

Ervin Colston

E-portfolio summary and self evaluation

I. Technology Operations and Concepts.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

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<p>Misinterprets proficiency or does not mention issue in any exhibit.</p> <p>Is unable to define relevant terminology.</p>	<p>Demonstrates a basic understanding of the nature and operation of technology systems</p> <p>Defines multimedia, hypermedia, telecommunications, and distance education</p>	<p>Demonstrate proficiency in the use of common input and output devices; solve routine hardware and software problems; and make informed choices about technology</p>	<p>Applies troubleshooting strategies for solving routine hardware and software problems that occur in the classroom.</p> <p>Identifies the benefits of</p>	<p>Actively pursues emerging technologies and their applications in the classroom.</p> <p>Employs high standards in locating and choosing online information sources</p>	<p>Information Technology Reflection</p> <p>School Improvement Network Member</p> <p>ISTE Wiki Member</p> <p>Created Vitual</p>

	<p>appropriately.</p> <p>Describes instructional multimedia programs for teaching major content.</p> <p>Lists criteria for evaluating multimedia programs for instructional use.</p> <p>Describes the Internet and its various resources.</p> <p>Knows of state and national technology standards for students. Explains the Seventh Standard.</p> <p>Identifies local sources of instructional technology.</p> <p>Moves around the Internet by</p>	<p>systems, resources, and services.</p> <p>Identifies technology resources available in schools and analyzes how accessibility to those resources affects planning for instruction.</p> <p>Use technology to locate, evaluate, and collect information from a multiple sources.</p> <p>Commonly integrates text, tables, graphs, drawings, diagrams, photographics, sound, animations, and video in presentations and communications.</p> <p>Uses electronic devices such as scanners, digital</p>	<p>technology to maximize student learning and facilitate higher order thinking skills.</p> <p>Easily moves text, images, and sound between file formats.</p> <p>Demonstrates sound capabilities to locate and critically evaluate Internet information resources.</p> <p>Takes output from electronic devices and formats appropriately for desired software.</p> <p>Describes conceptually how interactive video distance education classrooms work.</p> <p>Regularly uses</p>	<p>for teaching and learning.</p> <p>Maintains a variety of means of communication open to students, parents and colleagues (e-mail, voice mail, web pages, etc.).</p> <p>Has capability to install, maintain and upgrade software on classroom computer.</p> <p>Given the opportunity, accepts the challenge of teaching in a two-way interactive video distance classroom.</p>	<p>Schools Presentation</p> <p>Created Rich Text Format Presentation in Camtasia</p>
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	<p>following links, entering URLs and conducting simple searches.</p> <p>Describes assistive technology devices and explains their function.</p>	<p>cameras, calculators, etc. within limits of familiar system.</p> <p>Navigates the Internet easily and conducts advanced searches.</p> <p>Uses electronic mail, chat and bulletin boards as means of electronic communication.</p> <p>Plans for use of CD-ROM based learning materials in teaching.</p>	<p>electronic mail, bulletin boards, and chat as means of personal and professional communication.</p>		
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II. Planning and Designing Learning Environments and Experiences.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

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<p>Misinterprets proficiency or does not mention issue in any exhibit.</p> <p>Is unable to define relevant terminology.</p>	<p>Describes rationales for use of technology in teaching/ learning.</p> <p>Explains how technology can be used to meet the individual needs of learners.</p> <p>Describes various configurations for technology in classrooms (e.g., one computer, five work stations,</p>	<p>Designs lessons in which technology contributes to achievement of learning goals.</p> <p>Implements lessons which others have designed which use technology in teaching/learning.</p> <p>Plans for the management of electronic instructional resources within a lesson design by identifying potential problems and planning for</p>	<p>Designs and develops student learning activities which are proficient at achieving learning goals that integrate technology.</p> <p>Adapts and improves the use of technologies in lessons which others have designed.</p> <p>Designs lessons in which technology supports subject matter curriculum learning.</p>	<p>Assesses the availability of technology resources at the school site, then plans activities that integrate available resources, and develops a method for obtaining the additional necessary software and hardware to support the specific learning needs of students in the classroom</p> <p>Engages in</p>	<p>Slidecast created on Blogs</p> <p>Created K-12 Internet in the classroom Blog – Topic Online Learning Legislation</p> <p>Software Assignment – Showcases my ability to locate and evaluate drill and practice, tutorial, instructional game, problem solving and simulation software packages.</p> <p>Use of multimedia presentations.</p> <p>Creation of Webquests</p>

