	Name: Mark Vance		
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	Wiki Reflection (Intro to IT) Teaching and Technology Philosophy (Intro to IT) Grant Writing Project (Planning for Tech) Integrating Project (Integrating & Implementing Tech)	C-1 a. Work with district instructional coach and other district art teachers to implement flipping the classroom and continue to find grant writing opportunities for technology integration. b. Use Google Hangout with other teachers in the district during TBT meetings to discuss and implement technology strategies.
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 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	Wiki Reflection (Intro to IT) Integrating Project (Integrating & Implementing Tech) Technology Plan Evaluation (Planning for tech) Online Learning Paper (Strategies for Online Teaching & Learning)	C-2 a. Participate in the building Pineapple chart program to share instruction strategies with other teachers b. Create videos of lessons to share with building staff to demonstrate the use benefits of classroom flipping c. I was chosen by my principal to be part of this TBT leadership team. I had to

	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		create a way for district art teachers to meet to work on specific teaching strategies for the art curriculums. I spearheaded the idea of using Google Hangouts so teacher would not have to leave their home buildings and could still meet face to face. We started to use Google Forms to collect data and document the work we are doing together.
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	ID Project (Instructional Design) MP 1-5 (Hypermedia) Website (Hypermedia) WBLS Project (Web Based Learning Systems) Online Project (Strategies of Online Learning)	C-3 a) Class Dojo is a great website most of the teachers in my building use for parent communication and behavior tracking. The students can earn points for positive behavior and can lose points for misbehaving. The site tracks each students points and each teacher can set up specific rewards. 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 directly with the classroom teacher or with the encore staff. It is a great site to connect classrooms directly with parents in real time.
				b)1:1 chromebook use, SMARTboard use with lessons ,use Ipads, f) Participate in the school technology team g) Use Deep Space Sparkle to communicate with art teacher in the US and other countries
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 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		Pre-Admission Competencies Verification (Intro to IT) Teaching and Technology Philosophy (Intro to IT) Wiki Reflection (Intro to IT)	C-4 c. Use teacher self reflections to assess lesson effectiveness
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 tech) Grant Writing Project (Planning for Tech)	C-5 b. Develop lessons that promote good digital citizenship skills c. Use class Dojo to communicate with parents Participate in DSS to communicate ideas, lessons globally

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 (Intro to IT) Wiki Reflection (Intro to IT)	C-6 a. After completion of Master's continue to take technology based classes b. Share my knowledge and abilities with other art teachers on the implementation of artsonia in their art curriculum. Enroll in technology based greenbook classes each year.