Educational Technology Master's *e*-Portfolio Requirements and Rubric

University of Arkansas
College of Education and Health Professions

ETEC *e*-Portfolio Introduction:

The Master of Education in Educational Technology (M.Ed.) is a 34 credit hour program consisting of 31 credit hours in Educational Technology and 3 credit hours from a research course. In addition to completing the course requirements each student must meet the Master's *e*-portfolio requirement. This is an electronic portfolio (*e*-portfolio) of each individual students work combined in a comprehensive project. To this end, the *e*-portfolio takes the place of a comprehensive exam. The *e*-portfolio must include components that address all of the AECT national standards, which have been adopted as the ETEC master's program learning outcomes and are integrated throughout ETEC coursework.

In addition to demonstrating mastery of program learning outcomes, the *e*-portfolio is a professionally composed collection of works highlighting a student's abilities, skills, and performance. In other words, *e*-portfolios are an opportunity for students to draw attention to their best work. To this end, the culminating *e*-portfolio is expected to serve as more than an evaluative tool; it should also allow students to display their capabilities to potential employers or institutions for doctoral studies.

Each student's *e*-portfolio is evaluated during his or her last semester (or within the last 6 hours of coursework if graduating in the summer) by ETEC program faculty. The *e*-portfolio is evaluated as a whole using the *e*-portfolio scoring rubric provided in this document. A grade of "pass," "resubmit," or "fail" is assigned to the overall portfolio. A grade of "pass" means that the *e*-portfolio adequately meets all of the requirements. A grade of "resubmit" means that specific areas of the *e*-portfolio need to be revised and resubmitted in order to meet the full requirements. (Note: You only will be allowed to resubmit your portfolio once per semester.) A grade of "fail" means that the *e*-portfolio is unacceptable and fails to meet the requirements set forth.

ETEC *e*-portfolio Timeline:

During the students *last semester of course work (or last 6 hours of coursework if graduating in the summer)* each student is required to submit his or her *e*-portfolio to ETEC faculty for evaluation. This is done in conjunction with the 1-credit course ETEC 5981 "E-Portfolio Production". Submission of the *e*-portfolio will be required as the last action of the course and will occur within the first 8 weeks of the semester to allow adequate time for evaluation. The ETEC faculty will review the submission and provide a grade of "pass" or "resubmit" after exactly 4 weeks of review. This will allow time for resubmission and reevaluation if necessary prior to the end of the semester to ensure a timely graduation. At the end of the semester a final grade of "pass" or "fail" will be assigned to all resubmitted *e*-portfolios. The submission and resubmission timelines are firm, and if not adhered to for any reason a delay in the completion of the program will be the end result.

ETEC e-Portfolio Contents:

 Each ETEC masters student will develop an e-portfolio that meets ETEC program requirements. The electronic portfolio will consist of projects/products (also referred to as artifacts) created and chosen by the student as demonstrations of mastery of the AECT national standards. Each project or product selected for inclusion in the *e*-portfolio (a minimum of 2, maximum of 7) must appear within the **e-Portfolio Website** and each must be accompanied by an **Executive Summary** that describes the project/product. In addition, students must include an updated **Resume** within the *e*-portfolio website and an **Evidence of Standards Achievement** document to complete the *e*-portfolio submission requirements. If any of these items is missing the *e*-portfolio will be considered incomplete and will not be evaluated. As a recap, the *e*-portfolio must include:

1. *e-Portfolio Website.* A website that houses the student's e-portfolio will be created. A completed version of each project/product should be included in the *e*-portfolio website. The student is free to build the website using the tool(s) and design of his/her choosing, and the expectation is that the website and all projects/products are easily accessible and professional in nature, which includes adhering to design and media best practices.

2. *Executive Summaries*. Each project/product included in the *e*-portfolio website must be accompanied by an Executive Summary. The summary is a succinct and professional description of the artifact that also includes a personal skills reflection (specific details of the Executive Summary expectations are provided below).

