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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.		
	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)	Field Artifact 1 for C-1: Creating the eStarkState blog for the Blackboard Integration Field Artifact 2 for C-1: Creating training on the Starfish Retention tool.
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 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	Wiki Reflection (Intro to IT) Integrating Project (Integrating & Implementing Tech) Technology Plan Evaluation (Planning for tech) Online Learning Paper (Strategies for Online Teaching & Learning) Philosophies of Education Paper (Philosophies of Ed) Techniques Paper (Techniques of Research)	Field Artifact 1 for C-2: Updating the Design Matters Training to ensure faculty have a good understanding of course design. Field Artifact 2 for C-2: Revising Project Instructions to Improve Students Success Field Artifact 3 for C-2: Ethics Interactive Class Lectures
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	ID Project (Instructional Design)	Field Artifact 1 for C-3: Providing Faculty with

	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	MP 1-5 (Hypermedia) Website (Hypermedia) WBLS Project (Web Based Learning Systems) Online Project (Strategies of Online Learning)	Industry Leading Technology Field Artifact 2 for C-3: Presentation of using video effectively in online courses for Faculty Association Members Field Artifact 3 for C-3: Creating an Online New Student Orientation
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)	Field Artifact 1 for C-4: Improving Communication and Student Engagement Field Artifact 2 for C-4: Improving Professional Development Training
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)	Field Artifact 1 for C-5: Creating an Infographic to Explain Policy Field Artifact 2 for C-5: Setting a policy and procedure so faculty do not violate FERPA law.
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	Teaching and Technology Philosophy (Intro to IT) Wiki Reflection	Field Artifact 1 for C-6: Ensuring Weekly Objectives align properly with

	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	(Intro to IT)	Course Level Objectives. Field Artifact 2 for C-6: Incorporating Gamification into an Online Course