ALIGNMENT DOCUMENT

	Name: Mary Cooke **Student ID: 1490283** **URL of your ePortfolio:** https://sites.google.com/view/mecookeportfolio/home		
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.		
	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 b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels 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 d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms	**Technology Plan Evaluation** *(Planning for Technology)* **Grant Writing Project** *(Planning for Technology)*	**C-1.a.** Proposed, designed and am leading the development of a self-enrollment Brightspace course on career readiness skills to be used by students for self-directed and blended learning. **C-1.a.** Lead the Career Services Tech Tools Team to integrate effective technology into class presentations and workshops. and self-directed student learning. **C-1.b.** Proposed topic of opioid abuse prevention for web-based learning system team project because of Ohio House Bill 362 mandating the incorporation of this topic into K-12 education by each school district. After completion, I shared with the director of health education at the Akron Public Schools our website: "Opioid Abuse Prevention" for use by health education teachers of students in grades 9 - 12.
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.		
	a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards 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 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 d. Coach teachers in and model design and implementation of technology-enhanced learning experiences	**Wiki Reflection** *(Intro to Instructional Technology)* **Integrating Project** *(Integrating and Implementing Technology)* **Paper And Lesson Plan** *(Integrating and Implementing Technology)* **Online Learning Project** *(Strategies*	**C-2.a., e., g. and h.** Reflection tool developed for professor in the College of Education to allow students working with urban middle school youths to track and share experiences, issues, and student progress through the semester. Professor will use for research on the urban youth mentoring program.

	emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self regulation) 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 f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences 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 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	*for Online Teaching and Learning*) **Online Learning Paper** *(Strategies for Online Teaching and Learning)* **Main Project or Paper** *(Educational Psychology)* **Main Project or Paper** *(Techniques of Research)* - to be added in December, 2019.	**C-2.a. and e.** Worked on team developing assessments of Career Services presentations and student appointments for use by all coordinators. **C-2.g. and h.** On assessment team developing assessment tools for students attending College of Arts and Sciences events co-sponsored by Academic Advising and Career Services.
C-3	**Digital Age Learning Environments**		
	Technology coaches create and support effective digital-age learning environments to maximize the learning of all students.		
	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 b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments 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 d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments 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 g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community	**Instructional Design Project** *(Instructional Design)* **MP 1-5** *(Multimedia and Hypermedia)* **Website** *(Multimedia and Hypermedia)* **WBLS Project** *(Web-Based Learning Systems)* **Online Learning Project** *(Strategies for Online Teaching and Learning)*	**C-3.a., b., c., f.** Designed and developed Law School Orientation online component of blended student orientation program. **C.3.b., d., f.** Proposed, designed and led the development of a self-enrollment Brightspace course on career readiness skills to be used by students for self-directed and blended learning. Also created and collaborated on Powtoon learning videos as part of video series on resume writing. **C-3.g.** Used Qualtrics and Google Sheets to collaborate with law school faculty and students on the organization of Law Orientation, Law Commencement, and law school events.
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.		
	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 b. Design, develop, and implement technology-rich professional learning programs that model principles of	**Pre-admission Competencies Verification** *(Introduction to Instructional Technology)*	**C-4.a., b., c.** Prepared presentation materials and presented with Academic Advising team at regional

	adult learning and promote digital-age best practices in teaching, learning, and assessment 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	**Teaching and Technology Philosophy Paper** *(Introduction to Instructional Technology)* **Wiki Reflection** *(Introduction to Instructional Technology)*	Academic Advising Conference in April 2019. Received survey feedback from session attendees. **C-4.b. and c.** Presented on use of Quizizz, Emaze, and Powtoon to Career Services team for incorporation into presentations.
C-5	**Digital Citizenship**		
	Technology coaches model and promote digital citizenship.		
	a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies c. Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community	**Technology Plan Evaluation** *(Planning for Technology)* **Grant Writing Project** *(Planning for Technology)*	**C-5.a. and b.** Created video on proper citation and plagiarism for use by university students. Video was made with accessibility features and for a diverse audience. **C-5.a. and b.** Prepared classroom presentation on professionalism and best practices of internet and social media use for university students. Made accessible and for a diverse audience.
C-6	**Content Knowledge and Professional Growth**		
	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. Educational technology facilitators:		
	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 b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice 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	**Teaching and Technology Philosophy Paper** *(Introduction to Instructional Technology)* **Wiki Reflection** *(Introduction to Instructional Technology)*	**C-6.a., b. and c.** Attended the 2017 and 2018 New Explorations in Teaching (NEXT) conferences at The University of Akron. **C-6.a, b. and c.** Participated in webinars offered by Inside Higher Ed's Inside Digital Learning department on relevant topics.