3. *Current Resume.* An updated resume must be included within the *e*-portfolio. The resume should be of professional quality and highlight the student's objective, educational and work experience, and abilities.

4. *Evidence of Standards Achievement*. The student will be responsible for composing and posting on the *e*-portfolio website a document that details how the projects/products/artifacts on the site demonstrate he/she has mastered each of the [AECT national standards](). The first page of this document should contain a Program Matrix demonstrating how and where each of the [AECT national standards]() is met via the submitted portfolio projects/products, and the remainder should specifically describe how mastery of each standard is evidenced in the projects/products chosen for the *e*-portfolio (specific requirements for the Evidence of Standards Achievement document including the Program Matrix page are provided below).

Information relative to the scoring of each *e*-portfolio component can be found in the rubric that is provided later within this document. Further details concerning the specific expectations for the Executive Summaries and the Evidence of Standards Achievement document are provided below.

Expectations for Executive Summaries:

Each project/product must be accompanied by a succinct description called the Executive Summary. The purpose of the summaries is to give visitors of the *e*-portfolio website an overview of each artifact as well as highlight the skills that were honed or professional growth that occurred as a result of the development of the project/product.   As a general guide, each summary should introduce the project/product and briefly describe the why, who, when, what, and how's relative to that artifact. More specifically, the summaries should provide an overview that addresses:

- Why the project was undertaken? – describe the impetus for the project
- Who was involved? – describe who you worked with/for during this project
- When the project was undertaken? – describe the general timeframe
- What the key actions/aspects were of the project? – describe what was done
- How it turned out? – describe the product end result

The aforementioned information may be presented on the website in whatever manner and using whatever media the student feels is appropriate, but the summaries should be placed logically within the *e*-portfolio so they are associated with the appropriate project/product. They should also be brief (between 1-2 double-spaced pages of word processed text/narrative/script), but they must also provide visitors a solid overview of the artifact.

In addition to providing project/product overviews, the succinct summaries should include areas of personal skills reflection. These reflections should highlight the skills that were honed and/or professional growth that occurred as a result of the development of the projects/products.

Expectations for the Evidence of Standards Achievement Document:

As the points within the scoring rubric indicate, the bulk of the *e*-portfolio evaluation involves the demonstration of understanding and mastery of each of the [AECT national standards](). This process is two-fold. First, students must choose between 2 – 7 high-quality projects/products to include within the *e*-portfolio that adequately show

mastery of the standards. Second, students must create a word-processed document that 1) contains a standards matrix visually identifying which projects/products the student is using to demonstrate mastery of specific standard(s), and 2) written descriptions that *specifically detail* how each and every standard is met by the chosen projects/products. This word-processed document becomes the Evidence of Standards Achievement document and must be readily visible, accessible, and downloadable within the student's *e*-portfolio website. More details concerning requirements for the standards matrix and written descriptions are provided below.

Standards Matrix:

A standards matrix that demonstrates how and where each of the AECT standards was met via the submitted projects/projects is **required as the first page of the Evidence of Standards Achievement document**. The standards matrix should clearly identify the project/product and relate each back to the specific standard(s) it meets in a visual manner. A sample standards matrix in table format is provided below to demonstrate this concept, but students should feel free to be creative in the construction of this visual. The purpose is to clearly delineate which projects/artifacts meet which standards, ensuring that ALL standards are met by at least one artifact.

A single project can meet numerous standards or can be included because it meets one standard. For example, in the sample matrix below Project 1 is identified as an artifact that demonstrates mastery for multiple standards including 1.3, 1.4, 1.5, 2.1, 2.4, and 2.5, while Project 2 is related to standard 3.3 solely. However, note that a minimum of 2 and maximum of 7 projects may be included in the *e*-portfolio, so students should consider this limit when choosing artifacts. Additionally, a single standard can be fulfilled using multiple projects. This is shown in the example below with standards 1.5 and 2.1, which are identified with both Projects 1 and 3. Also note that one project may be used to demonstrate mastery in an entire standard category. This is shown in the sample matrix below as Project 4 is identified with all of standard 4 (4.1 – 4.5) and Project 5 is related to all of standard 5 (5.1 – 5.4).

