



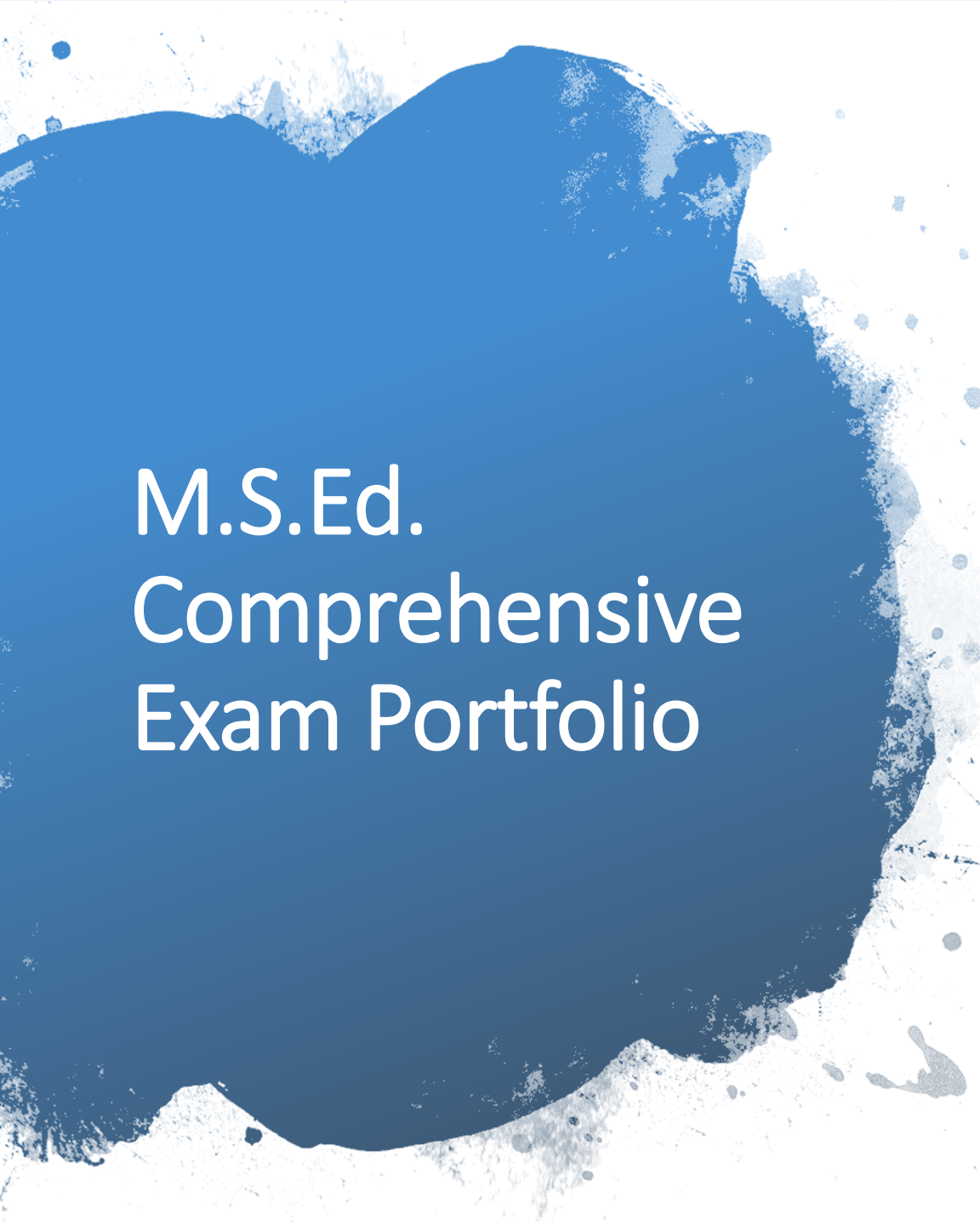
NORTHERN ILLINOIS UNIVERSITY

**Department of Educational Technology,  
Research and Assessment**

*College of Education*

A large, irregular blue ink splash graphic that serves as a background for the main title text.

# M.S.Ed. Comprehensive Exam Portfolio Information Session



# M.S.Ed. Comprehensive Exam Portfolio

Students who are in the M.S.Ed. in Instructional Technology, Library Information Specialist and/or Technology Specialist certification programs are required to complete the comprehensive examination before graduating.

The comprehensive exam is in the form of an electronic portfolio. Students should contact the department office during the semester prior to anticipated program completion and graduation to enroll in an information session.

The following are the guidelines for completing the comprehensive examination.

# Where to Find Information

- Go to the ETRA homepage:  
<http://www.cedu.niu.edu/etra/>
- At the top of the page, click on Resources
- Click on the first link under Resources: *Comprehensive Exam Portfolio*



Search NIU [Search Icon]

Information for: Current Students Faculty & Staff Future Students Alumni

- [Home](#)
- [About](#)
- [Academic Programs](#)
- [Resources](#)
- [Learn IT Conference](#)
- [Apply Now](#)

Home / Resources / Comprehensive Exam-Portfolio

Resources
<a href="#">Comprehensive Exam-Portfolio</a>
<a href="#">Computer Skills Exam</a>
<a href="#">Field Experience</a>
<a href="#">Scholarships</a>
<a href="#">Forms and Documents</a>
<a href="#">Professional Organizations</a>
<a href="#">Illinois Licensure Testing</a>
<a href="#">edTPA</a>

## Comprehensive Exam-Portfolio

Students who are in the M.S. Ed. in Instructional Technology, Library Information Specialist, and/or Technology Specialist certification programs are required to complete the comprehensive examination before graduating. The comprehensive exam is in the form of an electronic portfolio. Students should contact the department office during the semester prior to anticipated program completion and graduation to enroll in an information session. The following is the guideline for completing the comprehensive examination.

- [Summer 2018 Comprehensive Exam Information Session](#)
  - [Summer 2018 Comprehensive Exam Schedule](#)
- [Guidelines for the Professional e-Portfolio](#)
- [Artifact Outline](#)
- [Overview of Personal Statement and Goals Statement](#)
- [Assessment](#)
- [Comprehensive Exam Application](#)
- [Save Your Work](#)

Please attend one of the required information sessions to learn about the portfolio process. Contact the ETRA office for the information session dates usually held at the end and the beginning of each semester. Application to complete the comprehensive examination-portfolio will be distributed only at the information session.

### Blackboard Portfolio Building Resources

- [Portfolio student resources](#)
- [Blackboard students portfolios](#)

Contact Us

# Exam Schedule

- Application to participate in the M.S.Ed. Comprehensive Exam
- Students work on artifact outline form
- Artifact Outline form to Blackboard
- Portfolio Preparation in Blackboard
- One electronic copy of portfolio submitted through Blackboard
- Portfolios on file for faculty review
- Feedback to students on any revisions that need to be made
- Revisions must be completed and approved, if any revisions are required.
- Exit Interview

# Guidelines for the Professional Portfolio

A portfolio is a collection of work used to illustrate competency or mastery in some defined area of knowledge and/or set of skills. It also provides a means for reflection on personal and professional development. Finally, it offers the opportunity for peer, self, and expert assessment.

# Guidelines for the Professional Portfolio

## Required Submissions

1. A **Current Resume**
2. A **Professional/Personal Statement** including a reflection on your development as an instructional technology professional through this MEd program and how the artifacts you've selected to submit demonstrate your knowledge and skills in the six Areas of Mastery.
3. A **Goals Statement** for continued professional development, with long-term and short-term goals.
4. An outline of your **Program of Study** (with grades).

