

MSEd in Instructional Technology Comprehensive Exam

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.

Required Submissions

1. A **Current Resume**
2. A **Personal Statement** including a reflection on your development as an instructional technology professional through this MSEd program and how the articles you've selected to submit demonstrate your knowledge and skills in the following Areas of Mastery. Must include at least 3 APA citations and references.
3. A **Goals Statement** for continued professional development.
4. An outline of your **Program of Study** (with grades).
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** - For each artifact submitted to address an Area of Mastery, provide at least a one-page Introduction including a **Description** of the artifact and your **Rationale** for including the item in the portfolio. This one-page introduction should include the following.
 - 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.
 - Your rationale for including the artifact and how the specific criteria are addressed.
 - Your rationale for how your learning and your students'/clients' learning was affected.

TS MEd (ISTE NETS*TF), MEd Generalist (AECT), LIS MEd (ALA-AASL)

Areas of Mastery	Criteria	Examples of Artifacts
Professional Development	<ul style="list-style-type: none"> • Demonstrates readiness to participate in the IT field as a professional • Provides evidence of professional practice 	<ul style="list-style-type: none"> • Internship/Practicum Doc. (e.g., Final Report/Reflection) • Newsletter/Journal Article • Professional Association(s) • Presentations/workshops • Collaborative Activities (e.g., Information Literacy/Content Curriculum Collaborative Assessment, other class work) • LearnIT reflection
Analytical and Integrative Thinking	<ul style="list-style-type: none"> • Demonstrates your ability to plan, execute, and communicate an investigation. • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/client's learning environment. 	<ul style="list-style-type: none"> • Literature Review/Synthesis (e.g., ETR 520) • Research Plans/Projects (e.g., ETR 520) • Web Page Evaluations • ETR 531 Assignment • 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) • Reference Collection Analysis Project • Analysis Phase of a Project (e.g., ETT 560) • Final Research Paper (depending on topic selected, ETT 552 paper) • Case study responses (ETT 553)
Instructional Design	<ul style="list-style-type: none"> • Applies a coherent design model • Analyzes problem/situation • Recommends reasonable strategies • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/client's learning environment. 	<ul style="list-style-type: none"> • Design Plan/Document (e.g., ETT 510, ETT 511, ETT 560) • Lesson Plan • Performance Strategy • Curriculum integration activities • Book-talk (ETT 527) or Media-talk (ETT 523)/Storytelling plans • Teaching ethics assignment (ETT 542)
Media/ Technology Development	<ul style="list-style-type: none"> • Selects appropriate media to support learning objectives • Employs sound instructional strategies • Media matches delivery environment • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Samples of Media/Tools to Support Learning <ul style="list-style-type: none"> ○ Video ○ Audio ○ CBT ○ Internet ○ Print ○ Website ○ Webquest • Artifacts from ETT 530, ETT 536, ETT 538, ETT 555

Management and Implementation	<ul style="list-style-type: none"> • Demonstrates ability to manage resources, projects, or individuals. • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Project Management plan (e.g., ETT 570, ETT 573) • Technology plan • Classroom Management plan • Collection development plan • Organizational plan • Library Policies and Procedures Manual (ETT 504) • Selection and Evaluation • Implementation Phase of ETT 560 project
Evaluation	<ul style="list-style-type: none"> • Demonstrates the use of appropriate evaluation techniques • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Evaluation Plan/Report (e.g., ETT 510, ETT 560) • Media Selection/Evaluation • Program Evaluation • Visual design principles evaluation • Case Study Analysis (ETT 533) • Media Selection/Evaluation/Purchasing Assignments (e.g., purchasing of children's materials for diverse groups ETT 527) • Research Paper (depending on topic selected, ETT 552)

MSEd. IT Comprehensive Exam Portfolio Assessment

Context

This assessment applies to the Instructional Technology MSEd Comprehensive Exam Professional Portfolio, which is required of every student for graduation.

Purpose

The purpose of this instrument is to assure fair and consistent assessment of each student's work while maintaining an electronic record of student achievement.

Assessor

Each portfolio is reviewed and assessed independently by three or more members of the Instructional Technology faculty.

Program Outcomes

NIU-COE-MSIT.1

Systematically analyze performance and instructional problems and design solutions.

NIU-COE-MSIT.2

Utilize instructional technology hardware and software for the development of instructional materials.

NIU-COE-MSIT.3

Develop instructional and performance strategies that can be applied in school or business settings.

NIU-COE-MSIT.4

Manage instructional technology projects and programs in educational and/or business settings.

NIU-COE-MSIT.5

Test theory, research and ideas while developing an appreciation for diverse and multiple perspectives, by engaging in spirited dialogue with faculty , other graduate students and instructional technology professionals.

NIU-COE-MSIT.6

Identify and practice professional, legal, social and human ethics

NIU-COE-MSIT.7

Apply assessment techniques to measure student learning and the effectiveness of instructional technology-based products and programs

NIU-COE-MSIT.8

Demonstrate effective oral and written communication skills through the creation of written papers and projects, and the presentation of individual and group works, as assessed by faculty and peers.

NIU-COE-MSIT.9

Successfully apply Student Learning Objectives in a professional setting.

AECT Standards

AECT.INI.1

STANDARD -- DESIGN. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics. Supporting Explanations:

AECT.INI.2

STANDARD -- DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies. Supporting Explanation:

AECT.INI.3

STANDARD -- UTILIZATION. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making. Supporting Explanations:

AECT.INI.4

STANDARD -- MANAGEMENT. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management. Supporting Explanations:

AECT.INI.5

STANDARD -- EVALUATION. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. Supporting Explanations:

ALA-AASL Standards

Approved by Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), October 24, 2010 The ALA/AASL Standards for Initial Preparation of School Librarians apply to all master's programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title. "School librarian" is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association. Other titles include, but are not limited to, "school library media specialist," "teacher librarian," "library information specialist," and "media coordinator."

