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Check objectives that apply	Alignment Document for E-Portfolio Course Artifacts and Field Experience	Artifacts from IT Coursework	Artifacts from the Field
C-1	Visionary Leadership		
	Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.		
	<p>a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students</p> <p>b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels</p> <p>c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines</p> <p>d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms</p>	<p>Wiki Reflection (Intro to IT)</p> <p>Teaching and Technology Philosophy (Intro to IT)</p> <p>Grant Writing Project (Planning for Tech)</p> <p>Integrating Project (Integrating & Implementing Tech)</p>	<p>C-1 (A&D) Pineapple Chart: This is a chart hanging on the teacher's lounge to invite others into our room when we plan on demonstrating a new technology or strategy. I am regularly listed on the chart to share my knowledge with the staff.</p> <p>C-1 (B & C) Member of Digital Leadership Corps: I was chosen by our principal to be a part of this leadership committee. This is a photograph from one of our sessions that we attended training to take back to our staff. We work on various strategies and new technology tools to share with our colleagues. We also help bridge the gap between teachers and administrating by being teacher-leaders. In this particular moment, we were using our padlet to create higher DOK questions for students.</p>
C-2	Teaching, Learning, and Assessments		
	Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.		
	<p>a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards</p> <p>b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students</p> <p>c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience</p>	<p>Wiki Reflection (Intro to IT)</p> <p>Integrating Project (Integrating & Implementing Tech)</p> <p>Technology Plan Evaluation (Planning for tech)</p> <p>Online Learning Paper (Strategies for Online Teaching & Learning)</p>	<p>C-2 (G) Google Forms: I use Google Forms for a variety of things in my classroom. We use them for a variety of assessments, such as vocabulary or comprehension, however, we also use them for an easy voting tool for the students. For example, the Fifth Grade class won a movie reward from the principal one day, so we quickly made a Google Form for all the classes to vote on so that we could find out what the most popular choice was. The above link leads you to an example assessment</p>

	<p>d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self regulation)</p> <p>e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals</p> <p>f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences</p> <p>g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards</p> <p>h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning</p>		<p>that the students complete for a comprehension check.</p> <p>C-2 (E) No Red Ink Video: This video was created using ScreenCastify with our instructional coach. This video demonstrates how to gather data from another digital resource that I use in my classroom. The students use this as their "warm up" at the beginning of class so that I can gain data daily on their progress with each skill.</p> <p>C-2 (H) Pineapple Chart: This is a chart hanging on the teacher's lounge to invite others into our room when we plan on demonstrating a new technology or strategy. I am regularly listed on the chart to share my knowledge with the staff.</p>
C-3	Digital Age Learning Environments		
	Technology coaches create and support effective digital-age learning environments to maximize the learning of all students.		
	<p>a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments</p> <p>b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments</p> <p>c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators</p> <p>d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning</p> <p>e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments</p> <p>f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure</p> <p>g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community</p>	<p>ID Project (Instructional Design)</p> <p>MP 1-5 (Hypermedia)</p> <p>Website (Hypermedia)</p> <p>WBLS Project (Web Based Learning Systems)</p> <p>Online Project (Strategies of Online Learning)</p>	<p>C-3 (A) Google Forms: I have recently switched to an online classroom. I use Google Classroom for all assignments and announcements. My students are able to access it easily and frequently. We use Google Classroom on a daily basis in my class, from stations to writing assignments. The video above is a screen recording of demonstrating Google Classroom from the teacher's perspective.</p> <p>C-3 (G) Classroom Dojo: This website is one that I utilize for parent communication and behavior tracking. The students can earn points for positive behavior and vice versa. However, one of the main benefits is a "Class Story" for announcements and the Message feature to chat with a parent directly. Many parents download this application to their cell phone and can communicate instantaneously. In addition, in recent updates, the website has also began to do a "Student Story" where the students can respond to</p>