	<p>labs) and how they might be used effectively.</p> <p>Plans lessons that include instruction on technology basics.</p>	<p>solutions.</p> <p>Incorporates a variety of student grouping strategies into lessons which use technology.</p> <p>Plans for use of assistive technology when appropriate.</p> <p>Plans appropriate arrangement of space and set up of equipment for lessons using technology.</p> <p>Designs and develops learning activities which consider the needs of diverse populations.</p> <p>Is able to design lesson plans that incorporate state and/or national technology standards for students.</p> <p>Identifies, evaluates,</p>	<p>Incorporates a variety of student grouping strategies into lessons that take into account different individual learning needs through the use technology.</p> <p>Plans lessons in which contingencies are included to meet unexpected technology or management barriers that may develop in the classroom.</p> <p>Designs and develops learning activities which clearly addresses the needs of diverse populations.</p> <p>Uses technology in a variety of instructional roles: e.g., to provide</p>	<p>ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards.</p> <p>Designs lessons in which technology's unique capabilities are used to facilitate learning in ways which would not be possible without technology.</p> <p>Creates learning experiences in which the use of technology is</p>	
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		<p>and selects specific technology resources available at the school site and district level to support a lesson sequence.</p>	<p>visual examples, to facilitate communication, to manipulate or display data, etc.</p> <p>Can use basic web authoring or simple digital video in designing instruction.</p>	<p>seamless.</p> <p>Creatively varies types of application software and student grouping strategies to maximize achievement of specific instructional goals.</p> <p>Uses technology to achieve higher level learning goals and addresses individual learning needs of students.</p> <p>Is able to design effective instructional materials using multimedia, hypermedia, or advanced web based technologies.</p>	
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				<p>Varies uses of technology for different students to facilitate their individual learning.</p> <p>Designs and develops learning activities which clearly address the needs of diverse populations.</p> <p>Consistently integrates state and/or national technology standards for students in developing instruction.</p>	
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III. Teaching, Learning, and the Curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.

- C. Apply technology to develop students' higher order skills and creativity.
- D. Manage student learning activities in a technology-enhanced environment.

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<p>Misinterprets proficiency or does not mention issue in any exhibit.</p> <p>Is unable to define relevant terminology.</p>	<p>Describes ways in which students might use information technology in achieving their work in school.</p> <p>Knows basics of applying technology to higher-order thinking skills and information literacy standards.</p>	<p>Encourages students to use information technology in accomplishing schoolwork.</p> <p>Creates learning situations in which students use technology to locate basic information.</p> <p>Uses technology to introduce students to subject matter using multimedia to enhance understanding.</p> <p>Uses the computer to demonstrate concepts and</p>	<p>Teaches a coherent sequence of learning activities that integrate appropriate uses of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards.</p> <p>Implements learning situations that provide opportunities for students to use information technology in</p>	<p>Implements learning situations in which students use the unique capabilities of instructional technology to learn in ways they could not achieve without use of technology.</p> <p>Encourages and guides students as they devise their own uses of instructional technology in learning.</p> <p>Knows and applies research-based learning activities that apply technology to improve student</p>	<p>Assigns Pretests and Post-tests</p> <p>Meets the needs of Diverse learners with webbing assignments</p> <p>Allow students to create Math Assignments</p> <p>Appropriate use of Smart boards, and Virtual classrooms</p>

		<p>outline lesson materials.</p>	<p>learning subject matter.</p> <p>Guides collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s).</p> <p>Implements learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning.</p> <p>Guides students in using information technology in ways which increase their efficiency and effectiveness.</p> <p>Recognizes students' talents in the use of</p>	<p>achievement for all students.</p> <p>Implements learning strategies that support individualized needs and goals in achieving learning objectives.</p> <p>Uses multimedia, hypermedia, digital video telecommunications, and/or distance learning to expand beyond the barriers of a normal classroom.</p> <p>Engages students to pursue information research and analysis that goes beyond the requirements of class assignments and promotes peer-learning.</p> <p>Implements technology-based</p>	
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			<p>technology and provides them with opportunities to share their expertise with their teachers, peers, and others.</p>	<p>learning activities that promote student engagement in analysis, synthesis, interpretation, and creation of original products.</p> <p>Arranges equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject/content areas and grade levels.</p> <p>Is able to implement lessons in which students use advanced multimedia or emerging technologies to enhance their own learning.</p> <p>Maintains high standards for</p>	
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				student information literacy in all activities.	
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IV. Assessment and Evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

