 2.6) (EPP-TECH 2.2)</p> <p>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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to apply research-based principles of instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use digital tools and resources to develop technology-enhanced learning experiences, <b>but</b> the learning experiences are not grounded in research-based principles of instructional design.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to apply research-based principles of instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of research-based instructional design in other teachers' practice.</li> <li>• <b>Improved student learning</b> by helping other teachers apply research-based instructional design principles.</li> <li>• <b>Created and shared resources</b> related to instructional design principles, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>
<p><b>2.7 Assessment</b> (PSC 2.7) (EPP-TECH 2.5) (PSCSL-2018.1.1.e) (EPP-DISP 4)</p> <p>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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance effective diagnostic, formative, and summative assessment.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance effective diagnostic, formative, <b>or</b> summative assessment.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to use technology to support and enhance effective diagnostic, formative, <b>and</b> summative assessment.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology use to support effective assessment practices in other teachers' practice.</li> <li>• <b>Improved student learning</b> by helping other teachers use technology to support effective assessment practices.</li> <li>• <b>Created and shared resources</b> related to effective technology-supported assessment practices, and these resources <b>were used</b> by educators from other schools or districts.</li> </ul>



	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>2.8 Data Analysis</b> (PSC 2.8) (PSCSL-2018.1.1.e) (EPP-DISP 4)</p> <p>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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> 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.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how technology can be used to systematically collect and analyze student achievement data, interpret results, communicate findings, <b>but does not</b> implement appropriate interventions to improve instructional practice and maximize student learning.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> 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.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology use to support effective data analysis in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers use technology to support effective data analysis practices.</li> <li>• <b>Created and shared resources</b> related to effective technology-supported data analysis practices, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>3.1 Classroom Management and Collaborative Learning</b> (PSC 3.1) (EPP-DISP 2) (EPP-TECH 2.6) (PSCSL-2018.1.1.f)</p> <p>Candidate models and facilitates effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to implement collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to implement collaborative learning or classroom management strategies that maximize teacher and student use of digital tools and resources.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to implement collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources in other teachers' classrooms.</li> <li>• <b>Improved classroom learning environments</b> by helping other teachers implement collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources.</li> <li>• <b>Created and shared resources</b> related to implementing collaborative learning and classroom management strategies that maximize teacher and student use of digital tools and resources, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>3.2 Managing Digital Tools and Resources</b> (PSC 3.2) (PSCSL-2018.1.1.e) Candidate effectively manages digital tools and resources within the context of student learning experiences.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate did not effectively manage digital tools and resources within the context of student learning experiences.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate used digital tools and resources within the context of student learning experiences, <b>but</b> the management process is not articulated or clearly understood.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate effectively managed digital tools and resources within the context of student learning experiences.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved classroom learning environments</b> by helping other teachers effectively manage digital tools and resources.</li> <li>• <b>Made large-scale improvements</b> in the management of digital tools and resources in a school.</li> <li>• <b>Created and shared resources</b> related to the management of digital tools and resources, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>3.3 Online and Blended Learning</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not developed, modeled, or facilitated (or planned the facilitation)</b> of online and blended learning, digital content, and learning networks to support and extend student and educator learning.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has developed, but not modeled or planned the facilitation</b> of online and blended learning, digital content, and learning networks to support and extend student and educator learning.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has developed, modeled, and facilitated (or planned the facilitation)</b> of online and blended learning, digital content, and learning networks to support and extend student and educator learning.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of online and blended learning, digital content, and learning networks in other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers develop and facilitate online and blended learning, digital content, and learning networks in their classrooms.</li> <li>• <b>Created and shared resources</b> 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 <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>3.4 Adaptive and Assistive Technology</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate has not <b>facilitated</b> the use of adaptive and assistive technologies to support individual student learning needs..