

# EDTC Program Assessment Framework

## Second Edition

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The University of Delaware's Master of Education in Educational Technology (EDTC) program aligns with both of the international standards bodies that inform the design of educational technology degree programs. These two standards bodies are the Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE). EDTC degree candidates may choose to follow either the AECT or the ISTE standards. This choice determines whether AECT or ISTE rubrics assess candidate progress toward fulfilling the degree performances that the EDTC program assessment framework comprises.

### Degree Performances

The EDTC program assessment framework comprises the following eight performances:

1. **Multimedia eLearning Environment.** This is a multimedia web in which candidates create a blended learning environment using multiple methods of assessment including collaborative learning. ISTE-C candidates must create instruction for staying safe online, protecting one's data, examining sources critically, managing your online profile, and maintaining a healthy balance of time spent online.
2. **Grades in Courses.** Grades indicate the extent to which candidates have acquired the pedagogical and content knowledge needed to provide effective leadership in technology integration.
3. **Needs Assessment.** This is a term paper with a literature review that candidates write during their first year in the program. It establishes the need for school or building-level improvements in the educational technology infrastructure, including teacher professional development, research-based best practices, and learner characteristics of all students.
4. **Curriculum Project.** This is field experience during which candidates keep a reflective journal documenting plans, experiences, and improvements made in a local school or workplace setting.
5. **Action Research Project.** This is a major research paper that the candidate writes toward the end of the master's program. In an action research project, the candidate conducts a local experiment in order to determine whether a nationally recognized best practice implemented in the local school or workplace can achieve results akin to those described in the research literature.
6. **Instructional Design.** The candidate designs and develops one or more lessons or modules on a topic of strategic importance to the curriculum of the local school or workplace.
7. **School or Workplace Technology Plan.** This is a strategic plan that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to which standards have been met. The plan includes a work schedule, hardware and software configuration, a proposed

budget, and a budget explanation. ISTE-C candidates must plan for involving teachers in the process of creating a shared vision for integrating technology with a healthy balance of time spent online and recognition for teachers who excel in modeling this vision.

8. National Standards Capstone ePortfolio. In the capstone ePortfolio, the candidate submits artifacts documenting achievements in each ISTE or AECT standards domain. For each standard, the candidate explains the manner in which the artifact(s) address the criteria.

## Standards Alignment Overview

The chart below identifies the specific AECT and ISTE standards that each performance assesses. In this chart, the column label ISTE-C refers to the ISTE standards for Coaches.

<b>Assessments</b>	<b>AECT Standards</b>	<b>ISTE-C Standards</b>
#1 Multimedia eLearning Environment	1.1, 3.3, 3.5, 3.6	4-C, 7-B, 7-C, 7-D
#2 Grades	5.1	2-B
#3 Needs Assessment	1.2, 2.3, 2.5	1-C, 3-C, 4-C, 5-A
#4 Curriculum Project	1.3, 2.1, 3.2, 4.4	4-A, 6-C, 7-A
#5 Action Research Project	5.2, 5.3, 5.4	4-B, 4-C, 5-C, 6-B
#6 Instructional Design	2.2, 2.4, 3.1, 4.1	3-B, 4-D, 5-B
#7 Technology plan	1.4, 3.4, 4.2, 4.5	1-A, 1-B, 1-D, 1-E, 3-D, 7-B
#8 Capstone ePortfolio	1.5, 4.3, 5.1	1-B, 2-B, 2-A, 2-C, 3-A, 6-A

## Detailed Alignment with AECT Standards

The text of each AECT standard appears on the following grid, in which checkboxes indicate which rubric is used in assessing the candidate's performance.

AECT STANDARDS AND INDICATORS	APPLICABLE ASSESSMENTS
<b>1. Content Knowledge.</b> Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	
1.1 <b>Creating.</b> Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.2 <b>Using.</b> Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.3 <b>Assessing/Evaluating.</b> Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.4 <b>Managing.</b> Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
1.5 <b>Ethics.</b> Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<b>2. Content Pedagogy.</b> Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	
2.1 <b>Creating.</b> Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 <b>Using.</b> Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.3 <b>Assessing/Evaluating.</b> Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.4 <b>Managing.</b> Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.5 <b>Ethics.</b> Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>3. Learning Environments.</b> Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	
3.1 <b>Creating.</b> Candidates create instructional design products based on learning principles and research-based best practices.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.2 <b>Using.</b> Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.3 <b>Assessing/Evaluating.</b> Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.4 <b>Managing.</b> Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8

<b>AECT STANDARDS AND INDICATORS</b>	<b>APPLICABLE ASSESSMENTS</b>
3.5 <b>Ethics.</b> Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.6 <b>Diversity of Learners.</b> Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4. Professional Knowledge and Skills.</b> Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	
4.1 <b>Collaborative Practice.</b> Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2 <b>Leadership.</b> Candidates lead their peers in designing and implementing technology-supported learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
4.3 <b>Reflection on Practice.</b> Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
4.4 <b>Assessing/Evaluating.</b> Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.5 <b>Ethics.</b> Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
<b>5. Research.</b> Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.	
5.1 <b>Theoretical Foundations.</b> Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
5.2 <b>Method.</b> Candidates apply research methodologies to solve problems and enhance practice.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5.3 <b>Assessing/Evaluating.</b> Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5.4 <b>Ethics.</b> Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## Detailed Alignment with ISTE-C Standards

The text of each ISTE-C standard appears on the following grid, in which checkboxes indicate which rubric is used in assessing the candidate's performance.

ISTE TECHNOLOGY COACH STANDARDS AND INDICATORS	APPLICABLE ASSESSMENTS
<b>1. Change Agent.</b> Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:	
a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2. Connected Learner.</b> Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:	
a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<b>3. Collaborator.</b> Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:	
a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4. Learning Designer.</b> Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:	
a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<b>ISTE TECHNOLOGY COACH STANDARDS AND INDICATORS</b>	<b>APPLICABLE ASSESSMENTS</b>
d. Model the use of instructional design principles with educators to create effective digital learning environments.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>5. Professional Learning Facilitator.</b> Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning. Coaches:	
a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>6. Data-Driven Decision-Maker.</b> Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning. Coaches:	
a. Assist educators and leaders in securely collecting and analyzing student data.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>7. Digital Citizen Advocate.</b> Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world. Coaches:	
a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## Multimedia eLearning Environment

EDTC coursework includes multimedia and eLearning courses in which the candidate creates a multimedia eLearning environment. When evaluating this environment, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the multimedia eLearning environment rubrics.

