Instructor Information:
   Ed Tech Faculty
   Professional Education Center
   1108 F Street
   Juneau AK 99801
   Phone: 907 465-8745
   Fax: 907 465-2166

Course context:
This course is designed for educators completing their master’s degree at UAS in Educational Technology. It is a capstone project demonstrating the student’s professional development as a result of the Master’s program and documenting teaching practices congruent with the goals of the program.

Course description:
This semester-based course is designed to assist teachers and administrators in developing an electronic portfolio based on the ISTE Leadership Standards. Master's degree candidates develop a professional portfolio, a capstone project, as a summation of achievement and intellectual growth synthesizing program content and demonstrating how the student has translated theory into practice. The student's graduate committee may require an oral defense.

Relation to conceptual framework:
Graduates in this course document evidence that supports the knowledge, skills and dispositions they have acquired to be informed, reflective and responsive teachers. Educators must analyze and synthesize their master’s course work creating a portfolio that demonstrates and documents their professional competencies in all areas of the conceptual framework.

Instructional methodologies:
This course asks educators to reflect on their own teaching practices and develop a product that represents them as a unique educator who integrates technology into the classroom. As a capstone project, educators will accomplish work independently with guidance from instructor and/or advisor as draft work is submitted. Graduates may expect additional revisions after the graduate committee reviews the portfolio.

Required texts:
None.

Course objectives:
Student portfolios must showcase, document, support and reflect on all aspects of continuing development toward excellence in the goals of the UAS CTE Professional Frameworks and ISTE Technology Leadership Standards in a way that defines and describes unique accomplishments as a master’s degree candidate.

As part of this process students will:
- reflect on teaching theory base and teaching practices
- critically analyze teaching practices as compared to theory base
- demonstrate ability to explain professional theory
- demonstrate ability to document teaching practices supported by professional theory
- select and discuss artifacts that are the most significant in personal and professional development and identify connections among and between artifacts;
- reflect on these connections in order to identify a unifying theme that relates to teaching theory base;
- present the portfolio to the public via the World Wide Web.

Alaska State Teacher Standards, Conceptual Framework and ISTE items addressed:
Conceptual Framework Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice is the focus of this process, however the portfolio content documents proficiency in all UAS Conceptual Framework goals as well as all ISTE Technology Leadership standards.
Course content/schedule:

Phase one: Organizing and drafting
Select and organize artifacts, draft statements documenting achievement of the eight ISTE Leadership Standards and draft artifact abstracts. (See Portfolio Scoring Guide below) Submit to advisor for review.

Phase two: Revising and developing
Continue revisions of the eight statements including the summative introduction and begin developing for publishing for the World Wide Web. Submit to advisor for review and approval.

Phase three: Preparing Final Portfolio
Make final revisions and submit to advisor.

Phase four: Submit Final Portfolio for committee review
Committee will review portfolio and may ask for revisions. Student will have two – three weeks before final committee review and degree recommendation.
Your portfolio must showcase, document, support and reflect on all aspects of your continuing development toward excellence in the goals of the UAS CTE Professional Frameworks and ISTE Technology Leadership Standards.

Required elements of the portfolio:
- Summative introduction
- Statement for each of the eight ISTE leadership standards
- Artifacts, with abstracts, supporting each of the eight ISTE leadership standards
- Portfolio is prepared for publishing to the World Wide Web

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<thead>
<tr>
<th>Summative introduction</th>
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<tr>
<td>Exceeds (includes all elements in “meets” and goes beyond in some way)</td>
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<td>In Progress (any element missing from “meets”—or that matches these—is an “in progress”)</td>
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- **Exceeds**
  - Includes reflection on how your perspective as an educational technology leader has been impacted by the process of analyzing teaching and learning.

- **Meets**
  - Introduces and summarizes the major theory(ies) and connections to artifacts presented in the statements. This provides the reader with an overview of your unique accomplishments as a master’s degree candidate as well as a context for the statements that follow.

- **In Progress**
  - Introduction may accurately summarize the eight statements and connections, but does not discuss insights gained or connect the statements as a whole.

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<th>Statements documenting achievement of the eight ISTE Leadership Standards</th>
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<td>When considered in their entirety, the eight statements</td>
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- **Exceeds**
  - The eight statements document your philosophy and understanding of each standard of technology leadership. The statements
  - are supported with research-based theory,
  - cite artifacts that document your implementation of the standards and articulate how these support the standard,
  - critically analyze your practice as compared to your theory base,
  - reflect on key choices and tensions that have guided your best or most demanding work in the ED Tech Master’s program and in your teaching career to date, and
  - provide evidence that meets or exceeds performances on the rubrics for each of the ISTE leadership standards.