Note each project is generically named Project 1, 2, etc., in the sample, but should be formally named and reflective of the actual *e*-portfolio artifacts. Lastly, if a project is related to a standard within the matrix a detailed explanation of how that artifact meets the related standard must be provided within the Evidence of Standards Achievement document.

ETEC Program Learning Outcomes	Projects/Products/Artifacts				
	1	2	3	4	5
1. Content Knowledge	✓		✓		
1.1 Creating: Create instructional materials and learning environments using a systems approach.			✓		
1.2 Using: Select and use technological resources and processes to support student learning.			✓		
1.3 Assessing/ Evaluating: Assess and evaluate the effective integration of appropriate technologies and instructional materials.	✓				
1.4 Managing: Manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.	✓				
1.5 Ethics: Demonstrate contemporary professional ethics of the field per AECT Code.	✓		✓		
2. Content Pedagogy	✓		✓		
2.1 Creating: Apply content pedagogy to create appropriate uses of processes and technologies to improve learning and performance outcomes.	✓		✓		
2.2 Using: Implement appropriate educational technologies and processes based on appropriate content pedagogy.			✓		
2.3 Assessing/ Evaluating: Assess the adequacy of learning and evaluate the instruction and implementation of technologies and processes.					
2.4 Managing: Manage processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and demonstrate appropriate content pedagogy.	✓				
2.5 Ethics: Design and select media, technology, and processes that emphasize the diversity of our society.	✓				
3. Learning Environments		✓		✓	

Standard					
3.1 Creating: Create instructional design products based on learning principles and research-based best practices.				✓	
3.2 Using: Select appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.				✓	
3.3 Assessing/ Evaluating: Use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.		✓			
3.4 Managing: Establish mechanisms or plans for maintaining the technology infrastructure to improve learning and performance.				✓	
3.5 Ethics: 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.				✓	
3.6 Diversity of Learners: Foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.				✓	
4. Professional Knowledge and Skills				✓	
4.1 Collaborative Practice: Collaborate with peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.				✓	
4.2 Leadership: Lead peers in designing and implementing technology-supported learning.				✓	
4.3 Reflection on Practice	The e-portfolio will act to fill this substandard.				
4.4 Assessing/ Evaluating: Design and implement assessment and evaluation plans that align with learning goals and instructional activities.				✓	
4.5 Ethics: 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.				✓	
5. Research					✓
5.1 Theoretical Foundations: Demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.					✓
5.2 Methods: Apply research methods to solve problems and enhance practice.					✓
5.3 Assessing/ Evaluating: Apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.					✓
5.4 Ethics: Conduct research and practice using accepted professional and institutional guidelines and procedures.					✓

Written Descriptions:

The remainder of the Evidence of Standards Achievement document will consist of written descriptions that detail how each standard has been mastered and demonstrated through the creation of the chosen *e*-portfolio projects/products. This portion of the document should start with Content Knowledge (Standard 1 category) and address each standard within this category (1.1 – 1.5), then move through each of the remaining standards until all 24 (1.1 – 5.4) have been addressed. (Note: Standard 4.3 should not be addressed, as this standard will be met upon the successful completion of the *e*-portfolio requirement). Although there may be overlap within some standards and categories, each standard (1.1, 1.2, etc.) must be individually addressed. To this end, it should be clearly and specifically articulated how the projects/products/artifacts associated with each particular standard demonstrate mastery of the standard. Links to specific areas of the products/projects within the *e*-portfolio that are discussed in the written descriptions are encouraged where applicable. While the length of each standard description will vary, it is expected that the entire Evidence of Standards Achievement document range between 25 – 50 pages. Less than 25 pages may indicate the descriptions are too lean, while more than 50 pages can indicate the descriptions are not precise.