### AECT Rubric for Assessment #1: Multimedia eLearning Environment

Required Elements:

- Rationale for tool choices
- Multiple assessment strategies
- Ethical use of education technology
- Differentiated according to learner characteristics

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>AECT 1.1</b> Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.  (check rating)	The learning environment may appear well designed but the rationale for tool choices does not indicate what systematic approaches were used.  <input type="checkbox"/>	The tool choices are well explained in the rationale and the materials reflect thoughtful application of these approaches.  <input type="checkbox"/>	Tool choices are well explained with citations indicating how tools were chosen to achieve improvements documented in the scholarly literature.  <input type="checkbox"/>
<b>AECT 3.3</b> Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.  (check rating)	Assessment may be rigorous but multiple strategies have not been employed.  <input type="checkbox"/>	The candidate employs multiple assessment strategies including discussion forums, formative checkpoints and summative exams or projects.  <input type="checkbox"/>	The candidate cites examples from the scholarly literature explaining how researched best practices informed the design of the multiple assessment strategies.  <input type="checkbox"/>
<b>AECT 3.5</b> Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources.  (check rating)	The site is missing basic accessibility requirements such as alternate text for graphics, and many artifacts do not have copyright notices or creative commons licenses.  <input type="checkbox"/>	An honest attempt has been made to meet accessibility and Fair Use guidelines, but some aspects of the user interface are not accessible, or some copyright notices are unclear or missing.  <input type="checkbox"/>	The site complies with the Section 508 and WCAG guidelines for Web accessibility, and it follows applicable copyright and Fair Use Guidelines.  <input type="checkbox"/>

<p><b>AECT 3.6</b> Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.</p> <p>(check rating)</p>	<p>Linkages between learner characteristics and instructional design are absent or inappropriately described.</p> <p><input type="checkbox"/></p>	<p>Profiles the targeted student population and describes the impact learner characteristics will have on the instructional design.</p> <p><input type="checkbox"/></p>	<p>Profiles the targeted student population, describes the impact learner characteristics will have on the instructional design. and includes the provision of alternate representations to meet the needs of different kinds of users, especially those with special needs.</p> <p><input type="checkbox"/></p>
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## ISTE Rubric for Assessment #1: Multimedia eLearning Environment

**Required Elements:**

- Teaches how to critically examine online sources
- Helps users curate and protect their personal data
- Incorporates collaborative learning strategies
- Accommodates learner variability and follows accessibility guidelines

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>ISTE 4-C</b> Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</p> <p>(check rating)</p>	<p>The project is missing basic accessibility requirements such as alternate text for graphics, and many artifacts do not have copyright notices or creative commons licenses.</p> <p><input type="checkbox"/></p>	<p>An honest attempt has been made to meet accessibility and Fair Use guidelines, but there are some aspects of the user interface that are not accessible, or some copyright notices are unclear or missing.</p> <p><input type="checkbox"/></p>	<p>The project complies with and encourages users to comply with the Section 508 and WCAG guidelines for Web accessibility, and it follows applicable copyright and Fair Use Guidelines.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 7-B</b> Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.</p> <p>(check rating)</p>	<p>The project lacks content related to interacting respectfully online and maintaining a healthy balance of time spent online.</p> <p><input type="checkbox"/></p>	<p>The project contains material intended to help users learn to interact respectfully and maintain a healthy balance of time spent online.</p> <p><input type="checkbox"/></p>	<p>The project provides a mechanism users to collaborate and provide each other with advice for interacting respectfully and maintaining a healthy balance of time spent online.</p> <p><input type="checkbox"/></p>



<p><b>ISTE 7-C</b> Support educators and students to critically examine the sources of online media and identify underlying assumptions.</p> <p>(check rating)</p>	<p>There is little or no content related to identifying false information.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Guidelines are provided but their source is not identified.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The site identifies the source(s) of the guidelines it uses in teaching users how to critically examine the veracity of online info.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>ISTE 7-D</b> Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.</p> <p>(check rating)</p>	<p>The materials lack guidance about keeping personal data safe and protecting one's digital profile online.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Guidelines are provided but their source is not identified.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The site identifies the source(s) of the guidelines it uses in teaching users how to keep personal data safe and protect one's digital profile online.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## Needs Assessment

In keeping with the School of Education's conceptual framework, EDTC degree candidates are reflective practitioners who learn from the experience of others in developing their own reflective practice. According to this framework, each EDTC student conducts a needs assessment in which local school or workplace needs are identified in light of best practices and research findings documented in the scholarly literature. Informed by this lit review, the candidate writes a term paper that defines the needs and determines the extent to which standards have been published to inform the design of curriculum materials in the chosen content area. Most EDTC candidates conduct this needs assessment in the content area of their intended curriculum project, which is thereby informed by the research reviewed in the term paper.

When evaluating the needs assessment, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Needs Assessment rubrics.