# Guidelines for the Professional Portfolio

5. A **Compilation of Artifacts** submitted to illustrate your growth and level of competency in each of the following Areas of Mastery.
6. **Artifact Introductions/Narrative** - For each artifact submitted to address an Area of Mastery, provide a minimum one-page Introduction including a **Description** of the artifact and your **Rationale** for including the item in the portfolio.
  - Template



# 6 Areas of Mastery

- Professional Development
- Analytical and Integrative Thinking
- Instructional Design
- Media/Technology Development
- Management and Implementation
- Evaluation

Two artifacts for each area of mastery needed – so a total of 12 artifacts minimum

# Guidelines for the Artifacts/Areas of Mastery

*Hint: Use subheadings in your rationale – makes it easy to find the sections we are looking for.*

- Title of artifact/item
- Area of mastery addressed
- Description of artifact including:
  - the nature of the artifact (literature, design document, video, software evaluation, etc.)
  - the context in which the artifact was produced
  - a summary of the major activities involved, findings, and/or conclusions reached
- Rationale:
  - Your rationale for including the artifact
  - How the specific criteria are addressed by that artifact
  - Your rationale for how your learning was affected
  - Your rationale for how your students'/clients' learning was affected

# Guidelines for the Artifacts/Areas of Mastery

## One page minimum

Subheadings I suggest:

- Name of artifact, course it came from (or other place)
- **Description** of artifact – what is it, what was it created for
- **Rationale** for inclusion – why are you including it? Why does it meet the area of mastery – look at the “criteria” listed for each area and discuss these
- How **my learning** was affected
- How **my students’/clients’ learning** was (could be) affected

Hint: Look at the rubric

- Clear, well-organized, descriptions
- Persuasive rationales support how criteria are met
- Thoughtful discussion and reflection on how this artifact affected your learning
- Thoughtful discussion and reflection on how this artifact affected your students’/clients’ learning

### Artifact Reflection Template

<b>Artifact Title/Name:</b>	
<b>Area of Mastery:</b>	
<b>Artifact Description:</b>	
<b>Rationale for Inclusion:</b>	
<b>How my Learning was Affected:</b>	
<b>How my Students'/Clients' Learning was (could be) Affected:</b>	



# Example Artifact Narrative

<https://etra.niu.edu/etra/files/forms/artifact-narrative-example.pdf>

## **Artifact 1 Instructional Design Plan**

### **ETT 510 Instructional Design Plan**

Name of Artifact: Artifact 1 Instructional Design Plan

Area of Mastery: Instructional Design

Course: ETT 510 Instructional Media & Technology

#### Description of Artifact

This assignment is the plan for a short unit on graph analysis for freshmen science students. Included in the plan is a needs analysis, a recommendation to solve the problem, an outline of the lesson tasks, a learner analysis, unit objectives and assessment, technology hardware and software for implementation, and accommodations for special needs. In the Needs Analysis, it was found that graph analysis is an essential topic for science students to master and is one that they are currently struggling with. More instruction and practice on the topic is needed to make students more comfortable and successful. The recommendation was to increase teacher instruction and modeling of graph analysis as well as student practice with graphs. The lesson tasks included a short lesson by the teacher on graph types, elements of graphs, and modeling of graph analysis; student practice with an interactive website and graphing stations; and then a comprehensive project on graph analysis completed by the students. Unit objectives included students successfully being able to analyze a graph with 75% accuracy and present their analysis using technology with 75% accuracy.

From this activity, it was found that students can be successful in analyzing graphs; they need more practice than originally was part of the unit on lab techniques in that particular science class. Because students had been allowed to practice graph analysis with the teacher during the lesson, with the interactive website, and with the graphing stations, they were familiar with the trends to look for in a graph as well as how to answer the questions given. That resulted in all students being able to successfully analyze the individual graphs they were given for the final project.

#### Rationale for Inclusion

This artifact fits the category of Instructional Design as it is the design of an instructional unit. The purpose of the unit is to teach students graph analysis, which is a skill necessary to possess in all science classes, on the Illinois Science Assessment, in other classes, and in life.

All Instructional Design criteria are met through the Instructional Design Plan. The plan demonstrates that I can apply a coherent design model; I began by conducting a Needs Analysis to determine the need for the unit and, from that, created an initial recommendation of tasks that included instruction/modeling, practice with feedback, and assessment/project. Next, I

performed the Task Analysis in which I outlined the details of the tasks for each day of the week-long unit. After the Task Analysis, I completed a Learner Analysis to ensure I understood the learners this unit was for and that the unit could effectively impact the learners. Next, I created the learning objectives of the unit and determined the technology necessary to complete the unit, and finally, I created accommodations for students with learning disabilities and higher-level learners. All of the steps followed are essential for the creation of a complete and effective unit. Because the objectives are related to the need for the unit, and the tasks will help students to reach the objectives as shown through the assessment project at the end, the need would be diminished; this shows that the design model is coherent.

Through the Needs Analysis, I analyzed the problem that students have a difficult time analyzing graphs when it involves more than one piece of information or a simple statistical calculation. I created a solution to solve the problem when I gave my initial recommendation and then elaborated on that with the Task Analysis and outline of activities for the unit. By participating in the unit and completing the final project, students would be able to become successful at analyzing graphs. That would solve the initial problem. The strategies I recommended for solving the problem include all of the tasks in the Task Analysis, the teacher instruction and modeling, the student practice with an interactive website and practice stations, and assessment through the final project.

#### Effects to my Learning

With this assignment, I did not necessarily learn anything new, but what I already know about instructional design was reinforced. Since I began writing lesson plans and units in my undergrad, I was taught to have unit or lesson objectives of the things I want my students to accomplish by the end. After objectives, I would need to come up with the activities and tasks that would help my students to be able to meet the objectives. Those activities and tasks make up the lesson or the lessons of the unit. Finally, assessment would need to be decided. The assessment should be the way the students can show that they have met the objectives.


Whenever I create lessons or units, that is the plan that I follow: objectives, activities, assessment. With this assignment, that is basically what we did but in much more detail. In Part 2, the Task Analysis, that is where the details of the lessons were laid out and described extensively. That is always part of lesson/unit planning. After many years of teaching, I no longer write down all those details, but they are in my mind when I do the planning. Going along with that, the first part of Part 4, Design and Development Plan, is where I selected the hardware and software needed for the lesson. That is considered whenever I plan the activities for the lesson. I know what hardware and software is available to me, so I take that into consideration when I figure out the activities without writing it down. The rest of Part 4 was where I connected the objectives, instructional strategies, and assessment of the objectives. This is always part of planning, but here it was neatly organized into a chart; I don't currently do that this way, but I see the importance of doing that to make sure the assessments are directly aligned to the objectives and that the activities help the students to meet the objectives. The last part was the accommodations for students with special needs and higher-level students. Making accommodations is something I just do with each activity and assessment in a lesson or unit. I don't have a formal plan like that in this assignment.

There were some aspects that were part of this assignment that I normally do not spend much time thinking about in a normal lesson. One of those is Part 1, the Needs Analysis section. When I decide on a topic for a lesson or unit, that topic is chosen because it is covered in a standard that needs to be addressed or is part of the pre-determined sequence for the course. A Needs Analysis does not need to be done because it has already been determined that the topic is a need. Another aspect that is not written but is addressed in my mind is Part 3, the Learner Analysis. In my small district, I have known the students I have in class since they were in 6<sup>th</sup> grade science. I know what kind of learners they are and the tasks or activities that suite them the best, so those are the strategies I use in the lessons/units. By completing this assignment, I know that what I normally do is the correct model to follow; I do realize that there are some things I don't do that I could or things that I could do differently, but for the most part, what I do is sufficient.

#### Effects to my Students' Learning

By completing this instructional design plan, I realize that my students' learning was affected positively. I used this short unit twice during the last school year, and it is drastically different from how graph analysis was approached previously. Because I always assumed that students could analyze graphs, as it was something that they had done in school for years in different subjects, I didn't give it much time or attention. I simply had the students practice without giving them any instruction. After approaching graph analysis in this manner, I realized that students did need more instruction on the topic even though they had been taught it in the past. With a focus on the overall big idea of a graph and what one can learn from a graph, the students became better analyzers than when I just focused on simple statistical analysis questions or data point questions. Students can now make predictions based on the trends in the data and give overall conclusions. Their learning has been strengthened by this instructional design plan, and they have been given valuable skills for all of life from this. I know this to be true because of the assessment in the unit, the individual graph analysis project. Each student was successful in analyzing the graph given and was able to explain the big idea.