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Misinterprets proficiency or does not mention issue in any exhibit. Is unable to	Is aware of tools and applications which can be used to implement technology in assessment (i.e., gradebooks, rubric	Uses basic tools in student assessment such as electronic gradebooks, rubric generators, quiz makers, etc.	Designs an evaluation plan that applies multiple measures and flexible assessment strategies to determine students' technology proficiency and	Uses technology tools to collect, analyze, interpret, represent, and communicate data (student performance and other	Assess student progress with a variety of techniques that include: Keyboarding Sites

<p>define relevant terminology.</p>	<p>generators, quiz makers).</p>	<p>Develops and uses criteria for ongoing assessment of technology-based student products and the processes used to create those products</p> <p>Is able to teach basic skills in evaluating information for student learning.</p>	<p>content area learning.</p> <p>Uses results from assessment measures (e.g., learner profiles, computer-based testing, electronic portfolios) to improve instructional planning, management, and implementation of learning strategies.</p> <p>Teaches students methods and strategies to assess the validity and reliability of information gathered through technological means.</p>	<p>information) for the purposes of instructional planning and school improvement.</p> <p>Uses multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management.</p> <p>Guides students in applying self — and peer-assessment tools to critique student-created technology products and the process used to create those products.</p> <p>Applies technology productivity tools and resources to collect, analyze, and interpret data and to report results to parents and students.</p>	<p>Spelling City – Ratios & Proportional Relationships</p> <p>Computer Literacy Presentation and Assignment</p> <p>Test Coordinator of (MAP) Measures of Academic Progress (MAP) exam</p> <p>STAR Math and STAR Reading</p> <p>Group created Technology Integration Plan</p> <p>Student Survey on Technology use</p>
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V. Productivity and Professional Practices.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. Use technology resources to engage in ongoing professional development and lifelong learning.
- B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Apply technology to increase productivity.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

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<p>Misinterprets proficiency or does not mention issue in any exhibit.</p> <p>Is unable to define relevant terminology.</p>	<p>Recognizes the potential of technology for basic productivity tasks.</p> <p>Has very limited or no ability to use word processing,</p>	<p>Uses basic capabilities of productivity tools (e.g., word processing, spreadsheet, database, graphics, etc.) to organize and achieve professional</p>	<p>Regularly and effectively employs basic productivity tools in planning and implementing professional tasks.</p> <p>Uses some specialized software (e.g., test generators, concept mapping software) when</p>	<p>Uses advanced capabilities of productivity tools (e.g., word processing, spreadsheet, database, graphics, etc.) to organize and achieve professional work.</p> <p>Uses advanced capabilities of</p>	<p>Instructional Technology Program at Wayne State University.</p> <p>Educational Technology Endorsement</p> <p>Professional</p>