# AECT Rubric for Assessment #3: Needs Assessment (term paper with lit review)

Required Elements:

- Pedagogical justification of tool choices
- Key questions guide the inquiry into identifying needs
- Accommodate users with different learner characteristics

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>AECT 1.2</b> Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.</p> <p style="text-align: right;">(check rating)</p>	<p>The needs assessment may be thorough but it does not adequately explain the pedagogical reasons for using the tools it recommends.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Needs are accompanied by recommendations for using specific tools intended to address those needs from a pedagogical perspective explained in the needs assessment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The reasons for recommending specified tools to meet identified needs are documented with citations from the scholarly literature explaining the best practices informing the tool selection.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>AECT 2.3</b> Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice.</p> <p style="text-align: right;">(check rating)</p>	<p>Although important needs may be identified, the needs assessment does not identify the key questions guiding this inquiry.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The key questions guiding this inquiry make logical sense in a framework pointing to the need for the technologies recommended.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The needs assessment cites researched best practices documented in the scholarly literature investigating similar key questions leading to the pedagogical analysis informing the recommended tool selection.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>AECT 2.5</b> Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.</p> <p style="text-align: right;">(check rating)</p>	<p>Linkages between learner characteristics and instructional design are absent or inappropriately described.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Profiles the targeted student population and describes the impact learner characteristics will have on the instructional design.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Profiles the targeted student population, describes the impact learner characteristics will have on the instructional design, and provides for alternate representations to meet the needs of users with different learning characteristics.</p> <p style="text-align: center;"><input type="checkbox"/></p>

# ISTE Rubric for Assessment #3: Needs Assessment (term paper with lit review)

Required Elements:

- Assesses needs for all students
- Proven implementation strategies
- Teacher professional development aligned with adult learning principles

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>ISTE 1-C</b> Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.  (check rating)	Although the needs assessment may cover a lot of ground in terms of content and scope, it does not consider how to promote a shared vision for delivering the materials to all students, including those with special needs.  <input type="checkbox"/>	Profiles the targeted student population and describes the impact learner characteristics will have on the instructional design.  <input type="checkbox"/>	Profiles the targeted student population, describes the impact learner characteristics will have on the instructional design, and includes the provision of alternate representations to meet the needs of users with different learner characteristics, including students with special needs.  <input type="checkbox"/>
<b>ISTE 3-C</b> Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.  (check rating)	Although the needs assessment may be rigorous and comprehensive, the document does not specify the strategies that will be needed to implement the proposed improvements.  <input type="checkbox"/>	Cites relevant research findings and proposes teacher professional development activities based on the recommendations other practitioners have made in the scholarly literature.  <input type="checkbox"/>	Cites relevant research findings and proposes teacher professional development activities based on recommendations documented in the scholarly literature. Identifies areas in which there are unanswered questions or contradictions that merit further investigation.  <input type="checkbox"/>

<p><b>ISTE 4-C</b> Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</p> <p>(check rating)</p>	<p>Although the needs assessment may recommend assistive technology, the specifications are missing basic accessibility requirements such as alternate text for graphics.</p> <p><input type="checkbox"/></p>	<p>An honest attempt has been made to meet accessibility and Fair Use guidelines, but the needs assessment does not reference the principles of Universal Design for Learning (UDL).</p> <p><input type="checkbox"/></p>	<p>The needs assessment complies with the Section 508 and WCAG guidelines for Web accessibility, and it follows applicable copyright and Fair Use Guidelines. The plan aligns with and references the principles of Universal Design for Learning (UDL).</p> <p><input type="checkbox"/></p>
<p><b>ISTE 5-A</b> Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.</p> <p>(check rating)</p>	<p>References to adult learning principles are vague or missing, the alignment is unclear, or the citations are used out of context.</p> <p><input type="checkbox"/></p>	<p>Identifies applicable principles of adult learning and proposes teacher professional development activities based on these principles.</p> <p><input type="checkbox"/></p>	<p>Identifies and reflects on applicable principles of adult learning and proposes teacher professional development activities based on these principles. Identifies areas in which the standards are vague or open to multiple interpretations.</p> <p><input type="checkbox"/></p>

## Curriculum Project

One of the most important abilities acquired by EDTC students is the capacity to use educational technology for curriculum enhancements and improvements. Each student must demonstrate this capacity by creating a curriculum project that is designed to improve instruction or solve an educational problem in an authentic school or workplace setting. In a reflective journal, the student documents problems analyzed, approaches tried, and results achieved. By studying this journal, the EDTC faculty (as well as potential employers) can evaluate the extent to which the student has become a reflective practitioner who is able to discover best practices and adapt them to local needs.

When evaluating the curriculum project, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Curriculum Project rubrics.

### AECT Rubric for Assessment #4: Curriculum Project (reflective journal)

Required Elements:

- Protocol explains why tools were chosen
- Content pedagogy and learning theory inform the curriculum design
- Assessment aligns with learning activities

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>AECT 1.3</b> Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.  (check rating)	Although the curriculum plan may be rich in its use of tools, there is little or no explanation of why the materials were chosen.  <input type="checkbox"/>	The curriculum plan explains the reasons why the materials were chosen and provides the rationale for adopting the selected tools as compared to other possible approaches.  <input type="checkbox"/>	The curriculum plan cites researched best practices documented in the scholarly literature informing the decision to adopt the chosen strategy as compared to other technological possibilities.  <input type="checkbox"/>
<b>AECT 2.1</b> Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.	Although the curriculum may be rich in technological resources, the plan contains little or no references or explanation of the content pedagogy that informed the design of the instructional	The curriculum plan explains how content pedagogy impacted the design of the learning environment and the assessment of student learning outcomes.	Citations from the scholarly literature, such as research about TPACK, inform the design of the curriculum plan and its multiple assessment strategies.