Artifact Outline due  
to your assessment  
committee chair via  
Blackboard

## ETRA MSEd in Instructional Technology Comprehensive Exam Portfolio Artifact Outline

### Instructions:

Please list each area of mastery twice. This is because you will provide at least two artifacts for each area of mastery. Then list the item/artifact you will be providing to demonstrate your mastery of that area. Provide a brief description of the artifact and then provide what criteria (listed under each area of mastery; see below) that artifact allowed you to address and why you are including that artifact in that area of mastery. See page 2 for an example.

Questions to ask yourself regarding your compilation of artifacts

- Is there sufficient evidence for each of the Areas of Mastery?
- Are all of the criteria in each Area of Mastery addressed?

Create a Portfolio Artifact Outline including the following information:

Item	Area of Mastery	Brief Description	Criteria addressed / Why included?
	Professional Development		
	Professional Development		
	Analytical and Integrative Thinking		
	Analytical and Integrative Thinking		
	Instructional Design		
	Instructional Design		
	Media/Technology Development		
	Media/Technology Development		
	Management and Implementation		
	Management and Implementation		
	Evaluation		
	Evaluation		

Example:

Item	Area of Mastery	Brief Description	Criteria addressed / Why included?
ETT 510 Literature Review	Analytical and Integrative Thinking	A literature review that provides an overview of current uses of presentation software in elementary classrooms.	This paper is an example of my abilities to investigate a topic, review the literature, and communicate in writing a synthesis of my findings. Both scholarly print and online journals were searched as the basis for this literature review.

### Areas of Mastery and Criteria:

Area of Mastery	Criteria	Examples of <u>Artifacts</u>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Demonstrates readiness to participate in the IT field as a professional</li> <li>• Provides evidence of professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Internship/Practicum Dev. (e.g., Final Report/Reflection)</li> <li>• Newsletter/Journal Article</li> <li>• Professional Association(s)</li> <li>• Presentations/workshops</li> <li>• Collaborative Activities (e.g., Information Literacy/Content Curriculum Collaborative Assessment, other class work)</li> <li>• <del>Lesson</del> reflection</li> </ul>
<b>Analytical and Integrative Thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrates your ability to plan, execute, and communicate an investigation.</li> <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/client's learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Review/Synthesis (e.g., ETR 520)</li> <li>• Research Plans/Projects (e.g., ETR 518)</li> <li>• Web Page Evaluations</li> <li>• ETR 531 Assignment</li> <li>• Library Activities (e.g., Reference Interviews/Subject Guides ETR 508; Collection Mapping ETR 523, 527, 507; Copyright ETR 542; Young Adult Media ETR 523, and other LIS research papers)</li> <li>• Reference Collection Analysis Project</li> <li>• Analysis Phase of a Project (e.g., ETR 540)</li> <li>• Final Research Paper (depending on topic selected, ETR 552 paper)</li> <li>• <del>Case study responses (ETT 553)</del></li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>• Applies a coherent design model</li> <li>• Analyzes problem/situations</li> <li>• Recommends reasonable strategies</li> <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/client's learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Design Plan/Document (e.g., ETT 516, ETT 511, ETT 540)</li> <li>• Lesson Plan</li> <li>• Performance Strategy</li> <li>• Curriculum integration activities</li> <li>• Book-talk (ETT 537) or Media-talk (ETT 523)/Storytelling plans</li> <li>• Teaching ethics assignment (ETT 542)</li> </ul>

## ETRA MSED in Instructional Technology Comprehensive Exam Portfolio Artifact Outline

### Instructions:

Please list each area of mastery twice. This is because you will provide at least two artifacts for each area of mastery. Then list the item/artifact you will be providing to demonstrate your mastery of that area. Provide a brief description of the artifact and then provide what criteria (listed under each area of mastery; see below) that artifact allowed you to address and why you are including that artifact in that area of mastery. See page 2 for an example.

Questions to ask yourself regarding your compilation of artifacts

- Is there sufficient evidence for each of the Areas of Mastery?
- Are **all** of the criteria in each Area of Mastery addressed?

**Create a Portfolio Artifact Outline including the following information:**

Item	Area of Mastery	Brief Description	Criteria addressed / Why included?
	Professional Development		
	Professional Development		
	Analytical and Integrative Thinking		
	Analytical and Integrative Thinking		
	Instructional Design		
	Instructional Design		
	Media/Technology Development		
	Media/Technology Development		
	Management and Implementation		
	Management and Implementation		
	Evaluation		
	Evaluation		

### Areas of Mastery and Criteria:

Areas of Mastery	Criteria	Examples of Artifacts
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Demonstrates readiness to participate in the IT field as a professional</li> <li>• Provides evidence of professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Internship/Practicum Doc. (e.g., Final Report/Reflection)</li> <li>• Newsletter/Journal Article</li> <li>• Professional Association(s)</li> <li>• Presentations/workshops</li> <li>• Collaborative Activities (e.g., Information Literacy/Content Curriculum Collaborative Assessment, other class work)</li> <li>• LearnIT reflection</li> </ul>
<b>Analytical and Integrative Thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrates your ability to plan, execute, and communicate an investigation.</li> <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/client's learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Review/Synthesis (e.g., ETR 520)</li> <li>• Research Plans/Projects (e.g., ETR 520)</li> <li>• Web Page Evaluations</li> <li>• ETR 531 Assignment</li> <li>• Library Activities (e.g., Reference Interviews/Subject Guides ETT 508; Collection Mapping ETT 523, 527, 507; Copyright ETT 542; Young Adult Media ETT 523, and other LIS research papers)</li> <li>• Reference Collection Analysis Project</li> <li>• Analysis Phase of a Project (e.g., ETT 560)</li> <li>• Final Research Paper (depending on topic selected, ETT 552 paper)</li> <li>• Case study responses (ETT 553)</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>• Applies a coherent design model</li> <li>• Analyzes problem/situation</li> <li>• Recommends reasonable strategies</li> <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/client's learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Design Plan/Document (e.g., ETT 510, ETT 511, ETT 560)</li> <li>• Lesson Plan</li> <li>• Performance Strategy</li> <li>• Curriculum integration activities</li> <li>• Book-talk (ETT 527) or Media-talk (ETT 523)/Storytelling plans</li> <li>• Teaching ethics assignment (ETT 542)</li> </ul>

<b>Media/ Technology Development</b>	<ul style="list-style-type: none"> <li>• Selects appropriate media to support learning objectives</li> <li>• Employs sound instructional strategies</li> <li>• Media matches delivery environment</li>   <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/clients' learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of Media/Tools to Support Learning <ul style="list-style-type: none"> <li>○ Video</li> <li>○ Audio</li> <li>○ CBT</li> <li>○ Internet</li> <li>○ Print</li> <li>○ Website</li> <li>○ Webquest</li> </ul> </li> <li>• Artifacts from ETT 530, ETT 536, ETT 538, ETT 555</li> </ul>
<b>Management and Implementation</b>	<ul style="list-style-type: none"> <li>• Demonstrates ability to manage resources, projects, or individuals.</li>   <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/clients' learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Management plan (e.g., ETT 570, ETT 573)</li> <li>• Technology plan</li> <li>• Classroom Management plan</li> <li>• Collection development plan</li> <li>• Organizational plan</li> <li>• Library Policies and Procedures Manual (ETT 504)</li> <li>• Selection and Evaluation</li> <li>• Implementation Phase of ETT 560 project</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Demonstrates the use of appropriate evaluation techniques</li>   <li>• Describes how this artifact affected your learning.</li> <li>• Describes how this artifact affected your students'/clients' learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Plan/Report (e.g., ETT 510, ETT 560)</li> <li>• Media Selection/Evaluation</li> <li>• Program Evaluation</li> <li>• Visual design principles evaluation</li> <li>• Case Study Analysis (ETT 533)</li> <li>• Media Selection/Evaluation/Purchasing Assignments (e.g., purchasing of children's materials for diverse groups ETT 527)</li> <li>• Research Paper (depending on topic selected, ETT 552)</li> </ul>