- **Meets**
  - The statements may express an intuitive understanding based on practice and may express appropriate and insightful ideas; however they are not linked to relevant theory.
  - The artifacts may support practice, but are not used as explicit evidence to support the statements.
  - Understanding and philosophy base may present a cohesive portrait, but there is no evidence they have become an integral part of practice.
  - Reflection and exploration of growth are at a surface level.
  - Connections to elements of ISTE Leadership performances are minimal.

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**ISTE Leadership Standards and Artifacts**

<table>
<thead>
<tr>
<th>Selections or portions are chosen from artifacts to illustrate salient points.</th>
<th>Two to three significant artifacts are cited for each ISTE standard, and artifacts are used for multiple standards.</th>
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<tbody>
<tr>
<td>Artifacts represent a balance of evidence of work with students, student work, and work in a leadership capacity.</td>
<td>For each artifact selected there is an abstract which provides</td>
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<td>• a description of the artifact (how it relates to you, context/date),</td>
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<td>• an analysis of how it demonstrates evidence for a particular standard(s), and</td>
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<td>• an explanation of how the artifact has contributed to your growth as a more informed, reflective, and/or responsive teacher consistent with your philosophy (Conceptual Framework p. 10-13).</td>
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<tr>
<td>Artifacts demonstrate proficiency but value to candidate’s practice and theory-base is not made clear.</td>
<td>Artifacts are of high quality showing good use of integrated technology, but connection with each of the ISTE standards is not made explicitly or artifacts are of limited value or scope.</td>
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<tr>
<td>Artifacts are not given a context and/or are evaluated only to a limited extent by the candidate.</td>
<td>Artifacts may imply work with students, but no student work is presented.</td>
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<td>More artifacts are needed to support proficiency in one or more ISTE standards.</td>
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**Technical considerations of portfolio structure**

<table>
<thead>
<tr>
<th>Use of media/software enhances communication.</th>
<th>Elements of design are clearly implemented (alignment, contrast, proximity, repetition)</th>
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<tbody>
<tr>
<td>Elegant simple design with seamless flow and connections.</td>
<td>Easy to navigate and understand.</td>
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<tr>
<td>Design elements constantly and consistently locate the reader in the portfolio structure.</td>
<td>Demonstrates technical skills presented in Ed Tech courses.</td>
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<tr>
<td>Writing works well with site structure to synthesize and make connections.</td>
<td>Writing is concise, clear, and well organized.</td>
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<tr>
<td></td>
<td>Proper use of type and size may be used, but consistency in design is weak.</td>
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<tr>
<td></td>
<td>Document is not carefully edited for spelling, grammar, and APA style.</td>
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<td></td>
<td>Writing style and/or organization create comprehension difficulties for the reader.</td>
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<td>Reader may be confused or lost due to poor site design.</td>
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Field based components/competencies expected:
The portfolio will represent documentation of classroom practices in all areas.

Diversity components/competencies expected:
Diversity components will be addressed directly in the portfolio. Conceptual Frameworks goals most directly connected include:

Goal 2: Teachers understand how human development affects learning and apply that understanding to practice. Performances:
2a. Identify and plan instruction in keeping with the varied developmental abilities of students (K,P)
2b. Accommodate differences in how students learn through developmentally appropriate practice (P)
2d. Appreciate the need to promote student self-confidence and competence by recognizing and responding to each student’s developmental abilities and talents. (D)

Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.
Performances:
3a. Develop students’ awareness that each individual’s worldview is shaped by unique life experience and affected by race, ethnicity, social class, and gender. (K,P).
3b. Stimulate critical thinking, reflection, inquiry, problem solving, and performance capabilities of each individual as well as collaborative skills and dialog between groups. (P)
3c. Design instruction to develop students’ ability to articulate the relationship between language and culture. (P)
3d. Design instruction that incorporates characteristics of the students’ and local community’s culture (P)
3e. Apply knowledge of AK history, geography, economics, governance, language, traditional life cycles and current issues to the selection of instructional strategies, materials and resources (K,S,D)
3f. Value the individuality of students, their cultures, experiences, and characteristics.
3g. Model and promote positive attitudes toward diversity and student differences. (D)
3h. Appreciate multiple perspectives and convey to learners how knowledge is developed from the vantage point of each individual learner. (D)

Technology components/competencies expected:
As the capstone project for a Master’s in Educational Technology, the portfolio itself will be presented on a compact disc ready for publication to the world wide web. Attainment of all ISTE Technology Leadership standards will also be documented within the portfolio.