AECT Standards Adopted by ETEC:

Throughout the duration ETEC program students are trained according to the AECT national standards. The official description of these standards is provided below. Students will be evaluated based on their ability to integrate each of the following main standards into his or her *e*-portfolio.

AECT Standard 1 - Content Knowledge

- AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
  - Indicators:
    - 1.1 Creating - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.
    - 1.2-Using - Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.
    - 1.3-Assessing/Evaluating - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.
    - 1.4-Managing - Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.
    - 1.5-Ethics - Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.

AECT Standard 2 - Content Pedagogy

- AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.
  - Indicators:
    - 2.1-Creating - Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.
    - 2.2-Using - Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.
    - 2.3-Assessing/Evaluating - 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.
    - 2.4-Managing - 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.
    - 2.5-Ethics - Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.

AECT Standard 3 - Learning Environments

- AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.
  - Indicators:
    - 3.1-Creating - Candidates create instructional design products based on learning principles and research-based best practices.
    - 3.2-Using - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.
    - 3.3-Assessing/Evaluating - Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.

- 3.4-Managing - Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.
- 3.5-Ethics - 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.
- 3.6-Diversity of Learners - Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.

AECT Standard 4 - Professional Knowledge and Skills

- AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.
  - Indicators:
    - 4.1-Collaborative Practice - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.
    - 4.2-Leadership - Candidates lead their peers in designing and implementing technology-supported learning.
    - 4.3-Reflection on Practice - 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.
    - 4.4-Assessing/Evaluating - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.
    - 4.5-Ethics - 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.

AECT Standard 5 - Research

- AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance
  - Indicators:
    - 5.1-Theoretical Foundations - Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.
    - 5.1-Method - Candidates apply research methodologies to solve problems and enhance practice.
    - 5.3-Assessing/Evaluating - Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.
    - 5.4-Ethics – Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.

e-Portfolio Scoring Rubric

The following grading rubric will be used to evaluate each student's overall *e*-portfolio. A grade of "pass", "resubmit", or "fail" is assigned to the overall portfolio. A grade of "pass" means the *e*-portfolio adequately meets all of the requirements. A grade of "resubmit" means specific areas need to be revised and resubmitted in order to meet the full requirements. (Note: Students will only be allowed to resubmit the *e*-portfolio once per semester). In addition, a single score on the rubric of "Not Acceptable" or "Failure" on any individual standard will automatically require the resubmission of that standard regardless of the overall *e*-portfolio score. An overall grade of "fail" means the *e*-portfolio is unacceptable and fails to meet the requirements set forth.

Pass = score of 80% or higher on either first or second submission
Resubmit = score < 80% and/or one or more standards rated as Not Acceptable/Failure on first submission
Fail = score < 80% on resubmission

e-Portfolio Website					
	0-3 **Failure**	**4 – 7** **Not Acceptable**	**8** **Acceptable**	**9-10** **Excellent**	**Total Points**
e-Portfolio Website	No website is provided or the main website link is broken and/or the website cannot be accessed.	The website is of poor quality and/or has inoperable links, script/bug errors, and/or does not include between 2-7 artifacts.	The website is operable, of adequate quality, and includes between 2-7 artifacts.	The website is 100% operable, of high professional quality, and includes between 2-7 artifacts.	
Design	There is no evidence that design standards concerning navigation, layout, and/or color were followed.	There is some evidence that design standards concerning navigation, layout, and/or color were followed, but standards in at least one of these areas is not met or unacceptable.	The design of the website adequately follows and demonstrates best practices and standards relative to navigation, layout, and color.	The design of the website expertly demonstrates best practices and standards relative to navigation, layout, and color.	
Media	There is no evidence that media standards for functionality and presentation of audio, video, and/or graphics were followed.	There is some evidence that multiple forms of media were used and media standards for functionality and presentation of audio, video, and/or graphics were followed, but at least one media component is of poor quality and/or did not follow	Multiple forms of media were provided within the website and adequately follow standards and best practices for functionality and presentation of audio, video, and/or graphics.	Multiple forms and uses of media were provided within the website and expertly demonstrate standards and best practices for functionality and presentation of audio, video, and/or graphics.	

