

# IMPLEMENTING THE ISTE TECHNOLOGY STANDARDS IN YOUR PORTFOLIO pdf

## 1: Content Standards & Student Technology - Daniel Hoeh Electronic Portfolio

*The ISTE Standards for Education Leaders guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape.*

Your program of study consists of 30 graduate credit hours. At least 15 credit hours must be at the level. Required Courses 13 credit hours Technology to Enhance Learning 3 Action Research 3 Instructional Systems Design 3 Electronic Portfolio Development 1 Approved Electives 17 credit hours Other courses as approved by advisor. S degree with the Technology in Schools emphasis, this option is a good choice. Planning When you are accepted into the program, you will be assigned a faculty advisor. Email your advisor to begin the program planning process. This aid provides information on the steps you go through in your program: It also lists required and elective courses. This form establishes the courses required for you to earn your degree. It must be approved by your advisor. The M-1 form should be filed with the student coordinator by the end of your second semester in the program. The S-2 form should be filed with the student coordinator by the end of your second semester in the program. Portfolios Your performance in the Technology in Schools emphasis area will be assessed through a portfolio process. You should start on your portfolio early in your course work. SISLT will not provide a server. This gives you control of your portfolio and its availability after you graduate. Portfolio Assessment You will meet the LT Goals and Objectives throughout your program; however, your portfolio will be based on documenting your mastery of the ISTE standards through narratives and supporting examples of work. You will work with a faculty advisor to ensure that your portfolio meets all requirements. Professional resume, including a list of technology in schools-related skills and experiences Documentation of ISTE standards mastery using the ISTE template Self-assessment narrative of your mastery of the ISTE standards with special attention given to the terms learning, evaluation and leadership Reflection paper linking program content to classroom practice Learning technologies concept map Portfolio Details A portfolio is a website consisting of products and artifacts demonstrating mastery of the Technology in Schools emphasis area competencies and ISTE standards. There might be a few elements that are not actually included in the website e. Ideally, products and artifacts are added to the portfolio as the work is completed rather than waiting until the last minute to assemble the portfolio. Creating the portfolio is just like creating any other website: Design it, build it, test it and revise it. Periodically, you may add something to the website. In addition, a one-credit-hour course is offered to assist students in portfolio development The course should be taken during your final semester of coursework. A SISLT advisor will examine the portfolio before it is presented for formal review and make suggestions for improvement when warranted. Presenting and Evaluating Your Portfolio Portfolios are presented completely online. The portfolio must be available for faculty review on the date given. The review process asks: If a portfolio or presentation is found to be lacking, the student is given the opportunity to make the necessary adjustments e. A conference call or email correspondence will be used to get the portfolio back on track. The review committee will offer suggestions for additional work or changes to the portfolio. Once the committee is satisfied the competencies are adequately addressed, the portfolio is accepted. You must be a registered student the semester in which you plan to graduate. You cannot finish all of your course work and present your portfolio the following semester without being enrolled in something. This means you must register for at least one course, or there is an exam-only option available for students who have completed all required course work.

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## 2: Standards - kuedtechallisonberg

*ISTE Standards FOR EDUCATORS. The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.*

There can be little doubt that this approach to student-driven technology education is path education is on. The key terms are defined as follows: In looking for answers to my question, I came across a blog by the Madison Consolidated Schools digital leadership class. So how did this small group of 13 students do it? They obviously met the standard and fulfilled the indicator beautifully. Looking at their blog, several key elements for their success stand out: Commitment to Technological Infrastructure. All students had devices. This demonstrates a commitment on the part of the school to get technology in the hands of its students. It is interesting to note that the creation of the curriculum came AFTER the hardware component, but suspect this is not an unusual dilemma. In any case, the students had the resources to make technology an integral part of their learning experience. In addition to the hardware needs of the students, Madison Consolidated Schools was committed to being flexible in their pursuit of their educational goals. The course was team-taught by 2 teachers: Melanie Torline and Jennifer Watson. They taught this class outside of normal school hours and they deserve much of the credit here for facilitating learning. Based on the evidence presented in the blog all of which was created by the students themselves, these two women empowered their students – the very issue at the heart of this standard. Of course none of this would be possible without the students. It was their hard work. They were also pioneers. And just like their teachers and the school board who gave them the chance, they were paving their own way. They were empowered and they used that opportunity to achieve great things. They made a difference at their school; they made it a better place and helped others learn. In short, they show us what is possible in ISTE standard 1. So as I look back at my question regarding how, specifically, to enable students to achieve the standard set out in ISTE standard 1, I think the example from the Madison Consolidated Schools Digital Education program is instructive. And for me, the big lesson is commitment; commitment to the technology and the principle of empowerment. The school, the teachers, and the students all had to buy-in to it. I am a big believer in this. In fact, there are many facets from my academic classes that utilize the same principle: We know the boat. The landscape is changing and is hardly recognizable. Staying in the boat and trying to make changes is a half-measure. We can try to go half-way, to accommodate, but the reality is, we have to get out of the boat. Adapting to Technology in the 21st Century.