</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate has <b>facilitated</b> the use of adaptive and assistive technologies to support individual student learning needs, <b>but</b> the implementation process is not articulated well or clearly understood.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate has <b>facilitated</b> the use of adaptive and assistive technologies to support individual student learning needs.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of assistive technology use other teachers' classrooms.</li> <li>• <b>Improved student learning</b> by helping other teachers use assistive technologies.</li> <li>• <b>Created and shared resources</b> related to assistive technologies, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>3.5 Basic Troubleshooting</b> (PSC 3.5) (EPP-TECH 1.2) (PSCSL-2018.1.1.e) Candidate troubleshoots basic software and hardware problems common in digital learning environments.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate does not provide evidence of <b>troubleshooting</b> basic software and hardware problems common in digital learning environments.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>troubleshoots</b> basic software and hardware problems common in digital learning environments, <b>but</b> the evidence is primarily descriptive without a strong supporting artifact.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>troubleshoots</b> basic software and hardware problems common in digital learning environments.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Helped</b> others learn how to troubleshoot common software and hardware problems.</li> <li>• <b>Created and shared resources</b> related to basic troubleshooting, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>3.6 Selecting and Evaluating Digital Tools and Resources</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not collaborated with other educators and/or administrators to evaluate or select</b> digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has collaborated with other educators and/or administrators to evaluate and select</b> digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure, <b>but</b> the candidate does not adequately describe other tools considered and justify their selection.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has collaborated with other educators and/or administrators to evaluate and select</b> digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Led</b> school or district-level teams in evaluating and selecting digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure.</li> <li>• <b>Was instrumental</b> in an evaluation and selection processes that led to the <b>procurement and implementation</b> of a digital tool or resources in their school or district.</li> <li>• <b>Improved student learning</b> by selecting a digital tool or resource.</li> <li>• <b>Created and shared resources</b> related to digital tools based on accuracy, suitability, and compatibility with the school technology infrastructure, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>3.7 Communication and Collaboration</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate does not <b>use</b> digital communication and collaboration tools to communicate locally with students, parents, peers, and the larger community or speaks to global practices.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>uses</b> digital communication and collaboration tools to communicate locally with students, parents, peers, or the larger community, <b>but does not</b> speak to global practices.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>uses</b> digital communication and collaboration tools to communicate locally with students, parents, peers, and the larger community and speaks to global practices.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of using digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.</li> <li>• <b>Improved student learning</b> by helping other teachers use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.</li> <li>• <b>Created and shared resources</b> 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 <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>4.1 Digital Equity</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate has not <b>modeled or promoted strategies</b> for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>modeled and promoted strategies</b> for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district, <b>but</b> the equitable access strategies are not articulated well or clearly understood.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>modeled and promoted strategies</b> for achieving equitable access to digital tools and resources and technology-related best practices for students and/or teachers in their school or district.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved</b> equitable access to digital tools and resources and/or technology-related best practice for students or teachers in their school or district.</li> <li>• <b>Improved student learning</b> by strengthening equitable access to digital tools, digital resources, and/or technology related best practices for students or teachers in their school or district.</li> <li>• <b>Created and shared resources</b> related to digital equity, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>4.2 Safe, Healthy, Legal and Ethical Use</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> how to implement safe, healthy, legal, and ethical uses of digital information and technologies.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to implement safe, healthy, legal, and ethical uses of digital information and technologies, <b>but</b> the implementation strategies are not articulated well or clearly understood</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> how to implement safe, healthy, legal, and ethical uses of digital information and technologies.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved</b> the implementation of safe, healthy, legal, and ethical uses of digital information and technologies in other teachers' classrooms.</li> <li>• <b>Made large-scale improvements</b> 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.)</li> <li>• <b>Created and shared resources</b> related to the safe, healthy, legal, and ethical uses of digital information and technologies, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>4.3 Diversity, Cultural Understanding and Global Awareness</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>has not modeled or facilitated (e.g., coached/helped other educators)</b> the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> the use of digital tools and resources to support diverse student needs, enhance cultural understanding, <b>or</b> increase global awareness.