			known media best practices.		
Writing	Text that appears on the website is poorly written and/or is inundated with spelling, grammatical, or punctuation errors	Text that appears on the website is of a very basic writing level and/or contains numerous spelling, grammatical, or punctuation errors	Most text that appears on the website is professionally written and/or contains only a few spelling, grammatical, or punctuation errors	All text that appears on the website is professionally written and contains no spelling, grammatical, or punctuation errors	
				e-Portfolio Website Total:	/40

Executive Summaries

	0-3 _____ Failure	4 – 7 _____ Not Acceptable	8 _____ Acceptable	9-10 _____ Excellent	Total Points
Executive Summaries	No summaries are provided or appear to be provided but are not in a web accessible format.	Summaries appear but not for all artifacts, and/or summaries appear but are not succinct and/or placed logically to associate each summary with the appropriate artifact to effectively introduce visitors of the website to each artifact.	Summaries are provided for each artifact and are succinct, immediately accessible/viewable, and presented logically within the website so they adequately introduce visitors of the website to each artifact.	Summaries are provided for each artifact and are succinct, immediately accessible/viewable, and are presented logically within the website so they expertly introduce visitors of the website to each artifact.	
Overview	Summaries provide little or no information and do not offer a visitor of the website an understanding of the artifacts prior to viewing them	Summaries provide some aspects of the who, what, when, why, and how's associated with each artifact but not enough that a visitor of the website can garner a basic understanding of the artifacts prior to viewing them	Summaries provide succinct overviews of the who, what, when, why, and how's associated with each artifact such that a visitor of the website has a basic understanding of the artifacts prior to viewing them	Summaries provide succinct yet through and professional overviews of the who, what, when, why, and how's associated with each artifact such that a visitor of the website has full understanding of the artifacts prior to viewing them	
Reflection	Summaries contain few or no personal reflections and/or fail to highlight professionally relevant skill sets and/or growth areas achieved during the development of each artifact	Summaries contain personal reflections but they fail to highlight professionally relevant skill sets and/or growth areas achieved during the development of each artifact	Summaries contain areas of personal reflection that highlight some professionally relevant skill sets and growth areas achieved during the development of each artifact	Summaries contain areas of personal reflection that highlight the most pertinent professional skill sets and professional growth areas achieved during the development of each artifact	

				Executive Summaries Total:	**/30**
Resume					
	0-3 _____ **Failure**	4 – 7 _____ **Not Acceptable**	8 _____ **Acceptable**	9-10 _____ **Excellent**	**Total Points**
Resume	No resume is provided or the resume that is provided is incomplete and/or in draft form.	A resume is provided but is outdated, of poor quality, and/or fails to highlight key aspects of the student's experience.	The resume is up-to-date, of adequate quality, and highlights key aspects of the student's experience.	The resume is up-to-date, of high professional quality, and highlights key aspects of the student's experience.	
				Resume Total:	**/10**
Evidence of Standards Achievement					
	0-3 _____ **Failure**	4 – 7 _____ **Not Acceptable**	8 _____ **Acceptable**	9-10 _____ **Excellent**	**Total Points**
Standards Matrix	No standards matrix is provided or the matrix that is provided does not demonstrate visually how/where each standard is met via the projects/products chosen for the *e*-portfolio.	A standards matrix is provided and demonstrates visually how/where most standards are met via the projects/products chosen for the *e*-portfolio, but some information is missing and/or not easily ascertained.	An acceptable standards matrix is provided that demonstrates visually how/where each standard is met via the projects/products chosen for the *e*-portfolio. The matrix performs the intended function of delineating which artifacts are associated with each standard.	A standards matrix is provided that clearly demonstrates visually how/where each standard is met via the projects/products chosen for the *e*-portfolio, and the matrix has high visual appeal and adds aesthetically to the document.	
				Matrix Total:	**/10**
	0 _____ **Failure**	1 – 3 _____ **Not Acceptable**	4 _____ **Acceptable**	5 _____ **Excellent**	**Total Points**
Standard 1: Content Knowledge	No artifacts are provided that address aspects of the standard relative to the student's ability to create, use, assess, manage, and/or apply ethics to	The artifact(s) address some to most aspects of the standard, but are of medium to low quality, and/or provide minimal to no evidence that the student has the ability to create, use, assess,	The artifact(s) address all aspects of the standard, are of acceptable quality, and provide basic to solid evidence that the student has the ability to create, use, assess, manage, and/or apply ethics to	The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to create, use, assess, manage,	---------