(check rating)	sequencing, tool choices, and assessment of student learning. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>AECT 3.2</b> Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. (check rating)</p>	<p>Although the curriculum may appear to make effective use of technology integration strategies, there is little or no explanation of the learning theory that informed these decisions. <input type="checkbox"/></p>	<p>The curriculum plan references and explains how learning principles and impactful practices informed the curriculum design. <input type="checkbox"/></p>	<p>The curriculum plan identifies gaps in the scholarly references to the learning theories that informed the project's design and suggests directions for further study. <input type="checkbox"/></p>
<p><b>AECT 4.4</b> Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities. (check rating)</p>	<p>Criteria for determining learner mastery of assigned content are vague or unspecified. <input type="checkbox"/></p>	<p>The materials implement clearly defined criteria to determine when the learner has mastered the assigned content. <input type="checkbox"/></p>	<p>Instructional sequencing considers the learner's current achievement level, adjusts the course accordingly, and uses clearly defined criteria to determine when the learner has mastered the assigned content. <input type="checkbox"/></p>

# ISTE Rubric for Assessment #4: Curriculum Project (reflective journal)

Required Elements:

- Real world context
- Collaborative learning
- Project based assessment
- Differentiation

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>ISTE 7-A</b> Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.</p> <p style="text-align: right;">(check rating)</p>	<p>The project may seem authentic but it does not use technology to help students assume professional roles and collaborate in solving real-world problems that are non-trivial.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The curriculum design provides tools for students to collaborate on real-world problems in an authentic context and assume the role of a professional suggesting solutions to a needy audience.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Includes participation in a real-world global learning community with citations to scholarly literature documenting its impact and scope.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>ISTE 4-A</b> Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</p> <p style="text-align: right;">(check rating)</p>	<p>The assessment is primarily objective in nature, measuring student knowledge of facts as opposed to assessing what students are capable of doing.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The curriculum contains project-based learning that involves students in creating or authoring, not just memorizing and consuming.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The curriculum plan includes a rationale citing scholarly research that documents the effectiveness of the techniques chosen for engaging students in real-world project-based learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>ISTE 6-C</b> Partner with educators to empower students to use learning data to set their own goals and measure their progress.</p> <p style="text-align: right;">(check rating)</p>	<p>In spite of otherwise appearing to support a wide range of learning modalities, the curriculum protocol does not specify how students will be able to see their data and reflect on their progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The curriculum protocol profiles the targeted student population and explains how students will be able to see their data and reflect on their progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Profiles the targeted student population, describes the impact learner characteristics will have on the instructional design, and provides a mechanism for students to set their own goals and reflect on their progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>



## Action Research Project

A key feature of the EDTC program is the manner in which students carry out an actual project in a school or workplace setting appropriate to the student's career goals. This project normally consists of the implementation of one or more curriculum modules from the student's curriculum design project. Students report the results of the project in the form of a paper that is written in APA style using case study methodology such as the protocols defined in Yin, Robert K. *Case Study Research: Design and Methods*. Third edition. Thousand Oaks: Sage Publications, 2003. ISBN 0-7619-2553-8.

When evaluating the action research project, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Action Research Project rubrics.

# AECT Rubric for Assessment #5: Action Research Project (case study)

Required Elements:

- Data supports the findings
- Hypotheses and key questions foster logical inquiry
- Evidence of ethical conduct of research

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>AECT 5.2</b> Candidates apply research methodologies to solve problems and enhance practice.</p> <p>(check rating)</p>	<p>Claims made based on the local findings reported are not supported by the data that has been collected.</p> <p><input type="checkbox"/></p>	<p>Collects qualitative and quantitative data and correctly uses statistical methods (such as mean, standard deviation, t-test, and chi-square) to determine the extent to which improvements have occurred.</p> <p><input type="checkbox"/></p>	<p>Collects qualitative and quantitative data and develops a theoretical framework to explain the differences observed between local findings and results reported in the scholarly literature.</p> <p><input type="checkbox"/></p>
<p><b>AECT 5.3</b> Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. (p. 203)</p> <p>(check rating)</p>	<p>The hypotheses are misstated or missing, or the local experiment is not informed by results and experiences reported in the scholarly literature.</p> <p><input type="checkbox"/></p>	<p>Hypotheses and key questions guiding the inquiry are well formed and make logical sense in framing this action research project.</p> <p><input type="checkbox"/></p>	<p>Analyzes the results of a model project reported in the scholarly literature and frames locally recommended actions in the form of hypotheses to test and measure the effectiveness of the locally proposed actions.</p> <p><input type="checkbox"/></p>
<p><b>AECT 5.4</b> Candidates conduct research and practice using accepted professional (p. 296) and institutional (p. 297) guidelines and procedures.</p> <p>(check rating)</p>	<p>The research may appear ethical but the study does not explain how the candidate followed local school district or workplace requirements for the ethical conduct of research.</p> <p><input type="checkbox"/></p>	<p>The study explains how the candidate followed local school district or workplace requirements for the ethical conduct of research, such as applicable IRB stipulations.</p> <p><input type="checkbox"/></p>	<p>The study follows and suggests improvements in local school district or workplace requirements for the ethical conduct of research.</p> <p><input type="checkbox"/></p>

# ISTE Rubric for Assessment #5: Action Research Project (case study)

**Required Elements:**

- Teacher learning aimed at improving results
- Formative and summative techniques
- Compare findings to those reported in scholarly literature
- Interprets both qualitative and quantitative data

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>ISTE 4-C</b> Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.  (check rating)	The Action Research Project may have good overall design but it does not provide any mechanism for differentiating instruction so that all students can learn.  <input type="checkbox"/>	The project profiles the targeted student population and considers the impact of learner characteristics.  <input type="checkbox"/>	The project profiles the targeted student population, considers the impact of learner characteristics, and provides alternate representations to meet the needs of different kinds of users, especially those with special needs.  <input type="checkbox"/>
<b>ISTE 4-B</b> Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.  (check rating)	The Action Research Project may specify standards alignment but the data collected is based on summative measures with little or no facility for coaching students on a formative basis.  <input type="checkbox"/>	The Action Research Project specifies the standards that guide the inquiry and uses both formative and summative techniques for collecting data and analyzing results.  <input type="checkbox"/>	The Action Research Project specifies the standards that guide the inquiry in both formative and summative assessment domains and compares its findings to results reported in the scholarly literature.  <input type="checkbox"/>
<b>ISTE 5-C</b> Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.  (check rating)	The Action Research Project may be based around a sound curriculum but nothing is done to assess whether the teacher learned or improved anything.  <input type="checkbox"/>	The case study documents what the teachers learned or analyzes data indicating how teachers can help improve learning outcomes.  <input type="checkbox"/>	The case study documents what the teachers learned and compares its findings to those reported in the scholarly literature.  <input type="checkbox"/>
<b>ISTE 6-B</b> Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.  (check rating)	Offers only qualitative or quantitative data in support of decisions and recommendations.  <input type="checkbox"/>	Considers both qualitative and quantitative evidence.  <input type="checkbox"/>	Documents the source of both qualitative and quantitative methods employed in decision making.  <input type="checkbox"/>

## Instructional Design

The EDTC program requires that each degree candidate must design a learning object intended for use by students whose school or workplace context requires improved results on the performance being taught. Most EDTC candidates choose to design a learning object that is part of their curriculum project. This design must be presented in the form of an annotated concept map and/or storyboard providing sufficient detail that a developer could create the learning object from the specifications provided.