# IMPLEMENTING THE ISTE TECHNOLOGY STANDARDS IN YOUR PORTFOLIO pdf

## 3: ISTE Certification | Join An Elite Group Of Educators And Be Recognized As Leader

*Inspire teachers, and get your students on board! Explore the "whys" and "hows" of creating student portfolios and learn 10 strategies for guiding students to reflect about what they are learning and select artifacts to document their progress.*

**Multimedia Design Project Reflection:** The Multimedia Design Project was created to demonstrate my ability to design and implement a technology-enhanced learning experience. The lesson was designed to utilize research-based learner center strategies that offered an authentic real world engaging learning experience for the students. The LoTi engaged learning indicators were used to help design and evaluate the technology-enhanced learning experience. The artifact was designed to lead middle school students on an exploration of the different economic and government systems of the Middle East. The artifact was designed to offer students their choice of technology tools that were evaluated and modeled in advance, in order to maximize their educational potential. The lesson required students to research and grade different nations of the Middle East, based on their different political and economic factors. The lesson was designed to engage students in a research-based learning experience that included collaborative learning, along with real-world authentic learning experiences. The students were assigned a website that communicated the expectations of the lesson plan, including a teacher created rubric along with, tutorials and directions. The artifact addressed the needs of diverse learning experiences by included student choice and incorporating assisted learning functionality. After completing this artifact I learned about the importance of creating research-based learning experiences that are both, engaging and student centered. Although this artifact proved to be an engaging lesson, the directions did get confusing for some students. More concrete directions and samples of student work would have helped to maintain student engaged. The students often got lost in the lesson and had difficulties following along. If I had the opportunity to complete the lesson again, I would include an introduction that was more concrete. More detailed directions along with different tracks would have really helped students maintain direction throughout the lesson. I learned that student engagement can be lost if the lesson does not incorporate elements to keep them focused on the task. This artifact helped to improve faculty development by empowering me to share the skills and knowledge I gained with other educators. After completing this lesson, I had the opportunity to work with several teacher to help evaluate, design and implement technology-enhanced research-based learning experiences. The benefits of this lesson can be seen in classroom observations of student engagement and increased technology-enhanced lesson plans submitted. Powered by Create your own unique website with customizable templates.

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## 4: Table of contents for The teaching portfolio handbook

*See how one school district realigned professional learning for the effective use of technology using ISTE Standards, teacher survey needs-assessment data, badges and a learning management system. Skill level.*