<b>Item</b>	<b>Area of Mastery</b>	<b>Brief Description (1 sentence)</b>	<b>Criteria addressed / Why included?</b>
ETT 510 Literature Review	Analytical and Integrative Thinking	A literature review that provides an overview of current uses of presentation software in elementary classrooms.	<p>This paper is an example of my abilities to investigate a topic, review the literature, and communicate in writing a synthesis of my findings. Both scholarly print and online journals were searched as the basis for this literature review.</p> <p><b>Have in mind (1) how the creation of this artifact affected your learning and (2) how the use of this artifact has or will affect your students'/clients' learning.</b></p>

# Overview of Professional/Personal Statement and Goals Statement

This section of your portfolio should be a written reflection on your development as an instructional technology professional through this M.S.Ed. program and how the artifacts you've selected to submit demonstrate your knowledge, skills, attitudes, and experience.

*I've seen the length of these be anywhere  
from 6 to 12 pages long.*

# Professional/Personal Statement

The criteria for assessment are:

- Reflects on personal growth as IT professional
- Reflects on M.S. program and impact on professional development
- Draws on literature in the field (**at least 3 citations**)
- Summarizes program experiences
- **Integrates areas of mastery and artifacts selected**



# Professional/Personal Statement

Some questions you may ask yourself as you prepare to write your personal statement include:

- Who am I as an IT professional?
  - Define yourself
  - Provide a summary of your professional experiences

# Professional/Personal Statement

What is important to you as an IT professional?

- What kind of an IT professional are you?
- What roles do you see for yourself? (collaborator, leader, teacher, manager, evaluator, designer, developer, researcher/scholar, etc.)
- How are you guided by professional ethics and standards?

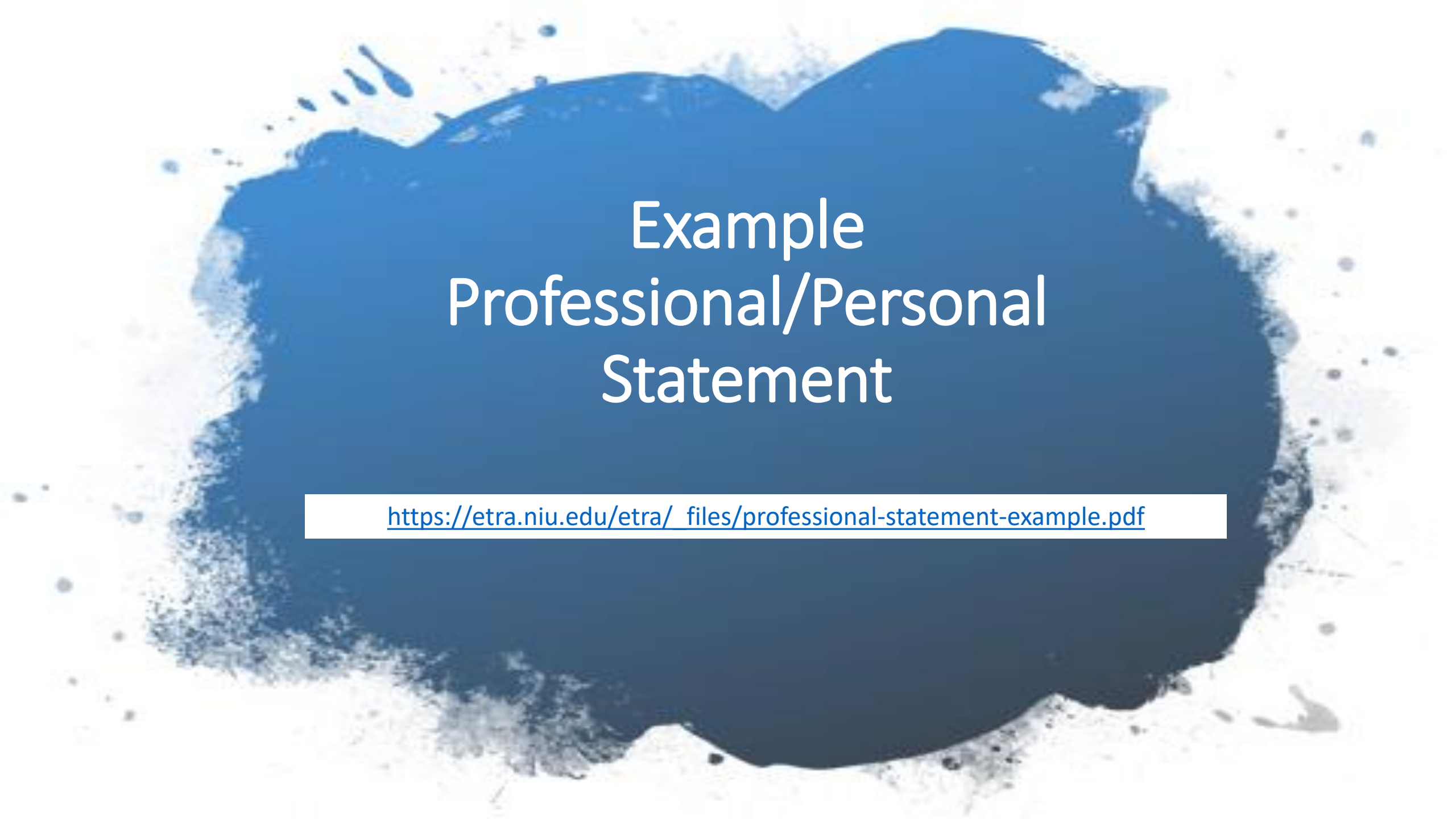
# Professional/Personal Statement

What are your beliefs about ... ?

- teaching and learning, instructional design, technology, technology-based learning, issues of diversity?
- How do your beliefs and professional characteristics link to your development during your time as an IT student?
- **How have your IT program experiences contributed to that development?**
- **How do the artifacts you've selected reflect the above?**

# Professional/Personal Statement

- Drawing on the six areas of mastery, what are your strengths?
  - use items as examples
- What is your expertise?
- What areas do you want to continue to develop?
  - (could set the stage for the Goals Statement)
- How will you continue your life-long learning?



# Example Professional/Personal Statement

<https://etra.niu.edu/etra/files/professional-statement-example.pdf>

# MSEd in Instructional Technology Professional Portfolio

## Example Professional Statement

### Professional Statement

The criteria for assessment are:

- Reflects on personal growth as an IT professional
- Reflects on MSEd program and impact on professional development
- Draws on literature in the field (at least 3 references)
- Summarizes program experiences
- Integrates areas of mastery and artifacts selected.

The following are examples of past students' Professional Statements with callouts to specific pieces so you can see where they integrated the required criteria. Keep in mind examples are not perfect; APA might not be 100% correct for example.

#### Example 1:

Cathy Schopf

#### Professional Statement

According to the Association for Educational Communication and Technology (AECT) Definition and Terminology Committee's 2008 definition of educational technology, "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and

Use at least three citations throughout.

resources" (as cited in Reiser, 2018, p. 4). As a high school teacher in a school district that has a 1:1 initiative with student laptops, the 2008 definition is a fitting representation of the professional I currently am, the one I will work to better and perfect in the coming years, and relates to other roles I would like to pursue. With eleven years of experience teaching middle school science and high school biological sciences, all while incorporating technology resources to the fullest, I have shown the importance of technology in education. I have utilized a SMART board interactive whiteboard since my first year as a teacher, and it has become an integral part of the lessons in almost every class; it is used for presenting, practicing, showing videos, collecting data, providing resources to the class, and so much more. For the first seven years of my career, students only had access to computers through the computer lab or library which were shared by all teachers. While it was difficult to incorporate technology as much as I would have liked, in the times I did get to have students work with computers, I made sure to use it in the

Who am I as an IT professional?