<p>spreadsheets, databases, and email.</p> <p>Does not use any basic productivity tool on a regular basis.</p> <p>Identifies a minimum of five print publications which deal with issues of technology in teaching and learning.</p> <p>Identifies a minimum of five Web sites which address issues of technology in teaching and learning.</p> <p>Identifies three online sources of lesson plans that use technology.</p> <p>Can list</p>	<p>work.</p> <p>Lists specialized tools for teachers and describes their potential uses.</p> <p>Uses at least one specialized teacher tool.</p> <p>Creates and edits simple word processing, spreadsheet, database, and email documents.</p> <p>Uses basic productivity tools a minimum of once daily in professional work.</p> <p>Has a plan for staying current in applications of information technology in education that includes reading</p>	<p>appropriate to achieve professional work.</p> <p>Regularly monitors print and online publications and discussions about instructional technologies.</p> <p>Moves documents between software applications and platforms.</p> <p>Is a member of at least one professional organization which deals with issues related to instructional technology.</p> <p>Participates in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning for PK-12 students.</p> <p>Chooses to participate in</p>	<p>specialized software (e.g., test generators, concept mapping software) when appropriate to achieve professional work.</p> <p>Regularly tests and when appropriate, applies emerging technologies in professional practice.</p> <p>Shares own uses of technology with others through conferences, publication, and electronic posting.</p> <p>Actively participates in at least one professional organization which deals with issues related to instructional technology.</p> <p>Participates as a contributing, regular member in professional dialog about instructional</p>	<p>development classes</p> <p>PD360 transcript</p> <p>Electronic Gradebook</p> <p>Use of Web 2.0 Tools</p> <p>Economics Wiki</p>
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<p>professional organizations that deal with issues of technology in teaching and learning.</p> <p>Defines types of learning communities.</p> <p>Lists three major learning communities available to teachers for professional development.</p>	<p>print and/or online materials.</p> <p>Accesses online collections of lesson plans that use information technology.</p> <p>Shows evidence of capability to participate in a learning community for professional development.</p> <p>Draws instructional technology resources from the Internet and local sources into lessons.</p> <p>Identifies specialized learning communities for professional development, e.g., in content</p>	<p>learning opportunities for further training on instructional technology.</p> <p>Regularly monitors one or more form of learning community for professional development.</p> <p>Draws at least one idea or resource from a learning community for professional development into unit.</p> <p>Draws ideas and resources for teaching and learning from varied sources, including but not limited to content related Web Sites, educational forums on the Internet, print publications, newsgroups, listservs, conferences, and workshops</p> <p>Uses technology resources to facilitate communications with parents or guardians of</p>	<p>technologies.</p> <p>Contributes regularly and actively to more than one form of learning community for professional development.</p> <p>Has a basic understanding of research based practices that support student learning, and uses professional resources to monitor discussions and readings on best practices.</p> <p>Draws quality ideas and resources from more than one form of learning community into activities and projects.</p> <p>Serves as a mentor or support person for other educators with less technology skill.</p>	
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		area. Knows resources in school and district for professional development and technical support, and uses these as needed.	students.		
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VI. Social, Ethical, Legal, and Human Issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. Model and teach legal and ethical practice related to technology use.
- B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. Identify and use technology resources that affirm diversity.
- D. Promote safe and healthy use of technology resources.
- E. Facilitate equitable access to technology resources for all students.

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				appropriate times	
<p>Misinterprets proficiency or does not mention issue in any exhibit.</p> <p>Is unable to define relevant terminology.</p>	<p>Discusses equity, ethical, legal, social, physical, and psychological issues related to the use of information technology in schools in the abstract.</p>	<p>Identifies equity, ethical, legal, social, physical, and psychological issues related to the use of information technology in real or simulated school settings.</p> <p>Knows local policies that govern student uses of technology and for protecting student privacy.</p> <p>Recognizes issues in equitable access and diverse needs in using technology.</p> <p>Knows basics of appropriate uses of information such as copyright laws.</p>	<p>Acknowledges sources for materials used.</p> <p>Engages in appropriate and legal uses of files and applications.</p> <p>Uses information technology occasionally to address individual needs of students.</p> <p>Considers access to technology within and beyond school for all students in planning activities and assignments.</p> <p>Uses appropriate safeguards to minimize risk to students using the Internet.</p> <p>Uses technology when it actually enhances likelihood of</p>	<p>Acknowledges sources for ideas and materials in all exhibits.</p> <p>Regularly educates students on issues of copyright and plagiarism and models appropriate behavior in all uses of files and applications.</p> <p>Regularly uses information technology to help in addressing individual needs of students.</p> <p>Considers access to technology within and beyond school for all students in planning activities and assignments and assists in overcoming problems with access.</p>	<p>Apply (METS) Michigan Technology Standards</p> <p>Use of Netsmartz</p> <p>Certifications in Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom) and LEARNING DISABILITIES (SM) K-12.</p> <p>I am a big proponent of differentiated instruction. One way that I provide this service is with assistive technology. This allows my students to function in the least restrictive environment. The Assistive Technology Training and Information Center</p>

			<p>achievement of learning goals.</p> <p>Enforce classroom procedures that guide students' safe and healthy use of technology and that comply with legal and professional responsibilities for students needing assistive technologies.</p> <p>Implements procedures consistent with district and school policies that protect the privacy and security of student data and information.</p>	<p>Works with school, students, parents, and community to guard safety and ensure appropriate behavior of students using the Internet.</p> <p>Uses technology only when it actually enhances likelihood of achievement of learning goals.</p> <p>Creates opportunities in instruction to educate students concerning their equitable, ethical, and legal uses of technology.</p> <p>Advocates for equal access to technology for all students in their schools, communities, and homes.</p>	<p>(ATTIC) provides assistive technology support for my special needs students.</p> <p>Virtual Field Trips</p> <p>Safe and Healthy use of technology</p> <p>Digital Citizenship Presentation</p>
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