When evaluating the instructional design, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Instructional Design rubrics.

## AECT Rubric for Assessment #6: Instructional Design (concept map/storyboard)

Required Elements:

- Explain how content pedagogy and learning principles informed the design
- Accommodate learners from diverse backgrounds
- Collaborate with SMEs in making design decisions

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>AECT 2.2</b> Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.  (check rating)	Although technological design decisions may appear sound, there is little or no explanation of how they were informed by content pedagogy.	The concept map or storyboard contains annotations explaining how content pedagogy informed the design decisions.	Citations from the scholarly literature support claims made in explaining how the design decisions were informed by content pedagogy.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AECT 2.4</b> Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy.  (check rating)	Although the storyboard or concept map may explain how content pedagogy informed its design, there is little or no explanation of how the material can function in differentiating instruction.	The concept map or storyboard contains annotations explaining where and how the design can differentiate instruction in support of diverse learning communities.	Citations from the scholarly literature support design decisions made in creating a flexible and diverse learning environment.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>AECT 3.1</b> Candidates create instructional design products based on learning principles and research-based best practices.</p> <p>(check rating)</p>	<p>The design may be based on learning principles but there are no citations to best practices documented in the scholarly literature, or the practices cited are misused.</p> <p><input type="checkbox"/></p>	<p>The candidate makes Instructional Design recommendations based on learning principles and cites relevant research-based best practices.</p> <p><input type="checkbox"/></p>	<p>The candidate makes Instructional Design recommendations based on reflective study of best practices cited in the scholarly literature and poses additional research questions in the form of testable hypotheses for further investigation.</p> <p><input type="checkbox"/></p>
<p><b>AECT 4.1</b> Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.</p> <p>(check rating)</p>	<p>There is little or no evidence of collaboration between the designer and peers or subject matter experts.</p> <p><input type="checkbox"/></p>	<p>Annotations in the concept map identify design decisions made as a result of collaboration with peers or subject matter experts.</p> <p><input type="checkbox"/></p>	<p>Annotations in the concept map indicate that the designer participated in a professional learning community in which nationally known scholars collaborated on the project.</p> <p><input type="checkbox"/></p>

# ISTE Rubric for Assessment #6: Instructional Design (concept map/storyboard)

**Required Elements:**

- Fosters active learning with meaningful feedback
- Uses research-based instructional design principles
- Aligns content to applicable standards
- Integrates technology into learning activities

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>ISTE 5-B</b> Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.</p> <p>(check rating)</p>	<p>The design may address content standards but student technology standards are lacking.</p> <p><input type="checkbox"/></p>	<p>The concept map/storyboard explains how the design aligns both with content standards as well as student technology standards.</p> <p><input type="checkbox"/></p>	<p>The concept map/storyboard uses a nationally researched teacher preparation framework such as TPACK to explain how the design supports both content and technology standards.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 4-D</b> Model the use of instructional design principles with educators to create effective digital learning environments.</p> <p>(check rating)</p>	<p>The instructional design makes little or no references to the scholarly literature about research-based best practices in instructional design.</p> <p><input type="checkbox"/></p>	<p>The instructional design uses and references research-based best practices documented in the scholarly literature about instructional design.</p> <p><input type="checkbox"/></p>	<p>The instructional design cites research-based best practices that informed its design and identifies gaps or suggests ideas for further research to advance the field.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 3-B</b> Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.</p> <p>(check rating)</p>	<p>The design spec says little or nothing about how teachers should go about implementing this in the classroom and learning through collaborating.</p> <p><input type="checkbox"/></p>	<p>The design spec does a good job of explaining how the teacher facilitates learning by managing the classroom aspects of the design including learning through collaborating.</p> <p><input type="checkbox"/></p>	<p>The design spec explains how models documented in the scholarly literature informed the design of the classroom technology integration and collaborative learning strategy.</p> <p><input type="checkbox"/></p>

## Technology Plan

As part of their internship, EDTC candidates create a detailed plan for carrying out an actual technology facilitation project in a school or workplace setting appropriate to the candidate's career goals. In the technology plan, the candidate must analyze the logistical, pedagogical, and political issues related to putting the project into practice. The plan can be to implement the candidate's curriculum project or instructional design, or the plan can cover a different topic involving technology integration. Scheduling, budgetary, and staffing implications must be clearly articulated, and the candidate must present a realistic schedule for implementing the project in the local setting. The candidate submits the implementation plan in the form of a narrative that can include charts and diagrams created with project management tools.

When evaluating the technology plan, EDTC faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Technology Planning rubrics.