Reflects on growth as IT professional

last four years, I have had the opportunity to be part of a 1:1 initiative with student laptops at the high school level. Being part of this has been a game-changer as far as my being able to incorporate technology on a daily basis. I have been able to have the students collaborate with their peers, make choices on how they read and take notes to suit their needs, interact with the content more using animations and videos, experiment with websites and software for creating projects, and practice with the content using various websites. Those are things that I could not do previously and being able to has enriched my curriculum greatly. Through this master's program, I have completed an internship in my high school and accomplished various projects using technology that will impact the teachers and students in the district. I have presented to the district teachers on incorporating a new technology resource in their classrooms for a lesson, compiled a database of technology resources that can be used in the classroom, updated a 1:1 boot camp presentation for the high schooler on the first day of school, and headed up a MAP assessment growth incentive program for the high schoolers. These experiences during my internship have allowed me to work on my technology-use in my own classroom and share my knowledge with my co-workers.

The word from the AECT definition that stands out is facilitating as I see my role as a teacher as the facilitator of learning for the students in my classes, and I aim to use technology to assist me in that role. I am an educator who strives to equip my students with skills and experiences necessary to prepare them for college and career and create learners who are equipped for the 21<sup>st</sup> century, and technology plays an integral role in that. Januszewski and Persichitte (2008) pointed out "the learner's role as a constructor as opposed to a recipient of knowledge" (p. 4). When creating goals for classes I teach and creating activities and experiences to meet those goals, that is the idea I keep in mind. According to Januszewski and Persichitte (2008), technology's role in education is not for presenting information but rather in supporting learning. Activities are "created to guide learners, to make learning opportunities available, and to assist learners in finding the answers to their questions" (Januszewski & Persichitte, 2008, p. 4). Students are put in charge of their learning, and the teacher and technology offer support.

As I continue to work towards using technology to enhance and support the learning of

there is one Director of Technology for the entire district. That individual is responsible for everything related to technology-keeping the district network up and running, providing wireless Internet to all district computers, updating all computers, assisting teachers and students with technology issues, issuing software and resources for teachers and students, and various other activities. With so much to do and no experience in the classroom, the Director of Technology is not able to assist teachers in enhancing student learning using technology. The district is lacking a person who serves a role as an intermediate between the Director of Technology and the teachers, and one is greatly needed. I envision myself as that person; I would like to be the technology coach that teachers come to when they need help incorporating technology into instruction and designing activities using technology. In that role, I would also like to research and bring new technologies to the district and provide professional development to the teachers on technology resources. As a technology coach, I would be a technology leader in the district as well as a collaborator with my co-workers. That is the next step I would like to take in my education career and is more likely than my second option. The second new role mentioned above is more of a dream career desire. After many years of teaching junior high and high school science, I have created a plethora of activities that utilize technology in various ways. I would like to become a science content-developer who creates relevant, problem-solving, critical thinking activities that are connected to the Next Generation Science Standards and incorporate technology for a school district. In this job, I would have roles of leader, collaborator, and developer.

Define yourself

There are three roles that I see myself fulfilling throughout my career in education-facilitator, leader, and developer. According to the AECT (2001), the fields of educational communication and instructional technology are based off five domains; those domains are Design, Development, Utilization, Management, and Evaluation, and all candidates are assessed on competencies within the domains. The three roles utilize various combinations of those five domains. As a teacher and facilitator of student learning, competencies in all five domains are required. The first domain, Design, requires someone “to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics” (AECT, 2001). This includes activities that teachers are always doing, designing curriculum and lessons using various strategies to meet the needs of all learners. In



the program have all contributed to the vast knowledge I've gained. In ETT 570, Instructional Technology Admin, there were two assignments that were particularly valuable. The National Education Technology Plan review allowed me to learn how and for what technology should be used in education and to assess my school district's place in following the plan. I learned that the district I work in is well on its way to meeting the goals of the plan, and I am using technology in the right ways in my own classroom. The second assignment was the Large-Scale Technology-Implementation Plan in which I developed a plan for a 1:1 laptop initiative. All of the activities that were part of that assignment are tasks that a tech coach might have to perform when being involved in the planning for a new initiative or program, including a needs assessment/technical analysis, goals, technical solution, planning timeline, sample unit incorporating the technology, staff development plan, and evaluation. In ETT 510, Instructional Media and Technology, I used instructional design methods to plan a unit that incorporated technology. This assignment relates to my role as a teacher, and I was able to take an existing unit on graph analysis and improve it to enhance students' ability to analyze graphs, which is something they will be doing in the future. In ETT 535, Distance Education, I was also able to improve upon a unit I was using in my classroom by making it follow a flipped classroom model and incorporating technology more. Through this course, I was able to gain an affinity for distance education, which was something I didn't previously think was for me. ETT 536, Web-based Learning, was the most valuable course for gaining resources that I can use in my own classroom and pass on to others as a tech coach. Every week, we looked at a new set of technology resources, and I tried many of them out in my classes this past school year. I learned HTML code for writing a webpage; video recording for recording lessons or making lesson introductions/summaries; blog, website, and podcast creation for sharing information; organizational apps for compiling articles and favorite websites; online community participation through Google Classroom and others; webquest creation for problem-based learning activities; and so much more. Many of those resources enhanced the learning of my students' science content and gave them experiences that they may encounter in the future. In ETR 531, Program Evaluation in Education, I planned the full evaluation of a program that was rolled out at my school last school year. I described the program and its need for an evaluation, created a logic

strengths are Professional Development, Instructional Design, and Media/Technology

Development. The artifacts I chose demonstrate my readiness to participate in the IT field and my ability to collaborate with my co-workers. I have lots of experience incorporating technology into my class activities, so I have a plethora of technology-related knowledge to pass on to my co-workers. I enjoy helping my co-workers with their technology issues as well. Those are things I would be doing on a daily basis as a tech coach. The technology-incorporated lesson plan allowed me to pass on some of my technology knowledge and work with my co-workers when I presented on the professional development activity and assisted them in selecting a technology resource to try out. The hardware specification activity gave me the opportunity to select appropriate technology resources to solve a problem, and the ability to do so is needed in the IT field. Being able to look at a need, research solutions, and identify the most appropriate solution of the options is a valuable skill for an IT professional. My second area of strength, Instructional Design, is shown through the ID Plan for ETT 510 and the Instructional Unit Plan for ETT 535. In both assignments, and various other assignments for other courses, I have used instructional design methods to design lessons and units. Even though the assignments don't have the exact same components, all contain necessary pieces of sound instructional design. In all of those assignments, a need to be addressed was identified, objectives or goals were written, instructional methods were chosen that relate to the objectives, and assessments were selected for students to prove they have met the objectives. I strive to include those aspects in all of my unit

or committees in my district that will give me experience. Even if the activities are not technology-related, being involved will help me grow. Those areas are ones used by a tech coach, so improving in them will help prepare me for that job in the future. As I move forward in my career and take on new roles, I will keep the AECT's 2008 definition of educational technology in mind.

#### References

- Association for Educational Communications and Technology. (2001). *Standards*. Retrieved from <https://www.aect.org/standards/initstand.html>
- Januszewski, A., & Persichitte, K. A. (2008). Definition. In A. Januszewski & M. Molenda (Eds.), *Educational technology: A definition with commentary* (p. 4). New York, NY: Routledge.
- Reiser, R. A. (2018). What field did you say you were in? Defining and naming our field. In R.A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp. 1-7). New York, NY: Pearson.

Three references  
for the above  
citations. Check  
APA.



# Goals Statement

In this section of the portfolio you will draw on your personal characteristics, values and beliefs to define a vision for your career and outline a series of goals to support that vision.