	theoretical and practical applications of technologies and processes in relation to content knowledge.	manage, and/or apply ethics to theoretical and practical applications of technologies and processes in relation to content knowledge.	theoretical and practical applications of technologies and processes in relation to content knowledge.	and/or apply ethics to theoretical and practical applications of technologies and processes in relation to content knowledge.	
1.1 Creating (Create materials and environments using a systems approach)					
1.2 Using (Select/use resources and processes that support student learning)					
1.3 Assessing/ Evaluating (Assess/evaluate effective integration of appropriate tech and materials)					
1.4 Managing (Manage people, processes, infrastructures, and finances to achieve goals)					
1.5 Ethics (Fulfill ethical obligations to the individual, society, and the profession)					
				Standard 1 Total:	**/25**
	0 _____ **Failure**	**1 – 3** _____ **Not Acceptable**	**4** _____ **Acceptable**	**5** _____ **Excellent**	**Total Points**
Standard 2: Content Pedagogy	No artifacts are provided that address aspects of the standard relative to the	The artifact(s) address some to most aspects of the standard, but are of medium to low quality,	The artifact(s) address all aspects of the standard, are of acceptable quality, and provide basic to solid	The artifact(s) clearly address all aspects of the standard, are of high professional quality, and	---------

	student's ability to create, use, assess, manage, and/or apply ethics to the implementation of technologies and processes based on contemporary content pedagogy.	and/or provide minimal to no evidence that the student has the ability to create, use assess, manage, and/or apply ethics to the implementation of technologies and processes based on contemporary content pedagogy.	evidence that the student has the ability to create, use, assess, manage, and/or apply ethics to the implementation of technologies and processes based on contemporary content pedagogy.	provide exemplary evidence that the student has the ability to create, use, assess, manage, and/or apply ethics to the implementation of technologies and processes based on contemporary content pedagogy.	
2.1 Creating (Apply pedagogy to processes and technologies that improve learning and performance)					
2.2 Using (Implement appropriate technologies and processes based on pedagogy)					
2.3 Assessing/ Evaluating (Assess learning and evaluate the instruction, technologies, and processes)					
2.4 Managing (Manage processes and resources to support learning communities, flexible and diverse learning environments)					
2.5 Ethics (Design and select media, technology, and processes that emphasize diversity)					
				Standard 2 Total:	**/25**
	0 ————— **Failure**	**1 – 3** ————— **Not Acceptable**	**4** ————— **Acceptable**	**5** ————— **Excellent**	**Total Points**