# AECT Rubric for Assessment #7: School or Workplace Technology Plan

**Required Elements:**

- Plan of work specifies project management tools
- Identifies obstacles and strategizes how to overcome them
- Consults with stakeholders
- Treats all students ethically including learners with special needs

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>AECT 1.4</b> Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.</p> <p style="text-align: right;">(check rating)</p>	<p>Although the goals of the plan may seem important, the quality of the timeline, budget explanation, and plan of work do not inspire confidence that the innovation can be successfully implemented by following this plan.</p>	<p>The plan identifies implementation obstacles, predicts when they will occur, and prepares coping strategies based on findings documented in the scholarly literature.</p>	<p>The plan hypothesizes new ways of overcoming obstacles identified in the scholarly literature and prepares to test these hypotheses if the obstacles are encountered.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>AECT 3.4</b> Candidates establish mechanisms (p. 190) for maintaining the technology infrastructure (p. 234) to improve learning and performance.</p> <p style="text-align: right;">(check rating)</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p>	<p>The plan identifies a suite of project management tools and explains how the implementation team will use these tools to keep the project on schedule, control costs, monitor the results, and communicate with each other in accomplishing the project's goals.</p>	<p>The plan calls for managers to use follow-through tools to obtain feedback from developers and implementers in order to identify emerging problems and solve them before they cause negative impacts on the project's budget, schedule, or effectiveness.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>AECT 4.2</b> Candidates lead their peers in designing and implementing technology-supported learning.</p> <p style="text-align: right;">(check rating)</p>	<p>The stakeholders have not been identified or there is no evidence they are committed to carrying out this project in an authentic school or workplace setting.</p>	<p>The plan identifies the stakeholders who are committed to carrying out this project in an authentic school or workplace setting.</p>	<p>There is evidence that the stakeholders have committed to play a key role in promoting or even requiring the use of the innovation in an authentic school or workplace setting.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<p><b>AECT 4.5</b> Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.</p> <p>(check rating)</p>	<p>The plan is missing basic accessibility requirements, accommodations for users with special needs, or provisions for copyright notices or creative commons licenses.</p> <p><input type="checkbox"/></p>	<p>An honest attempt has been made to meet accessibility, copyright, and Fair Use guidelines, but some aspects of the plan fail to take into account accommodations for users with special needs.</p> <p><input type="checkbox"/></p>	<p>The plan contains evidence that the candidate proceeded ethically within the applicable cultural context during all aspects of their work on this plan and with respect for the diversity of learners in each setting.</p> <p><input type="checkbox"/></p>
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## ISTE Rubric for Assessment #7: School or Workplace Technology Plan

**Required Elements:**

- Considers the school or district technology plan
- Uses technology to consult with stakeholders
- Considers researched best practices

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>ISTE 3-D</b> Personalize support for educators by planning and modeling the effective use of technology to improve student learning.</p> <p>(check rating)</p>	<p>The plan may consider aspects of the local classroom or workplace but fails take into account the need to personalize support for educators.</p> <p><input type="checkbox"/></p>	<p>The classroom or workplace plan personalizes support for educators while considering its potential impact and implications for the school district or enterprise as appropriate.</p> <p><input type="checkbox"/></p>	<p>Using citations to planning documents studied in the scholarly literature, the classroom or workplace plan provides a national context for how it supports educators and contributes to school and enterprise level planning.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 1-A</b> Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.</p> <p>(check rating)</p>	<p>Although the plan may specify appropriate strategies, it lacks references to the local school and district technology plans and guidelines.</p> <p><input type="checkbox"/></p>	<p>The plan specifies how it aligns and supports and advocates for the shared vision in the school and district technology plans and guidelines.</p> <p><input type="checkbox"/></p>	<p>The plan aligns with, supports, and makes suggestions for improvements based on citations to the scholarly literature such as the national education technology plan.</p> <p><input type="checkbox"/></p>

<p><b>ISTE 1-E</b> Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.</p> <p>(check rating)</p>	<p>There is little evidence that the candidate collaborated with teachers and administrators in developing this plan.</p> <p><input type="checkbox"/></p>	<p>The plan does a good job of explaining how consultation with teachers and administrators informed its design and recommendations.</p> <p><input type="checkbox"/></p>	<p>Based on citations from the scholarly literature such as the national education technology plan, the plan suggests actions the local school or district could take to further enhance teaching and learning with technology.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 7-B</b> Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.</p> <p>(check rating)</p>	<p>The plan fails to address how teachers can foster a culture of respectful online interactions and help students maintain a healthy balance in their use of technology.</p> <p><input type="checkbox"/></p>	<p>The plan provides specific recommendations explaining how teachers can foster a culture of respectful online interactions and help students maintain a healthy balance in their use of technology.</p> <p><input type="checkbox"/></p>	<p>The plan cites best practices documented in the scholarly literature that informed its recommendations for teachers fostering a culture of respectful online interactions and helping students maintain a healthy balance in their use of technology.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 1-B</b> Facilitate equitable use of digital learning tools and content that meet the needs of each learner.</p> <p>(check rating)</p>	<p>Although the plan may do a good job of specifying digital tools and resources, there is little or no specification about making them equitably available.</p> <p><input type="checkbox"/></p>	<p>The plan provides actionable examples of how the organization can achieve equitable access to the digital tools and resources recommended in the plan.</p> <p><input type="checkbox"/></p>	<p>The plan cites examples from the scholarly literature that informed the recommended strategies for achieving equitable access to digital tools and resources.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 1-D</b> Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.</p> <p>(check rating)</p>	<p>The plan omits recognizing educators for exemplary performance in using technology effectively.</p> <p><input type="checkbox"/></p>	<p>The plan explains how to identify educators who use technology effectively.</p> <p><input type="checkbox"/></p>	<p>The plan explains how the organization will recognize educators who use technology effectively.</p> <p><input type="checkbox"/></p>

## National Standards Capstone ePortfolio

As the capstone project at the end of the master’s program, all EDTC students will create a multimedia Web site ePortfolio full of artifacts demonstrating the manner and the extent to which the degree candidate has met the ISTE-C or AECT standards. When evaluating the capstone ePortfolio, program faculty use one of the following two rubrics. Faculty use the ISTE rubric for candidates who are teachers choosing to align with the ISTE standards. For all other candidates, faculty use the AECT rubric. The tables below present the Capstone ePortfolio rubrics.

