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	URL of your ePortfolio:		
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>Technology Survey (b, d)</p> <p>Slate Queries: Department Lead (d)</p> <p>Digital Admission Training Guide: Creator(d)</p> <p>Student Orientation Registration Page: Developer (a)</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>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>D2L Competencies Pilot: Ursuline Core Lead (g, h)</p> <p>Digital Flashcards: Coach/Facilitator (f, g)</p> <p>Digital Admission Training Guide: Creator (d)</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>Orientation D2L Course Shell: Co-Designer (g)</p> <p>UCAP Pinterest: Organizer (b, d)</p> <p>Psychology Capstone Redesign: Co-Designer (c,d,e,f)</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>Technology Tools Training: Contributor (b)</p> <p>Introduction to Visual Communication Design: Student (c)</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 digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community</p>		<p>Introduction to Online Learning (for students) D2L Course Shell: Co-Designer (b)</p> <p>Technology Tools Training: Contributor (b)</p>
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:		
	<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>		On-Campus Technology Training: Participant (a, b, c)

	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		Technology Webinar: Participant (a, b, c) Slate Summit: Participant (b,c)
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1. Strategic Plan Technology Committee: Member

As a member of the strategic plan technology committee it is my goal to help identify current technologies that we have available on campus and how we can repurpose those technologies to serve our students and faculty.

2. D2L Competencies Pilot: Ursuline Core Lead

I will be the project lead for entering the Ursuline Core learning objectives and competencies into our LMS. I will be reviewing the program structure, objectives, and how the objectives are tied into the courses, etc. At the completion of this project, the Ursuline Core Director and Ursuline Core faculty will be able to run reports for the UC core courses to see student's knowledge and skill development, measure whether the skill or knowledge was acquired, etc.

3. Introduction to Online Learning (for students) D2L Course Shell: Co-Designer

I will be co-designing an introduction to online learning shell for new students.

4. Introduction to Online Learning (for faculty) D2L Course Shell: Co-Designer

I will be developing learning modules for this course shell and assist as needed.

5. On-Campus Technology Training: Contributor

I will be co-teaching a training on simple ways to incorporate technology into your lesson to engage students.

6. On-Campus Technology Training: Participant

Our on-campus technology trainings take place every Wednesday. Each week a new topic is discussed to assist faculty with technology use. I will be participating in these to develop my technology knowledge.

7. Technology Webinar: Participant

I actively register for professional development webinars. My most recent technology related webinar was titled "5 Strategies to Improve Online Student Growth and Persistence." This was very helpful because it discussed best practices in retaining students in an online environment.

8. Slate Queries: Department Lead

With the downsizing of our department, a large portion of my responsibilities include admission and student recruitment. To align with undergraduate admissions, my department has started using Slate as our CRM. I am the lead and "go-to" person in my office. Piloting with our newest program, I have developed a query of active applicants and inquiries to assist the department program chair and UCAP director with course rotation so that course schedule aligns with incoming cohorts (the majority of our students are transfers). The primary use of Slate is for recruitment and admission communication but I have found a way to repurpose the technology to allow the department heads and director to track recruitment and make schedule addendums based on student incoming student needs whereas it has always been tracked through traditional methods (pen and paper). I will continue to manage this process and build out similar queries for other programs should we determine this method is best.

9. UCAP Pinterest: Organizer

A fun project that I thought would be useful for students would be to create an Ursuline College Accelerated Program Pinterest page and invite current students to follow us. The Pinterest boards I am thinking of creating are "Tools for being a successful online student," "researching and paper writing," "cool technologies to incorporate into your class project".

10. Slate Summit: Participant

Slate is a comprehensive CRM that allows me to manage interactions, communications, materials, forms, scores, for students. I continue to find new ways to adapt the technology and will be going to Chicago this summer for a three day immersion training.

11. Nearpod: Facilitator/Coach

I am looking to work with a faculty member to pilot the use of Nearpod in the classroom. Nearpod will allow the instructor to take existing lessons and make them interactive and engaging for the student.

12. Introduction to Web Programming: Student

I am looking to enroll into an introduction to Web Programming course offered through Cuyahoga Community College and I am currently the department lead for updating and maintain the UCAP portion of the website. I feel that increasing my knowledge of web programming would be useful.