Ask yourself:

- What do you want? What ideal job do you have in mind? Why would you be good at it?
- What knowledge, skills, attitudes and experiences are important? How will you know when you get it?

# Goals Statement

Elements to include:

*Vision/Statement of Purpose* - Using your personal statement and further self-reflection, identify the values, principles, and beliefs you consider most important to your career. Draw on the above values to develop a vision or purpose statement for your career.



# Example Goals Statement

I value professional recognition, collegial relationships and making a contribution. I thoroughly enjoy my current position as a 7th grade teacher. I hope to continue in this position, but also gain recognition as having skills in integrating technology into teaching and learning. I would like to assist other faculty interested in using technology. I want to continuously be improving my own teaching by actively rethinking my lessons and putting into practice my knowledge of using technology.

# Long-Term/Short-Term Goals

Goals are measurable results or outcomes that link to your vision.

Tips for developing goals statements:

- Make sure the goal you are working for is something you really want.
- One goal can not contradict another of your other goals.


# Long-Term/Short-Term Goals

- Write your goal in the positive instead of the negative.
- Write your goal out in complete detail. Include the achievement date.

## **Example:**

**Goal:** By the start of the school year 2020-2021, I will revise three units to incorporate engaged learning and technology.





# Long- Term/Short- Term Goals

## How many Goals?

- Two to Five short-term goals
- Two to Five long-term goals

# Next Steps

- Fill out Portfolio Application
- Scan and send to your committee chair
- When sending email, use “*M.S.Ed. Comprehensive Exam Portfolio Application*” in subject line
- Prepare artifact outline
- Submit artifact outline via Blackboard to your assessment committee chair by due date



## Next Steps

- Check your Blackboard account to see your assessment committee chair
- Begin building your portfolio.
- View the tutorials on Blackboard that show you how to upload your materials to Blackboard.




The following slides may  
change after the  
conversion to ULTRA


to students) > How to Create a BB Portfolio

## How to Create a BB Portfolio

Build Content 

Assessments 

Tools 

Partner Content 



### Getting started using the Blackboard portfolio tool

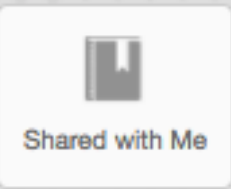
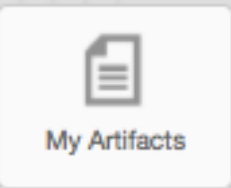
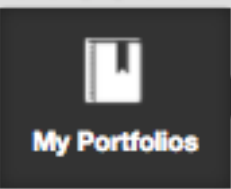
<http://www.niu.edu/blackboard/students/portfolios/>

1



### Quick Guide to creating portfolios in Blackboard

[http://www.niu.edu/blackboard/\\_pdf/guides/Portfolios-Student.pdf](http://www.niu.edu/blackboard/_pdf/guides/Portfolios-Student.pdf)



## My Portfolios

Portfolios offer a means to demonstrate formative and/or summative progress and achievement. The My Portfolios Page contains all your portfolios. You can create additional portfolios, modify, share and delete existing portfolios.

Create Portfolio

Search

Check to select all items [Delete](#)

Sort by: [Title](#) [Ascending](#) View as: [List](#) [Grid](#)

Dr. Cindy York  
  
 0 Comments  
[Edit](#)   [View](#)   [More](#)

[Delete](#)

Displaying 1 to 1 of 1 items [Show All](#) [Edit Paging...](#)



### Create Po

\* Indicates a

#### GENERAL INF

\* Title

Template

Description



### Select Portfolio Template

Search for template:

Go

Title	Description
<input type="radio"/> COMD 603 - Communication Disorders in Early Childhood	
<input type="radio"/> ENGL 103 - Rhetoric and Composition I	Template to be used in English 103
<input type="radio"/> ENGL 203/204	Template to be used in English 203/204
<input type="radio"/> ENGL 350 - Writing Across the Curriculum Pilot	
<input type="radio"/> ENGL - Language Arts: Teacher Licensure	
<input checked="" type="radio"/> ETRA MSED	MSED comprehensive professional portfolio
<input type="radio"/> ETT 402 - Teaching and Learning with Technology	
<input type="radio"/> FCNS 498 (Li)	

Submit



Portfolios Homepage

\* Indicates a required field.

Cancel

Submit

GENERAL INFORMATION

\* Title

Put your Name HERE

Template

ETRA MSED Remove Portfolio Template

Templates are pre-created content blocks that follow a certain order.

Description



Character count: 0

Available



Comments are Private



If checked, all comments will be hidden from users who can view the Portfolio.





# Create Portfolio: Cindy York MSED Comprehensive Exam Portfolio

## Getting Started with Portfolio

[Take the Tour](#)

No thanks, I'll explore on my own

Click here to add a header to your portfolio

### About Me

About Me

Current Resume

Personal Statement



### Current Resume



# Create Portfolio: Cindy York MSED Comprehensive Exam Portfolio

Click here to add a header to your portfolio

## Portfolio Header

Header repeats on every page. Portfolio also has a footer that repeats on every page.

Close Next →

- Goals Statement
- Program of Study
- Professional Development
- Guidance
- Artifact 1
- Artifact 2
- Analytical and Integrative Thinking

### Resume



























*Section Instructions do not appear in final view*  
*Instructions: Copy your current resume here, or attach it in Word or PDF format.*

Add Artifact No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

Click here to add content

# Create Portfolio: Cindy York MSED Comprehensive Exam Portfolio

[Click here to add a header to your portfolio](#) 

-  **About Me** 
-  Current Resume 
-  Personal Statement 
-  Goals Statement 
-  Program of Study 
  
-  **Professional Development** 
-  Guidance 
-  Artifact 1 
-  Artifact 2 
  
-  **Analytical and Integrative Thinking** 
-  Guidance 
-  Artifact 1 
-  Artifact 2 

## About Me



### Current Resume

*Section Instructions do not appear in final view*

*Instructions: Copy your current resume here, or attach it in Word or PDF format.*

 [Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

[Click here to add content](#)

## About Me

### About Me

Current Resume 

Personal Statement 

Goals Statement 

Program of Study 

### Professional Development

Guidance 

Artifact 1 

Artifact 2 

### Analytical and Integrative Thinking

Guidance 

Artifact 1 

Artifact 2 

### Instructional Design

Guidance 

Artifact 1 

Artifact 2 

### Media / Technology Development

Guidance 

Artifact 1 

Artifact 2 

### Management and Implementation

### Current Resume

 [Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

Click here to add content

### Personal Statement

 [Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

Click here to add content

### Goals Statement

 [Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

# Professional Development



## Guidance

[Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

Click here to add content



## Artifact 1

[Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.





























Click here to add content



## Artifact 2

[Add Artifact](#) No Artifacts. If there are no artifacts, this area will not appear in the portfolio.