			<p>prompts by typing or can record a video of themselves. They can also take photos of classwork they are proud of to show to their parents/teachers.</p> <p>C-3 (D) No Red Ink Video: This video was created using ScreenCastify with our instructional coach. This video demonstrates how to gather data from another digital resource that I use in my classroom. The students use this as their "warm up" at the beginning of class so that I can gain data daily on their progress with each skill.</p>
C-4	Professional Development and Program Evaluation		
	Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.		
	<p>a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning</p> <p>b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment</p> <p>c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning</p>	<p>Pre-Admission Competencies Verification (Intro to IT)</p> <p>Teaching and Technology Philosophy (Intro to IT)</p> <p>Wiki Reflection (Intro to IT)</p>	<p>C-4 (A) No Red Ink: This video demonstrates how to gather data from another digital resource that I use in my classroom. The students use this as their "warm up" at the beginning of class so that I can gain data daily on their progress with each skill. It allows for immediate data and the teacher can simultaneously conduct needs assessments to inform future lessons.</p> <p>C-4 (C) Hello Literacy Conference Reflection: The conference I attended was a very motivating conference and I immediately made changes in my classroom the following Monday. The students are loving the changes we have made and I've already noticed a change in their motivation. I was able to conduct an evaluation of the results through the work that I'm receiving from the students and their lack of reluctance to start assignments since implementing these strategies.</p>
C-5	Digital Citizenship		
	Technology coaches model and promote digital citizenship.		
	<p>a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers</p> <p>b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies</p> <p>c. Model and promote diversity, cultural understanding, and global awareness by using</p>		<p>C-5 (B) Officer Presentation: In order to present digital citizenship and safety to my students, I organized a presentation by a local officer to the fifth grade class. We knew that the students would eventually be getting their own district-issued computers that</p>

	digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community	<p>Technology Plan Evaluation (Planning for tech)</p> <p>Grant Writing Project (Planning for Tech)</p>	<p>they would be able to take home to use. Since we cannot monitor these computers at home, we wanted them to be educated on the issues of privacy. I feel that these are additional lessons that the students need due to the technological advances that we face. In addition, I believe that this is a class that should be taught to the students in multiple settings to promote digital safety with students.</p> <p>C-5 (C) Classroom Dojo: This website is one that I utilize for parent communication and behavior tracking. The students can earn points for positive behavior and vice versa. However, one of the main benefits is a "Class Story" for announcements and the Message feature to chat with a parent directly. Many parents download this application to their cell phone and can communicate instantaneously. In addition, in recent updates, the website has also began to do a "Student Story" where the students can respond to prompts by typing or can record a video of themselves. They can also take photos of classwork they are proud of to show to their parents/teachers.</p>
C-6	Content Knowledge and Professional Growth		
	<p>Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice.</p> <p>Educational technology facilitators:</p>		
	<p>a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS-S and NETS-T</p> <p>b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project</p> <p>c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences management, and adult learning to improve professional practice</p>	<p>Pre-Admission Competencies Verification (Intro to IT)</p> <p>Teaching and Technology Philosophy (Intro to IT)</p> <p>Wiki Reflection (Intro to IT)</p>	<p>C-6 (A & B) Ohio Assessment Literacy Conference: I attended OALC to gain additional strategies for literacy and assessments. We were using EdCite.com in this particular moment and were being informed on the many ways this tech tool can be used to enhance instruction and gather data for instructional purposes. This website allows you to assign released AIR test questions to your students and allows them to see how many they got correct.</p> <p>C-6 (B) Hello Literacy Conference: This professional development is presented by Jen Jones. We attended to gain additional strategies for teaching reading and sparking a love for reading in students. It was a very motivating conference and I immediately made changes in my classroom the following</p>

			<p>Monday. The students are loving the changes we have made and I've already noticed a change in their motivation.</p> <p>C-6 (A&B)</p> <p>Pineapple Chart:</p> <p>This is a chart hanging on the teacher's lounge to invite others into our room when we plan on demonstrating a new technology or strategy. I am regularly listed on the chart to share my knowledge with the staff.</p>
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