Your portfolio must showcase, document, support and reflect on all aspects of your continuous development toward excellence in the goals of the UAS SOE Professional Frameworks and ISTE Technology Leadership Standards.

Required elements of the portfolio:
- Summative introduction
- Statement for each of the eight ISTE leadership standards
- Artifacts, with abstracts, supporting each of the eight ISTE leadership standards
- Portfolio is prepared for publishing to the World Wide Web

<table>
<thead>
<tr>
<th>Target</th>
<th>Meets Expectations</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>(includes all elements in “meets” and goes beyond in some way)</td>
<td></td>
<td>(any element missing from “meets”—or that matches these—is an “in progress”)</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summative introduction</strong></td>
<td>Includes reflection on how your perspective as an educational technology leader has been impacted by the process of analyzing teaching and learning.</td>
<td>Introduces and summarizes the major theory(ies) and connections to artifacts presented in the statements. This provides the reader with an overview of your unique accomplishments as a master’s degree candidate as well as a context for the statements that follow.</td>
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</table>
| **Statements and Artifacts documenting competency in meeting ISTE Leadership Standards** | When considered in their entirety, the eight statements
- provide a cohesive portrait of you as a unique educator,
- interconnect the standards to create a cohesive picture, and
- tell a story of your growth as an educator, learner, and leader.
Selections or portions are chosen from artifacts to illustrate salient points.
Artifacts represent a balance of evidence of work with students, student work, and work in a leadership capacity. | The eight statements document your philosophy and understanding of each standard of technology leadership. The statements
- are supported with research-based theory,
- cite artifacts that document your implementation of the standards and articulate how these support the standard,
- critically analyze your practice as compared to your theory base,
- reflect on key choices and tensions that have guided your best or most demanding work in the ED Tech Master’s program and in your teaching career to date, and
- provide evidence that meets or exceeds performances on the rubrics for each of the ISTE leadership standards. | The statements may express an intuitive understanding based on practice and may express appropriate and insightful ideas; however they are not linked to relevant theory.
The artifacts may support practice, but are not used as explicit evidence to support the statements.
Understanding and philosophy base may present a cohesive portrait, but there is no evidence they have become an integral part of practice.
Reflection and exploration of growth are at a surface level.
Connections to elements of ISTE Leadership performances are minimal.
Artifacts demonstrate proficiency but value to candidate’s practice and theory-base is not |

(Each of the eight standards will be evaluated separately.)
Two to three significant artifacts are cited for each ISTE standard, and artifacts are used for multiple standards.

For each artifact selected there is an abstract which provides

- a description of the artifact (how it relates to you, context/date),
- an analysis of how it demonstrates evidence for a particular standard(s), and
- an explanation of how the artifact has contributed to your growth as a more informed, reflective, and/or responsive teacher consistent with your philosophy (Conceptual Framework p. 10-13).

Artifacts are of high quality showing good use of integrated technology, but connection with each of the ISTE standards is not made explicitly or artifacts are of limited value.

Artifacts are not given a context and/or are evaluated only to a limited extent by the candidate.

Artifacts may imply work with students, but no student work is presented.

More artifacts are needed to support proficiency in one or more ISTE standards.

Document is not carefully edited for spelling, grammar, and APA style.

Writing style and/or organization create comprehension difficulties for the reader.

<table>
<thead>
<tr>
<th>Technical considerations of portfolio structure</th>
<th>Use of media/software enhances communication.</th>
<th>Elements of design are clearly implemented (alignment, contrast, proximity, repetition)</th>
<th>Proper use of type, contrast, and size may be used, but consistency and readability are weak.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least one video or screencast included. Podcast, graphics, video used appropriately to enhance content.</td>
<td>Demonstrates technical skills presented in Ed Tech courses. Includes a variety of media as artifacts.</td>
<td>Reader may be confused or lost due to poor site design.</td>
</tr>
<tr>
<td></td>
<td>Elegant simple design with seamless flow and connections.</td>
<td>All links work correctly and all artifacts are viewable.</td>
<td>Uses basic print media only as artifacts.</td>
</tr>
<tr>
<td></td>
<td>Writing works well with site structure to synthesize and make connections.</td>
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<th>Professional dispositions</th>
<th>Demonstrates professional behavior by participating in peer review, making substantive comments, assisting peers with helpful suggestions and corrections, and collaborating to improve the content and format of</th>
<th>Participates in peer review process to assist peers with improving the content and format of the portfolios.</th>
<th>Minimal participation in peer review with abbreviated comments, incorrect suggestions, and lack of cooperation with peers.</th>
</tr>
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<tr>
<td></td>
<td>Writing works well with site structure to synthesize and make connections.</td>
<td>Writing is concise, clear, and well organized.</td>
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</table>
the portfolios.