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has modeled and facilitated (e.g., coached/helped other educators)</b> the use of digital tools and resources to support diverse student needs, enhance cultural understanding, <b>and</b> increase global awareness.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of technology use to support diverse student needs, enhance cultural understanding, and increase global awareness.</li> <li>• <b>Improved student learning</b> by helping others use digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.</li> <li>• <b>Created and shared resources</b> related to using technology to support diverse student needs, enhance cultural understanding, and increase global awareness, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>5.1 Needs Assessment (PSC 5.1)</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>did not conduct</b> 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</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>conducted</b> needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses, <b>but candidate does not</b> articulate how the needs assessment informs the content and delivery of technology-based professional learning programs.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>conducted</b> 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.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Conducted needs assessments</b> to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses and <b>used this information to improve</b> the content and delivery of technology-based professional learning programs.</li> <li>• <b>Created and shared resources</b> 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 <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>5.2 Professional Learning (PSC 5.2)</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate did not <b>develop or implement</b> 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.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>developed and implemented</b> technology-based professional learning that aligns to state <b>or</b> national professional learning standards, integrated technology to support face-to-face and online components, modeled principles of adult learning, <b>or</b> promoted best practices in teaching, learning, and assessment.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>developed and implemented</b> 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.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the quality or increased the frequency</b> of effective use of technology in other teachers' classrooms by designing and implementing effective professional development.</li> <li>• <b>Improved student learning</b> by designing and implementing effective professional development.</li> <li>• <b>Created and shared resources</b> related to designing and implementing effective technology-related professional development, and these resources <b>were used by educators</b> from other schools or districts..</li> </ul>

	L1 Does Not Meet	L2 Approaches	L3 Meets	L4 Exceeds
<p><b>5.3 Program Evaluation</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>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.</b></p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate has designed <b>or</b> 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.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>has designed</b> 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.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Improved the design and delivery of professional learning through</b> effective program evaluation.</li> <li>• <b>Improved student learning</b> by designing and implementing effective program evaluation</li> <li>• <b>Created and shared resources</b> related to designing and implementing program evaluation, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>6.1 Continuous Learning</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>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.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate demonstrated continual growth in knowledge and skills of current and emerging technologies, <b>but did not</b> apply them to improve personal productivity or professional practice.</p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate demonstrated continual growth in knowledge and skills of current and emerging technologies and applied them to improve personal productivity and professional practice.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrated in-depth learning, yielding significant advancements</b> in their ability to integrated technology in the classroom (e.g., Online Teaching Endorsement, ISTE Certification)</li> <li>• <b>Created and shared resources</b> to help other educators advance their knowledge and skills in areas related to effective technology implementation/coaching, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>
<p><b>6.2 Reflection</b> (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.</p>	<p>Candidate <b>does not describe the purpose of the artifact or detail their role in the creation of the artifact.</b></p> <p>Candidate <b>does not evaluate or reflect</b> on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.</p>	<p>Candidate <b>describes the artifact or details their role in the creation of the artifact.</b></p> <p>Candidate <b>evaluates and reflects</b> on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences, <b>but reflections are irregular in practice or lack depth in content.</b></p>	<p>Candidate <b>describes the artifact and details their role in the creation of the artifact.</b></p> <p>Candidate <b>regularly evaluates and reflects</b> on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.</p>	<p>The candidate has accomplished one or more of the following:</p> <ul style="list-style-type: none"> <li>• <b>Shows creativity, innovation, or great depth</b> in their reflective activities, which <b>yield significant insight and improvements</b> in their ability to <b>effectively model and facilitate technology-enhanced learning experiences.</b></li> <li>• <b>Created and shared resources</b> to help others regularly evaluate and reflect on their professional practice and dispositions related to advancing technology use in schools, and these resources <b>were used by educators</b> from other schools or districts.</li> </ul>

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