Click here to add content

- ◆ About Me 
- ◆ Current Resume 
- ◆ Personal Statement 
- ◆ Goals Statement 
- ◆ Program of Study 
- ◆ **Professional Development** 
- ◆ Guidance 
- ◆ Artifact 1 
- ◆ Artifact 2 
- ◆ **Analytical and Integrative Thinking** 
- ◆ Guidance 
- ◆ Artifact 1 
- ◆ Artifact 2 
- ◆ **Instructional Design** 
- ◆ Guidance 
- ◆ Artifact 1 
- ◆ Artifact 2 
- ◆ **Media / Technology Development** 
- ◆ Guidance 
- ◆ Artifact 1 
- ◆ Artifact 2 
- ◆ **Management and Implementation** 
- ◆ Guidance 
- ◆ Artifact 1 
- ◆ Artifact 2 
- ◆ **Evaluation** 
- ◆ Guidance 
- ◆ Artifact 1 

## Add Artifacts to Portfolio Page

Add Personal Artifact

Add from Course

Search

Title



Contains



Go



TITLE

DESCRIPTION

TYPE

COURSE

DATE ADDED



about me

Personal Artifact

December 16, 2011 4:46 PM



Photo of Dr. York

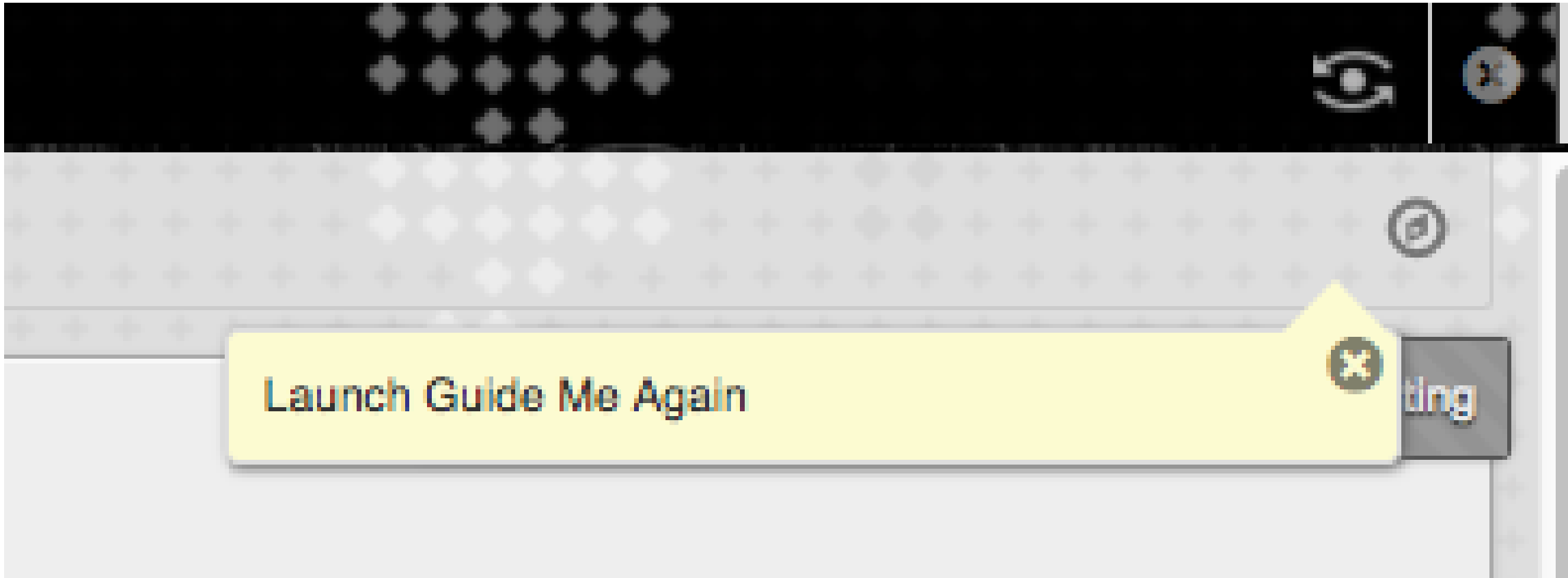
Personal Artifact

December 16, 2011 4:35 PM

Displaying 1 to 2 of 2 items

Show All

Edit Paging...



**Launch Guide Me Again**



ding

About Me

Professional  
Development

Analytical and  
Integrative Thinking

Instructional Design

Media / Technology  
Development

Management and  
Implementation

Evaluation

## About Me

Current Resume

Personal Statement

Goals Statement

Program of Study



About Me

## Professional Development

Professional  
Development

Guidance

Analytical and  
Integrative Thinking

Artifact 1

Instructional Design

Artifact 2

Media / Technology  
Development

Management and  
Implementation

Evaluation

## ASSIGNMENT INFORMATION

Due Date

**Monday, July 8, 2019**

5:00 PM

Points Possible

**100**

[View Rubric](#)

This is where you submit your first attempt at the portfolio to your committee. Please click on the title - MSED Portfolio Submission. This will take you to the portfolio submission location.

The TITLE of your portfolio should include your first and last name.

You MUST use the portfolio template - ETRA MSED (see highlighted below).

Select Portfolio Template

Search for template:

[Go](#)

Title

Description

- COMD 603 - Communication Disorders in Early Childhood
- ENGL 103 - Rhetoric and Composition I Template to be used in English 103
- ENGL 203/204 Template to be used in English 203/204
- ENGL 300 - Writing Across the Curriculum Pilot
- ENGL - Language Arts: Teacher Licensure
- ETRA MSED MSED comprehensive professional portfolio
- ETT 402 - Teaching and Learning with Technology
- FCNS 498 (U)

## ASSIGNMENT SUBMISSION

Assigned Portfolio Template

ETRA MSED

Attach Portfolio

[Select Portfolio](#)

OR

[Create Portfolio](#)

[Cancel](#)

[Save Draft](#)

[Submit](#)

## Select Portfolio

Search for portfolio:

Go

TITLE ▲

THIS IS A TABLE OF YOUR PORTFOLIOS.

COMMENTS

Cindy York MSED Comprehensive Exam Portfolio

Displaying 1 to 1 of 1 items

Show All

Edit Paging...

Cancel

Submit

## ASSIGNMENT SUBMISSION

---

Assigned Portfolio Template    ETRA MSED

Attach Portfolio

[Cindy York MSED Comprehensive Exam Portfolio](#)

[Remove Portfolio](#)

OR



[Create Portfolio](#)


---

## ADD COMMENTS

---

Comments

{#bb\_simple.chars} 0 

---

Cancel

Save Draft

Submit



Assessment

## Professional Portfolio Assessment Worksheet

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
<b>Overall - Organization (2, 4%)</b>	Organized so that all items are easy to access and review	Organized with each Area of Mastery clearly identified; all artifacts open with ease; no broken links	Organized with each Area of Mastery clearly identified; all artifacts open with ease; no broken links	Minor problems with access or organization of items	Orgnaization unclear or access made difficult with broken links or other technical problems.
<b>Overall - Presentation (2, 4%)</b>	All items are free of typos, grammar and spelling errors	No typos, grammar or spelling errors	Less than 5 typos, grammar or spelling erros	5-10 typos, grammar or spelling errors	More than 10 typos, grammar or spelling errors
<b>Current Resume (1, 2%)</b>	Includes current and appropriate education and professional experience	Up to date with no omissions or inappropriate elements	No more than one element missing or inappropriate	Two missing or inappropriate elements	Three or more missing or inappropriate elements
<b>Resume Presentation (1, 2%)</b>	Presented professionally	Professional presentation	Acceptable presentation	Could be made to be acceptable with some revisions	Unacceptable presentation
<b>Personal Statement - Reflects on growth as an IT Professional (2, 4%)</b>	Reflects on growth as an IT professional	Insightful reflections on growth as an IT professional	Reflects on growth as an IT professional	Reflects on growth as an IT professional, but lacks depth	No reflection on growth as an IT professional
<b>Personal Statement - Reflects on MS program and impact on professional development (2, 4%)</b>	Reflects on MSED program and impact on professional development	Insightful reflections on impact of MSED program on professional development	Reflects on impact of MSED program on professional development	Reflects on program impact on professional development, but lacks depth	No reflection on impact of program on professional development
<b>Personal Statement - Summarizes Program Experiences (2, 4%)</b>	Summarizes program experiences	Draws clear links between summary of program experiences and professional growth	Summarizes program experiences and attempts to link to professional growth	Summarizes program experiences, but does not link to professional growth	No summary of program experiences
<b>Personal Statement - Draws on</b>	Draws on literature from the field	Personal beliefs about	At least 3 citations to	Attempts to link literature	No link to literature