Standard 1: Teaching for Learning

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Elements

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Elements

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

3.3 Information technology

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze,

evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation

Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

Elements

4.1. Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

4.3 Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

Elements

5.1 Collections

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities

Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Comprehensive Exam Portfolio Assessment Rubric

Professional Portfolio Assessment Worksheet					
	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
Overall – Organization (2, 4%) ISTE – TF .1	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	Organization unclear or access made difficult with broken links or other technical problems.
Comments:					
Overall - Presentation (2, 4%) ISTE-TF.1	All items are free of typos, grammar and spelling errors	No typos, grammar or spelling errors	Less than 5 typos, grammar or spelling errors	5-10 typos, grammar or spelling errors	More than 10 typos, grammar or spelling errors
Comments:					
Current Resume (1, 2%)	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 elements	Two missing or inappropriate elements	Three or more missing or inappropriate elements
Comments:					
Resume Presentation (1, 2%)	Presented professionally	Professional presentation	Acceptable presentation	Could be made to be Acceptable with some revisions	Unacceptable presentation

Comments:					
Personal Statement - Reflects on growth as an IT Professional (2, 4%)	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
Comments:					
Personal Statement - Reflects on MS program and impact on professional development (2, 4%)	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
Comments:					
Personal Statement - Summarizes Program Experiences (2, 4%)	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
Comments:					
Personal Statement - Draws on literature from the field (2, 4%)	Draws on literature from the field	Personal beliefs about the IT field/profession are underscored with citations from related literature	At least 3 citations to related literature are used to support personal beliefs about the IT field/profession	Attempts to link literature are unclear or not well developed	No link to literature
Comments:					
Personal Statement - Integrates Areas of Mastery (2, 4%) NIU-COEMSIT.8	Integrates areas of mastery and artifacts	Thoughtfully Chosen artifacts with clear links to mastery	Acceptable integration of areas of mastery	Poor integration of artifacts with areas of mastery	No integration of artifacts with areas of mastery
Comments:					
Goals Statement (4, 8%) ISTE-TF.8 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
Comments:					
Professional Development - Artifacts (2, 4%) AECT.INI.1	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

AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.3 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.9	Provides evidence of professional practice				
Comments:					
Professional Development-Description/Rationale (3, 6%) 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 ISTE-TF.3 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional Provides evidence of professional practice	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 No more than Three mechanical errors.	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
Comments:					
Analytical and Integrative Thinking - Artifacts (2, 4%) AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 AECT-INI.5 ISTE-TF.4	Demonstrates ability to plan, execute and communicate an investigation	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
Comments:					
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) AECT.INI.1	Demonstrates ability to plan, execute and communicate an investigation	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

AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ISTE-TF.4					
Comments:					
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your 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
Comments:					
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your students'/ clients' 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
Comments:					
Instructional Design - Artifacts (2, 4%) AECT-INI.1 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6 NIU-COE-MSIT.1 NIU-COE-MSIT.3	Applies a coherent design model Analyzes problem/situation Recommends reasonable strategy	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
Comments:					
Instructional Design - Description w/ Rationale (1, 2%) ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Applies a coherent design model Analyzes problem/situation Recommends reasonable strategy	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
Comments:					

Instructional Design - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Describe how this artifact affected your 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
Comments:					
Instructional Design - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Describe how this artifact affected your students'/clients' 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
Comments:					
Media / Technology Development - Artifacts (1, 2%) AECT-INI.1 AECT-INI.2 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.2	Media appropriately supports learning objectives Employs sound instructional strategies	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
Comments:					
Media/ Technology Development- Description w/ Rationale (2, 4%) AECT.INI.1 AECT.INI.2 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.2	Media appropriately supports learning objectives Employs sound instructional strategies Media reflects best use of technology Media matches delivery environment	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
Comments:					
Media/ Technology Development - Description w/ Rationale	Describe how this artifact affected your learning	Thoughtful discussion and reflection on how this artifact affected	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects learning

(1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6		learning			
Comments:					
Media/ Technology Development- Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6	Describe how this artifact affected your students'/ clients' 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
Comments:					
Management and Implementation - Artifacts (2, 4%) AECT-INT.3 AECT-INT.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8 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
Comments:					
Management and Implementation - Description w/ Rationale (1, 2%) AECT.INI.3 AECT.INI.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8 NIU-COE- MSIT.4	Demonstrates ability to manage resources, projects, or individuals	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
Comments:					
Management and Implementation - Description w/ Rationale	Describe how this artifact affected your learning	Thoughtful discussion and reflection on how this artifact affected your	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects learning

(1, 2%) ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8		learning			
Comments:					
Management and Implementation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8	Describe how this artifact affected your students'/ clients' 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
Comments:					
Evaluation - Artifacts (2, 4%) AECT-INI.5 ISTE-TF.4 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
Comments:					
Evaluation - Description w/ Rationale (1, 2%) AECT.INI.5 ISTE-TF.4 NIU-COE-MSIT.7	Demonstrates the use of appropriate assessment/ evaluation techniques	Clear, well-organized, descriptions 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
Comments:					
Evaluation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your 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
Comments:					
Evaluation - Description w/ Rationale (1, 2%)	Describe how this artifact affected your students'/ clients'	Thoughtful discussion and reflection on how this artifact	Discusses and reflects on how artifact affected your students'	Unclear how this artifact affected your	No mention of how this artifact affects your students'/ clients'

ALA-AASL.2 ALA-AASL.4 ISTE-TF.4	learning	affected your students'/ clients' learning	clients' learning	students'/ clients' learning	learning
Comments:					