Internet Lesson Plan Reflection: Internet Tools in the Classroom. The lesson plan is one I designed in hopes of connecting field research work I was conducting with my students, and two other classrooms, to enhanced learning through the use of technology. Throughout the school year my students worked hard to collect data about the fish population in our nearby creek by conducting monthly experiments where fish were trapped and tagged for identification purposes. This lesson was created as a culminating project for the end of the year to connect the research data with the larger picture of the local ecosystem which is one of the main 7th grade life science standards. The students used research skills and Creative Commons to create digital food webs of the Mill Creek ecosystem and then worked with a partner to communicate and collaborate to create digital presentations that included the use of a voice recording tool such as Voki to demonstrate their understanding of the content standards. My contribution for this artifact was the sole design and creation of the lesson as well as the implementation in my classroom and assisting my coworkers in implementing the lesson in their classrooms as well. This lesson plan clearly shows how I worked to design a project that infused both the student content standards for life science with the student technology standards offered by ISTE. This technology-enhanced learning experience is one that I then spent six days implementing with my students. After sharing my results with my colleagues and observing the interest that it created, I worked with them to model and facilitate the implementation of the lesson in their classrooms as well. This was a slightly more difficult process because their students were not as comfortable using technology in the classroom as my students were, but I feel the results were even greater because of this fact. Working with each group of students to integrate content standards and technology standards enhanced the authentic research that had already been completed and seemed to make the content come to life even more than it has with previous classes who only focused on the content standards. This lesson is a good example of how I have learned to seamlessly blend and integrate the content and technology standards into most activities in my classroom. Not only am I more aware of the technology standards, but my students are now also able to recognize them and see examples of how they can be applied in content classes, not just technology classes. Looking back on the creation of this lesson plan, I would go back and include my science colleagues on the design process of the lesson since it was implemented in their classrooms as well. This would have built a stronger cognitive connection for them as they strive to design and create their own lessons that integrate content and technology standards. The impact of this artifact can be seen through the professional development of two of my colleagues who have been working alongside me to complete our field research this year for science. They have an interest in technology, but it is not their strength. I was able to use this project as a means to share ways of incorporating the technology while enhancing the current learning by connecting content standards to the technology standards. This opened conversations on how we could begin using technology to collect and organize data from our research from the beginning of the process in the future. Observing the amount of technology being effectively used in not only my classroom, but other 7th grade life science classrooms as well can assess this. The impact can also be assessed in the future use and integration of technology standards in the science classroom. Powered by Create your own unique website with customizable templates.

## 5: Standard 2 - Traci Redish - Electronic Portfolio

*Empowered Learner - ISTE Standard #1 "Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences."*

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## 6: Content Standards & Student Technology Standards - Shari Amonett - Electronic Portfolio

*After reading each of the ISTE NETS-T strands, collaborate with your feeder group and post an example of how teachers do meet these standards, title it "21st Century Example." After, add example of how it was accomplished in the past with a "Traditional Example".*

## 7: Empowered Learner – ISTE Standard #1 – Ryan’s Blog

*I have had some experience in developing, communicating, and implementing a shared vision for technology in schools. In my current school, I was on the technology adoption committee that chose the software suite (grade book and content management systems) for our school.*

## 8: Content Standards & Student Technology Standards - Traci Redish - Electronic Portfolio

*A portfolio is a website consisting of products and artifacts demonstrating mastery of the Technology in Schools emphasis area competencies and ISTE standards. There might be a few elements that are not actually included in the website (e.g., video clips of needs assessment interviews, a network solution you designed), but there is some.*

## 9: Technology in Schools – SISLT

*{Please remember that the NETS-T Standards have been renamed to the ISTE Standards for Teachers.} Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences in virtual environments only.*

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*Trigonometry Survival Kit Just Siamese 2006 16-Month Wall Calendar From farm to table Catcher in the rye chapter 19 Masilo, Masilonyane, and the old woman. The Paradine Case/Foreign Correspondent/The Lodger (Alfred Hitchcock Collection) Legend of Reading abbey. Changing the school culture Song for one or two Beginning Reading The determinants of progressive era reform Java regular expression La nausÃ©e sartre ebook Ruler of Civitas: the tomb of Marino Maorsini in Marks vestibule The leaders guide eric ries Last will forms Engineering vibrations 2nd edition bottega Coned application for service A collection of forms of prayer for every day in the week Bishops and rural elites : estate Christianity in local context Civility and Democracy in America Part two : The Belly of the Beast. Readers Guide to Affect Regulation and Neurobiology Gold, R. Janitors versus tenants: a status-income dilemma. Drinking water treatment plant design The Unlucky Collie Caper Black Respectability and the Response to Prejudice, 157 Accounts of the Reverend John Crakanthorp of Fowlmere, 1682-1710 Structural dynamics for engineers Things got to get better Library Networking-Current Problems and Future Prospects Developers guide to Delphi troubleshooting Delmore, 1913-1966 Haynes manual 03 tracker Shooting . o i35 XI Accessories The McClung Family 86 Plumbers Standard Handbook Daisy and the stormy night. Island of adventure orlando map Intelligence came first*