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)	
	literature from the field (2, 4%)	the IT field/profession are underscored with citations from related literature	related literature are used to support personal beliefs about the IT field/profession	are unclear or not well developed		
	<b>Personal Statement - Integrates Areas of Mastery (2, 4%)</b> NIU-COE-MSIT.8	Integrates areas of mastery and artifacts	Thoughtfully chosen artifacts with clear links to areas of mastery	Acceptable integration of areas of mastery and artifacts	Poor integration of artifacts with areas of mastery	No integration of artifacts with areas of mastery
	<b>Goals Statement (4, 8%)</b> NIU-COE-MSIT.6 NIU-COE-MSIT.9	Defines a vision statement and a plan of goals for continued professional development	Short term goals clearly support long term goals and vision statement for professional development	Vision statement, short and long term goals are included and related to professional development	Goals do not support vision and/or goals limited to personal, not professional development	Lacking vision and/or goals
	<b>Professional Development - Artifacts (2, 4%)</b> AECT.INI.1 AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
	<b>Professional Development - Description/Rationale (3, 6%)</b> AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 AECT-INI.5 ALA-AASL-1 ALA-AASL-2 ALA-AASL-3 ALA-AASL-4 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
		Provides evidence of professional practice	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		No more than

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)	
			three mechanical errors.			
	<b>Analytical and Integrative Thinking - Artifacts</b> (2, 4%) AECT- INI.1 AECT- INI.2 AECT- INI.3 AECT- INI.4 AECT- INI.5	Demonstrates ability to plan, execute and communicate an investigation	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
	<b>Analytical and Integrative Thinking - Description w/ Rationale</b> (1, 2%)	Demonstrates ability to plan, execute and communicate an investigation	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
			Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		
	<b>Analytical and Integrative Thinking - Description w/ Rationale</b> (1, 2%) ALA-AASL.1 ALA- AASL.2 ALA- AASL.3 ALA- AASL.4	Describe how this artifact affected <u>your</u> learning?	Thoughtful discussion and reflection on how this artifact affected your learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
	<b>Analytical and Integrative Thinking - Description w/ Rationale</b> (1, 2%) ALA-AASL.1 ALA- AASL.2 ALA- AASL.3 ALA- AASL.4	Describe how this artifact affected <u>your students'/clients'</u> learning	Thoughtful discussion and reflection on how this artifact affected your students' / clients' learning	Discusses and reflects on how artifact affected your students'/client s' learning	Unclear how this artifact affected your students'/client s' learning	No mention of how this artifact affects your students'/client s' learning
	<b>Instructional Design - Artifacts</b> (2, 4%) AECT- INI.1 NIU-COE- MSIT.1 NIU-COE- MSIT.3	Applies a coherent design model	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
		Analyzes problem/situation				



	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
	Recommends reasonable strategy				
<b>Instructional Design - Description w/ Rationale (1, 2%)</b>	Applies a coherent design model	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
	Analyzes problem/situation	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		
	Recommends reasonable strategy				
<b>Instructional Design - Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.3	Describe how this artifact affected <u>your</u> learning	Thoughtful discussion and reflection on how this artifact affected your learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
<b>Instructional Design - Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.3	Describe how this artifact affected <u>your students'/clients'</u> learning.	Thoughtful discussion and reflection on how this artifact affected your students'/client s' learning	Discusses and reflects on how artifact affected your students'/client s' learning	Unclear how this artifact affected your students'/client s' learning	No mention of how this artifact affects your students'/client s' learning
<b>Media / Technology Development - Artifacts (1, 2%)</b> AECT-INL1 AECT-INL2 NIU-COE-MSIT.2	Media appropriately supports learning objectives	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
	Employs sound instructional strategies				
	Media reflects best use of technology				
	Media matches delivery environment				
<b>Media/Technology Development - Description w/</b>	Media appropriately supports learning objectives	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do	Inadequate descriptions and rationales


	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
<b>Rationale (2, 4%)</b> AECT.IN1.1 AECT.IN1.2 NIU- COE-MSIT.2	Employs sound instructional strategies	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met	not support criteria for this area of mastery	do not support this area of mastery
	Media reflects best use of technology				
	Media matches delivery environment				
<b>Media/Technology Development - Description w/ Rationale (1, 2%)</b> ALA-AASL.1 ALA- AASL.2 ALA- AASL.3	Describe how this artifact affected <u>your</u> learning	Thoughtful discussion and reflection on how this artifact affected learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects learning
<b>Media/Technology Development - Description w/ Rationale (1, 2%)</b> ALA-AASL.1 ALA- AASL.2 ALA- AASL.3	Describe how this artifact affected <u>your students'/clients'</u> learning	Thoughtful discussion and reflection on how this artifact affected your students'/clients' learning	Discusses and reflects on how artifact affected your students'/clients' learning	Unclear how this artifact affected your students'/clients' learning	No mention of how this artifact affects your students'/clients' learning
<b>Management and Implementation - Artifacts (2, 4%)</b> AECT-IN1.3 AECT-IN1.4 NIU- COE-MSIT.4	Demonstrates ability to manage resources, projects, or individuals	Exemplary artifacts	Appropriate artifacts	Areas needs to be strengthened with additional artifacts	Inappropriate artifacts
<b>Management and Implementation - Description w/ Rationale (1, 2%)</b> AECT.IN1.3 AECT.IN1.4 NIU- COE-MSIT.4	Demonstrates ability to manage resources, projects, or individuals	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
		Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		
<b>Management and Implementation -</b>	Describe how this artifact affected	Thoughtful discussion and	Discusses and reflects on	Unclear how this artifact	No mention of how this

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
<b>Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.3 ALA-AASL.4	<u>your</u> learning	reflection on how this artifact affected your learning	how artifact affected your learning	affected your learning	artifact affects learning
<b>Management and Implementation - Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.3 ALA-AASL.4	-LIS only: Describe how this artifact affected <u>your students'</u> learning.	Thoughtful discussion and reflection on how this artifact affected your students'/clients' learning	Discusses and reflects on how artifact affected your students' clients' learning	Unclear how this artifact affected your students'/clients' learning	No mention of how this artifact affects your students'/clients' learning
<b>Evaluation - Artifacts (2, 4%)</b> AECT-INL5 NIU-COE-MSIT.7	Demonstrates the use of appropriate assessment/evaluation techniques	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
<b>Evaluation - Description w/ Rationale (1, 2%)</b> AECT.INL5 NIU-COE-MSIT.7	Demonstrates the use of appropriate assessment/evaluation techniques	Clear, well-organized, descriptions  Persuasive rationales support how criteria are met	Satisfactory descriptions of artifacts  Rationales support how criteria for this area of mastery are met	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
<b>Evaluation - Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.4	Describe how this artifact affected <u>your</u> learning	Exemplary artifacts. Clear, well-organized, persuasive descriptions and reflection. No mechanical errors.	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
<b>Evaluation - Description w/ Rationale (1, 2%)</b> ALA-AASL.2 ALA-AASL.4	Describe how this artifact affected <u>your students'/clients'</u> learning	Thoughtful discussion and reflection on how this artifact affected your students'/clients' learning	Discusses and reflects on how artifact affected your students' clients' learning	Unclear how this artifact affected your students'/clients' learning	No mention of how this artifact affects your students'/clients' learning

## Overall Assessment

### Overall Assessment

	<b>Exemplary (4 pts)</b>	<b>Target (3 pts)</b>	<b>Needs Revisions (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Overall Assessment (1, 100%)</b>	Congratulations on passing your portfolio review in an exemplary fashion! You did a superb job with your portfolio. You scored at least 90 % and received no assessments in the Needs Revisions or Unacceptable categories.	Congratulations on passing your portfolio review! You did a fine job and received no assessments in the Needs Revisions or Unacceptable categories.	You still have some work to do to meet Target expectations. All areas that received an assessment of Needs Revisions must be addressed and resubmitted. Please see specific comments and contact your Portfolio Review Committee Chair for further information and direction.	You have significant work to do to meet Target expectations. All areas that received an assessment of Unacceptable must be addressed and resubmitted. Please see your Portfolio Review Committee Chair.



Please submit any  
questions to your  
committee chair.