## AECT Rubric for Assessment #8: National Standards Capstone ePortfolio

Required Elements:

- Summative Introduction
- Statement for each of the five AECT standards
- Artifacts, with abstracts, supporting each of the five AECT standards

<b>Candidate’s Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<b>Summative Introduction</b>  (check rating)	The introduction may accurately summarize the five statements and connections, but it does not discuss insights gained or connect the statements as a whole.  <input type="checkbox"/>	Introduces and summarizes theories and connections to artifacts presented in the statements. This provides the reader with an overview of your accomplishments as well as a context for the statements that follow.  <input type="checkbox"/>	In addition to summarizing the connections between the artifacts and the statements, the introduction includes a reflection on how your perspective as an instructional developer has been impacted by the process of meeting the AECT standards.  <input type="checkbox"/>
<b>AECT 1.5</b> Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.  (check rating)	The portfolio is missing basic accessibility requirements such as alternate text for graphics, and many artifacts do not have copyright notices or creative commons licenses.  <input type="checkbox"/>	An honest attempt has been made to meet accessibility and Fair Use guidelines, but there are some aspects of the user interface that are not accessible, or some copyright notices are unclear or missing.  <input type="checkbox"/>	The site complies with the Section 508 and WCAG guidelines for Web accessibility, and it follows applicable copyright and Fair Use Guidelines.  <input type="checkbox"/>

<p><b>AECT 4.3</b> Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.</p> <p>(check rating)</p>	<p>Although the portfolio may recommend tools that have the potential for improving instructional practice, they are not presented in a systematic framework for collecting and analyzing student data toward the goal of continually improving the learning environment.</p> <p><input type="checkbox"/></p>	<p>The portfolio explains how the candidate collects and analyzes student achievement data to inform continuous improvements in the learning environment.</p> <p><input type="checkbox"/></p>	<p>Citations from the scholarly literature explain how the candidate's data collection and analysis are informed by nationally recognized best practices for systematic improvement of instructional practice and student learning.</p> <p><input type="checkbox"/></p>
<p><b>AECT 5.1</b> Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.</p> <p>(check rating)</p>	<p>The portfolio lacks statements in which the candidate acknowledges the contribution of research to the development of the past and current theory of educational communications and technology.</p> <p><input type="checkbox"/></p>	<p>The portfolio contains reflections in which the candidate acknowledges the contribution of research to the development of the past and current theory of educational communications and technology.</p> <p><input type="checkbox"/></p>	<p>Through citations from the scholarly literature, the portfolio puts into a national best-practice context the candidate's reflections and plans for continued professional growth in modeling and facilitating technology-enhanced learning experiences.</p> <p><input type="checkbox"/></p>
<p><b>Statements documenting achievement of the five AECT Standards</b></p> <p>(check one rating per standard)</p>	<p>Artifacts may demonstrate proficiency, but their value to the candidate's practice and theory-base is not clear.</p> <p>Artifacts may be of high quality showing good use of integrated technology, but their connection with the AECT standards is not explicit or the artifacts are of limited value.</p> <p>Artifacts are not given a context or are evaluated only to a limited extent by the candidate.</p> <p>More artifacts are needed to support proficiency in one or more AECT standards.</p>	<p>Two to three significant artifacts are cited for each AECT standard, and artifacts are used for multiple standards.</p> <p>For each artifact cited there is an abstract which provides (1) a description of the artifact and how it relates to the candidate (context/date), and (2) an analysis of how the artifact demonstrates evidence for one or more particular standards.</p>	<p>In addition to citing two or three significant artifacts for each AECT standard, selections or portions are chosen from artifacts to illustrate salient points.</p> <p>In addition to explaining how each artifact demonstrates evidence for one or more standards, the abstract includes a reflection on how the artifact has contributed to the candidate's growth as a more informed, reflective, and/or responsive educator consistent with the SOE conceptual framework.</p>

1. Content Knowledge. Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content Pedagogy. Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Environments. Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional Knowledge and Skills. Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Research. Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical Quality of ePortfolio Design</b>	Graphic elements are missing or fail to contribute to the site's usability. There may be some garish color choices or backgrounds that interfere with readability of the foreground text.	Although graphical elements contribute to the understanding of concepts, ideas and relationships, there may be some inconsistencies in layout, font, and color choices.	Graphic elements make visual connections contributing to the understanding of concepts, ideas and relationships. Font faces, type sizes, and foreground/background color choices are judicious and consistent.
	Text is not carefully edited for spelling and grammar.	Writing is concise, clear, and well organized.	Writing works well with site structure to synthesize and make connections.
	Writing style and/or organization create comprehension difficulties for the reader.	The navigation functions well, but it is not always clear how to move to a different section or bring a given artifact onscreen.	Navigation is intuitive. The various parts of the portfolio are clearly organized and easy to retrieve onscreen.
	Reader may be confused or lost due to poor site design.		
	It is hard to find the artifacts that are supposed to be in the portfolio.		
(check rating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# ISTE Rubric for Assessment #8: National Standards Capstone ePortfolio

Required Elements:

- Summative Introduction
- Statement for each of the seven ISTE-C standards
- Artifacts, with abstracts, supporting each of the seven ISTE-C standards

<b>Candidate's Name:</b>	<b>Date:</b>
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INDICATORS	Developing	Meets	Exceeds
<p><b>Summative Introduction</b></p> <p style="text-align: right; margin-top: 10px;">(check rating)</p>	<p>The introduction may accurately summarize the seven statements and connections, but it does not discuss insights gained or connect the statements as a whole.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>Introduces and summarizes theories and connections to artifacts presented in the statements. Provides an overview of candidate accomplishments as well as a context for the statements that follow.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>In addition to summarizing the connections between the artifacts and the statements, the introduction includes a reflection explaining how the candidate's perspective as an instructional developer has been impacted by the process of meeting the ISTE-C standards.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>
<p><b>ISTE 6-A</b> Assist educators and leaders in securely collecting and analyzing student data.</p> <p style="text-align: right; margin-top: 10px;">(check rating)</p>	<p>Although the portfolio may recommend tools that have the potential for improving instructional practice, they are not presented in a systematic framework for collecting and analyzing student data toward the goal of continually improving the learning environment.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>The portfolio explains how the candidate collects and analyzes student achievement data to inform continuous improvements in the learning environment.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>Citations from the scholarly literature explain how the candidate's data collection and analysis are informed by nationally recognized best practices for systematic improvement of instructional practice and student learning.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>
<p><b>ISTE 1-B</b> Facilitate equitable use of digital learning tools and content that meet the needs of each learner.</p> <p style="text-align: right; margin-top: 10px;">(check rating)</p>	<p>Although the portfolio may appear to have a strong collection of tools, there is no clear rationale explaining why the tools were chosen or what learner characteristics they are addressing.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>The portfolio explains the context for the candidate's tool selection and recommends different tools for use by students depending upon their learner characteristics.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>	<p>Citations from the scholarly literature support the candidate's tool selection aimed at providing alternative strategies depending upon the users' learner characteristics.</p> <p style="text-align: center; margin-top: 10px;"><input type="checkbox"/></p>

