

Portfolio Evaluation Checklist

The web-based portfolios in the *Teaching and Learning with Technology* track will provide evidence of growth and achievement of the National Educational Technology Standards for practicing educators. Acceptable portfolios will provide evidence and complete reflection statements for meeting all performance indicators for the six NETS-T. (www.iste.org)

At least one piece of evidence from each course in the *Teaching and Learning with Technology* track must be included in the portfolio, in addition to a document that shares the findings of the action research project. The same evidence may be used to support multiple standards. Additional evidence may come from coursework or from self-generated documents such as student work, photographs, or video of student/teacher activities.

A reflection statement should be written to support each technology standard. In the reflection statement, the author will discuss all evidence that is provided to meet the standard's indicators. In other words, the portfolio will include six reflection statements to support the six NETS-T. A complete reflection statement will include the following:

- Statements identifying the evidence. Include the name of the artifact, the date it was created, and the course or context in which it was created
- Statements explaining why the artifact was chosen to document that particular standard. Provide specific references to theory, research, or experts in the field to support your statements. Articulate what you learned from evidence about teaching and learning with technology.
- Statements reflecting on implications for future learning. Provide suggestions for future professional development or future application of the knowledge or skill.

Portfolios will be shared in a public forum during the semester in which the student is enrolled in EDUC 695. The time and place for the presentation of the portfolios will be determined jointly by the student and the academic advisor. The student's academic advisor and one additional education faculty member, selected by the student's academic advisor, will evaluate the student's portfolio. In order to meet the portfolio requirement for program completion, the student must receive an *Acceptable* on all elements in the rubric from both faculty members. If the two faculty members disagree, a third faculty member, selected by the student's academic advisor, will evaluate the portfolio. In the event that the portfolio does not meet the requirements for program completion, the student must submit a plan for revision to the three reviewing faculty members. The academic advisor will mentor the student as revisions are completed. The portfolio may be submitted only one additional time for final approval. When the portfolio has been approved, the academic advisor will send a letter to the director of graduate programs stating that the portfolio has been approved, attaching copies of the Portfolio Evaluation Checklist signed by the faculty reviewers.

**Teaching and Learning with Technology
Master's in Education Track
Rubric for Portfolio Reflections**

Element	Unacceptable	Acceptable	Target
Artifacts	Artifacts from all 5 courses in the tech track are incomplete.	Artifacts include evidence from all 5 courses in the tech track.	Artifacts include evidence from practice in the classroom and from all 5 courses in the tech track.
What: Statements identifying the artifact	Artifact is incompletely identified.	Artifact is completely identified including the name of the artifact and the course or context in which it was created.	Artifact is completely identified including the name of the artifact, the date it was created, and the course or context in which it was created.
So What: Links to experts	Some rationales fail to provide references to theory, research or experts in the field.	Each rationale provides 3 specific references to theory, research, or experts in the field to support statements.	Each rationale provides more than 3 specific references to theory, research, or experts in the field to support statements.
So What: Rationale for selection of artifact	Some rationales fail to articulate what was learned from the evidence.	All rationales articulate what was learned from the evidence about teaching and learning with technology.	All rationales articulate what was learned from the evidence about teaching and learning with technology.
Now What: Goal for future learning	Some narratives fail to provide suggestions for future professional development or future application of the knowledge or skill.	All narratives provide at least 1 suggestion that is logically connected to the artifact provided for future professional development or future application of the knowledge or skill.	All narratives provide more than 1 suggestion that is logically connected to the artifact provided for future professional development or future application of the knowledge or skill.
Indicators	Portfolio reflections fail to address all but one of the indicators for the standard.	Each portfolio reflection addresses all but one of the indicators for the standard.	Each portfolio reflection addresses all indicators for the standard.
Grammatical and stylistic elements	Writing includes multiple grammatical and stylistic errors.	Writing includes few grammatical errors and follows conventions of standard composition.	Writing is free of grammatical errors and follows conventions of standard composition.
Technical aspects	Web pages contain more than 2 technical errors.	Web pages contain only 1-2 technical errors. Graphics and links are generally operational.	Web pages are free of technical errors. Graphics and links are operational.
Appearance	Portfolio appearance is not aesthetically pleasing and fails to provide a professional appearance.	Portfolio is professional and visually appealing.	Portfolio is creative, professional, and visually appealing.
Action Research	Portfolio does not include the action research project.	Most of the action research project is provided as an artifact.	The entire action research project is provided as an artifact.

Evaluator's Checklist

Standard	Indicator	Evidence Is Provided		Reflection	
I. Facilitate and Inspire Student Learning and Creativity	Standard 1 Indicators	Yes	No	Standard 1 Reflection	
				Acceptable	Not Acceptable
	IA. promote, support, and model creative and innovative thinking and inventiveness.				
	IB. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.				
	IC. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.				
	ID. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.				
II. Design and Develop Digital-Age Learning Experiences and Assessments	Standard II Indicators	Yes	No	Standard II Reflection	
				Acceptable	Not Acceptable
	IIA. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.				
	IIIB. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.				
	IIIC. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.				
	IIID. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.				
III. Model Digital-Age Work and Learning	Standard III Indicators	Yes	No	Standard III Reflection	
				Acceptable	Not Acceptable
	IIIA. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations				
	IIIB. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.				
	IIIC. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.				
	IIID. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.				

IV. Promote and Model Digital Citizenship and Responsibility	Standard IV Indicators	Evidence Is Provided		Standard IV Reflection	
		Yes	No	Acceptable	Not Acceptable
	IVA. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.				
	IVB. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.				
	IVC. promote and model digital etiquette and responsible social interactions related to the use of technology and information.				
	IVD. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.				
V. Engage in Professional Growth and Leadership	Standard V Indicators	Evidence Is Provided		Standard V Reflection	
		Yes	No	Acceptable	Not Acceptable
	VA. participate in local and global learning communities to explore creative applications of technology to improve student learning.				
	VB. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.				
	VC. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.				
	VD. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.				

Approved:

Signature of Faculty reviewer

Date

Not Approved:

Signature of Faculty reviewer

Date

If the portfolio is not approved, the faculty reviewer must attach an explanation for denial.