

**Program Portfolio Evaluation**

INTERIM       FINAL

**General Information**

Student Name      **Lance Webel** Date    **November 15, 2007**

Student Number    **0325008** Specialization Area: **MSITC**

Evaluator          **Rachel S. Bordelon, Ph.D.**      **Electronic Signature: enter your initials RSB**

- Instructions for submitting this form:
1. When you have marked the student outcomes on the PROGRAM PORTFOLIO EVALUATION form, please save the file according to the following scheme --student's full name and the section number--for example if you had been working on Judy Smith's portfolio the file would be saved as:  
**T0017\_Smith\_Judy\_Elizabeth**
  2. If, in your professional opinion, the student seems to be having inordinate numbers of problems (might not complete the requirements in the normal time frame), please email a copy of the INTERIM evaluation to the Academic Advisors so they might be better able to work with the student.
  3. E-mail a copy of this completed form for any **INTERIM VERSIONS** and the **FINAL VERSION** to the student.
  4. Print a copy of the FINAL VERSION form and include with the materials you return to the student.
  5. Forward a copy of the **FINAL version** as an e-mail attachment to [portfolioreview@waldenu.edu](mailto:portfolioreview@waldenu.edu). In the "Subject" line of your e-mail, please list the Section # and student name using the same scheme as you did in saving the file(ex. "T0017\_Smith\_Judy\_Elizabeth"). One student/attachment per e-mail, please! Make sure you follow the naming scheme for the file as described in number 1 above.
  6. Save one copy for your records.
  7. **DEFINITIONS: NEEDS REVISION:** evidence does not address the outcome according to requirements;  
**GRADUATE LEVEL:** evidence shows the expected graduate level work, including effective writing;  
**EXEMPLARY:** evidence exceeds requirements.
  8. **ANY NEEDS REVISION MARKS SHOULD BE EXPLAINED IN THE EXPANDABLE TEXT BOX FOUND BELOW THE OUTCOME.**

**Overall Portfolio Evaluation**

Satisfactory

Needs Revision

**Non-Outcome Evaluation Areas** (use the drop down boxes to select)

Introductory Integrative Essay      Overall Writing Evaluation Exemplary  
 Exemplary

Overall Process/Design Evaluation Exemplary      Times submitted 1

**Specific Outcomes Evaluation \***

<b>GENERAL OUTCOMES</b>	Needs revision <i>List reasons</i>	Graduate Level	Exemplary
G1.1. Recognizes and plans for student diversity and achievement based on observations and knowledge <span style="color: blue;">It was apparent through this innovative lesson plan that you encouraged students to be independent thinkers. Students tackled the problem of pollution which plagued the Chinese culture. Introduction (Big Yellow Taxi song) prepared learners for the learning experience. Activities developed higher-order thinking skills as the learners invested in their future by addressing current environmental issues.</span>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G2.1. Plans and designs developmentally appropriate and subject accurate learning experiences to support diverse needs of learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G3.1. Implements curriculum plans to facilitate standards-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

G4.1. Adjusts teaching strategies and techniques based on reflective thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G5.1. Uses professional resources, including collegial sharing, for continued professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

S1.1 Demonstrates introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The Reflection assignment displayed your enthusiasm for learning about emerging technologies and creating methods for captivating the interest of your learners. Goals indicated areas in which you plan to grow. It is amazing how you continue to challenge yourself to achieve even higher standards for both you and the students.

S1.2 Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S2.1 Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The digital scavenger hunt not only piqued the students' interest, but also allowed them to become proficient with digital cameras and realize the potential of iPhoto. The student created newsletter evidenced that teaching and learning goals were achieved.

S2.2 Applies current research on teaching and learning with technology when planning learning environments and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S2.3 Identifies and locates technology resources and evaluates them for accuracy and suitability.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S2.4 Plans for the management of technology resources within the context of learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S2.5 Plans strategies to manage student learning in a technology-enhanced environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S3.1 Facilitates technology-enhanced experiences that addresses content standards and student technology standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S3.2 Uses technology to support learner-centered strategies that address the diverse needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S3.3 Applies technology to develop students' higher-order skills and creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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S3.4 Manages student learning activities in a technology-enhanced environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Internet Inquiry engaged students in each tasks. An eclectic approach to learning was used to stimulate participants during their journey. Students were compelled to take learning to a higher level as they discovered emerging technologies.

PowerPoint presentation reflected student's comprehension of the lesson.

S4.1 Applies technology in assessing student learning of subject matter using a variety of assessment techniques

S4.2 Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

S4.3 Applies multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

The Metaphor lesson contained well-defined objectives that set the stage for learning. The activities that were included in Application Five allowed the learners to apply familiar ideas to new concepts; the analogy challenged the students to think creatively and to develop new insights into the subject matter.

S5.1 Uses technology resources to engage in ongoing professional development and lifelong learning.

The final Reflection assignment for EDUC 6665 documented the progress that you have made in the program. Your growth in the areas of research and leadership has been phenomenal. You are a talented educator who possesses the ability to establish activities with parameters but also allows room for student creativity. Your willingness to learn new methods of teaching has provided your students with a well-rounded education.

S5.2 Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.

S5.3 Applies technology to increase productivity.

S5.4 Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

S6.1 Models and teaches legal and ethical practice related to technology use.

S6.2 Applies technology resources to enable and empower learners with diverse background, characteristics, and abilities

S6.3 Identifies and uses technology resources that affirm diversity.

S6.4 Promotes safe and healthy use of technology resources.

The Mystery lesson stimulated the students' curiosity and captivated their interest. The strategy successfully enhanced the lesson that you designed. Thanks for including detailed information on how each clue engaged the students in the

learning process. The content of the lesson was excellent. You clearly understood the Mystery Strategy and knew how to use it to empower learners with Internet safety guidelines.

S6.5 Facilitates equitable access to technology resources for all students.

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Strengths (explain any "Exemplary" ratings) *box will expand*:

Essay documented your journey through the program. You reflected on the milestones of learning that occurred and seized every opportunity to grow professionally. With each course, you found ways to improve teaching strategies and searched for methods to address students' learning needs. The portfolio revealed your passion for embracing new ideas and sharing them with students. Rationales supported the selection of specific artifacts. Work samples illustrated the transfer of technology skills to students.

Additional Comments on the overall quality of the portfolio. (*box will expand*):

Your teaching experience along with the new strategies acquired in the courses has transformed you into a leader. As you stepped back and evaluated your pedagogical practices---you searched for methods that would appeal to all learning styles. The portfolio contained exemplary work that reflected the progress made in each course.

*\* Please note: Based on the National Board of Professional Teaching Standards, five Outcomes for General Standards were added to the list of outcomes for your specialization. Students who started the M.S. in Education program before September 2005 are not required to complete the five Outcomes for General Standards, but are encouraged to do so. Students who started the M.S. in Education program in September 2005 or later are required to provide evidence that they met each of the Outcomes for General Standards and Specialization Standards.*