Standard 3: Learning Environments	No artifacts are provided that address aspects of the standard relative to the student's ability to create, use, assess, manage, and/or apply ethics and diversity to facilitate and create effective learning environments.	The artifact(s) address some to most aspects of the standard, but are of medium to low quality, and/or provide minimal to no evidence that the student has the ability to create, use assess, manage, and/or apply ethics and diversity to facilitate and create effective learning environments.	The artifact(s) address all aspects of the standard, are of acceptable quality, and provide basic to solid evidence that the student has the ability to create, use, assess, manage, and/or apply ethics and diversity to facilitate and create effective learning environments.	The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to create, use, assess, manage, and/or apply ethics and diversity to facilitate and create effective learning environments.	--------
3.1 Creating (Create ID products based on learning principles and research-based practices)					
3.2 Using (Select processes and resources for optimal learning based on principles, theories, and best practices)					
3.3 Assessing/ Evaluating (Use multiple assessment strategies to collect data to improve practice, outcomes, and learning environments)					
3.4 Managing (Create mechanisms/plans to maintain infrastructure and improve learning/performance)					
3.5 Ethics (Foster ethics and promote best practice for copyright, fair use, and open access - include health and safety					

where applicable)					
3.6 Diversity (Attend to learners with diverse backgrounds, characteristics, and abilities)					
				Standard 3 Total:	**/30**
	0 ——— **Failure**	**1 – 3** ——— **Not Acceptable**	**4** ——— **Acceptable**	**5** ——— **Excellent**	**Total Points**
Standard 4: Professional Knowledge and Skills	No artifacts are provided that address aspects of the standard relative to the student's ability to collaborate, lead, reflect on practice, assess, and/or apply ethics within a supportive community of practice.	The artifact(s) address some to most aspects of the standard, but are of medium to low quality, and/or provide minimal to no evidence that the student has the ability to collaborate, lead, reflect on practice, assess, and/or apply ethics within a supportive community of practice.	The artifact(s) address all aspects of the standard, are of acceptable quality, and provide basic to solid evidence that the student has the ability to collaborate, lead, reflect on practice, assess, and/or apply ethics within a supportive community of practice.	The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the ability to collaborate, lead, reflect on practice, assess, and/or apply ethics within a supportive community of practice.	--------
4.1 Collaborative Practice (Collaborate with peers and experts to analyze, develop/design, and evaluate impact)					
4.2 Leadership (Lead peers in designing/ implementing tech-supported learning)					
4.3 Reflection on Practice (Fulfilled with the passing of the e-portfolio requirement)					--------
4.4 Assessing/ Evaluating					

(Design and implement assessment/evaluation plans that align with goals and activities)					
4.5 Ethics (Show appropriate contextual behavior and with a respect for diversity of learners)					
				Standard 4 Total:	**/20**
	0 **Failure**	**1 – 3** **Not Acceptable**	**4** **Acceptable**	**5** **Excellent**	**Total Points**
Standard 5: Research	No artifacts are provided that address aspects of the standard relative to the student's ability to apply foundational knowledge, use research methods, assess/evaluate, and/or apply ethics while employing research practices to enhance learning and improve performance.	The artifact(s) address some to most aspects of the standard, but are of medium to low quality, and/or provide minimal to no evidence that the student has the ability to apply foundational knowledge, use research methods, assess/evaluate, and/or apply ethics while employing research practices to enhance learning and improve performance.	The artifact(s) address all aspects of the standard, are of acceptable quality, and provide basic to solid evidence that the student has the ability to apply foundational knowledge, use research methods, assess/evaluate, and/or apply ethics while employing research practices to enhance learning and improve performance.	The artifact(s) clearly address all aspects of the standard, are of high professional quality, and provide exemplary evidence that the student has the to apply foundational knowledge, use research methods, assess/evaluate, and/or apply ethics while employing research practices to enhance learning and improve performance.	---------
5.1 Theoretical Foundations (Show foundational knowledge of research and theories in ETEC)					
5.2 Methods (Apply research methods to solve problems and/or enhance practice)					
5.3 Assessing/ Evaluating					

(Use inquiry strategies to assess/evaluate processes, resources, learning, and performance)					
5.4 Ethics (Conduct research/gather and analyze data using ethical procedures and guides)					
				Standard 5 Total:	**/20**
				e-**Portfolio Total:**	**/210**