<p><b>ISTE 2-A</b> Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.</p> <p>(check rating)</p>	<p>Although the portfolio may references ISTE Standards•S and Standards•T, there is no clear plan for how the candidate will engage in the professional learning community for advancing teacher knowledge for achieving these standards.</p> <p><input type="checkbox"/></p>	<p>The portfolio contains an actionable plan for the manner in which the candidate will advance teachers' content and pedagogical knowledge for integrating current and emerging technologies in the implementation of the ISTE Standards•S and Standards•T.</p> <p><input type="checkbox"/></p>	<p>The portfolio explains the nationally recognized mechanisms through which the candidate will continually advance and enhance teacher knowledge of content and pedagogical strategies for implementing the ISTE standards for students and for teachers.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 2-B</b> Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.</p> <p>(check rating)</p>	<p>The portfolio contains little or no evidence that the candidate is engaging in continuous learning related to leadership, project management, and professional practice.</p> <p><input type="checkbox"/></p>	<p>The portfolio contains evidence that the candidate is engaging in strategies for deepening professional knowledge and skills in leadership, project management, and adult learning to improve constituents' professional practice.</p> <p><input type="checkbox"/></p>	<p>Citations from the scholarly literature document the national best-practice context informing the candidate's strategies for deepening professional knowledge and skills in leadership, project management, and adult learning.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 2-C</b> Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.</p> <p>(check rating)</p>	<p>The portfolio lacks reflections aimed at evaluating and planning for continued improvement of the candidate's dispositions and professional practice in modeling and facilitating technology-enhanced learning experiences.</p> <p><input type="checkbox"/></p>	<p>The portfolio contains reflections in which the candidate evaluates and provides plans for continued professional growth in modeling and facilitating technology-enhanced learning experiences.</p> <p><input type="checkbox"/></p>	<p>Through citations from the scholarly literature, the portfolio puts into a national best-practice context the candidate's reflections and plans for continued professional growth in modeling and facilitating technology-enhanced learning experiences.</p> <p><input type="checkbox"/></p>
<p><b>ISTE 3-A</b> Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.</p> <p>(check rating)</p>	<p>Materials may be plentiful but the rationale for choosing them is not provided or there is no clear logical pathway or navigation to guide the user through the site.</p> <p><input type="checkbox"/></p>	<p>The site is well organized with nicely designed screens and intuitive navigation enabling the user to understand the manner in which learning is blended and participate in online collaborative learning.</p> <p><input type="checkbox"/></p>	<p>The site documents the source of national standards and researched best practices that informed the design of the learning environment's blending and collaborative learning tools.</p> <p><input type="checkbox"/></p>

<p align="center"><b>Statements documenting achievement of the seven ISTE•C Standards</b></p> <p align="center">(check one rating per standard)</p>	<p>Artifacts may demonstrate proficiency, but their value to the candidate's practice and theory-base is not clear.</p> <p>Artifacts may be of high quality showing good use of integrated technology, but their connection with the ISTE•C standards is not explicit or the artifacts are of limited value.</p> <p>Artifacts are not given a context or are evaluated only to a limited extent by the candidate.</p> <p>More artifacts are needed to support proficiency in one or more ISTE•C standards.</p>	<p>Two to three significant artifacts are cited for each ISTE•C standard, and artifacts are used for multiple standards.</p> <p>For each artifact cited there is an abstract which provides (1) a description of the artifact and how it relates to the candidate (context/date), and (2) an analysis of how the artifact demonstrates evidence for one or more particular standards.</p>	<p>In addition to citing two or three significant artifacts for each ISTE•C standard, selections or portions are chosen from artifacts to illustrate salient points.</p> <p>In addition to explaining how each artifact demonstrates evidence for one or more standards, the abstract includes a reflection on how the artifact has contributed to the candidate's growth as a more informed, reflective, and/or responsive educator consistent with the SOE conceptual framework.</p>
<p>1. Change Agent. Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>2. Connected Learner. Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>3. Collaborator. Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>4. Learning Designer. Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>5. Professional Learning Facilitator. Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>6. Data-Driven Decision-Maker. Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p>7. Digital Citizen Advocate. Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world.</p>			
<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			
<p align="center"><b>Technical Quality of ePortfolio Design</b></p>	<p>Graphic elements are missing or fail to contribute to the site's usability. There may be garish color choices or backgrounds that interfere with readability.</p>	<p>Although graphical elements contribute to the understanding of concepts, ideas and relationships, there may be some inconsistencies in</p>	<p>Graphic elements make visual connections contributing to the understanding of concepts, ideas and relationships. Font faces, type sizes, and foreground/background</p>



<p>(check rating)</p>	<p>There are spelling or grammar errors.</p> <p>Writing style and/or organization create comprehension difficulties.</p> <p>User may get lost due to poor site design.</p> <p>It is hard to find the portfolio's artifacts.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>layout, font, and color choices.</p> <p>Writing is concise, clear, and well organized.</p> <p>The navigation functions well, but it is not always clear how to move to a different section or bring a given artifact onscreen.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>color choices are judicious and consistent.</p> <p>Writing works well with site structure to synthesize and make connections.</p> <p>Navigation is intuitive. The various parts of the portfolio are clearly organized and easy to retrieve onscreen.</p> <p style="text-align: center;"><input type="checkbox"/></p>
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