Third Annual
Governor's Innovative Technology in Education Award
2003

Guidelines For Submitting Portfolios

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Instructions For Participants

Overview

The Department of Education is pleased to announce the Third Annual Governor's Innovative Technology in Education Award. America Online and the Virginia Department of Education are co-sponsors of the award. The purpose of the award is to recognize teachers and library media specialists in Virginia's public and private elementary schools, middle schools, or high schools who have developed the best methods for using technology in instruction. A recipient will be selected from each of the eight Superintendent's Regional Study Groups to receive an unrestricted award of $2,500 from America Online.

Eligibility

To be eligible for the award, entrants must create a technology portfolio that represents innovative uses of technology in the classrooms. Employees and immediate family members of America Online, their parents, subsidiaries and affiliates and others living in their households are not eligible.

How to Enter

To be eligible for the award, entrants must create a portfolio that represents innovative uses of technology in the classroom. The portfolio must be the sole property of the entrant. Samples may include work that the entrant considers representative of his or her level of competency in using educational technology and media.

Judging

Each portfolio will be judged on rubrics established by the following indicators: **Technology Skills**, **Curriculum Integration**, **Research**, **Communication**, **Teaching/Learning Styles**, **Motivation**, **Evaluation**, and **Peer Coaching**. Three levels of proficiency are outlined for each element of the rubric. Points are awarded based on the evidence provided in the portfolio. The portfolio with the highest overall point total will be declared the winner. The bullets listed under each indicator are provided for

clarification and serve only as examples or illustrations of the concept of each indicator. A copy of the rubrics is included for your use (Appendix B). A Blue Ribbon Panel appointed by Governor Mark Warner will evaluate the portfolios using these same rubrics to select a winner from each of the eight superintendent's study regions.

Preparation of the Technology Portfolio

The Technology Portfolio is designed to provide you with an opportunity to reflect on your acquired skills and knowledge, and to construct a document that demonstrates your proficiency. You should only include work that you consider demonstrative of your success.

A technology portfolio must be developed according to the guidelines below. <u>The Technology Portfolio must be submitted in both electronic and print format.</u> This means that you will send in the video, CD-ROM or 3.5 disk(s) containing any portfolio files and a file folder containing a hard copy of everything that is on the disk. Please print all of each file except:

- If you developed a Web site, you only need to print the first page of the site.
- If you developed a lengthy PowerPoint presentation or slide show, you only need to print the first six slides or two pages of three per page.
- If you developed a confidential database of student information, print out the database, and use a marker to blackout student names.

Applicants should provide a technology portfolio that is checked carefully for spelling and typographical errors. Submissions in electronic formats should be free of technical and operating errors.

<u>A recent photograph of the entrant and several photographs showing the lesson in action should accompany the portfolio</u>. Photographs may be on a diskette as a jpeg or tiff file or as a 35mm print. All items submitted should be clearly labeled with the entrant's name and address. Diskettes should be clearly labeled with the name of the application and it's version number, and platform.

(Elements of the design of the Innovative Technology Portfolio are based in part on Arlington Public Schools. *You & Your TSIPs Portfolio*. Used with permission.)

Submission of Technology Portfolio

Send two copies of your completed portfolio to:

Ms. Charlie B. Makela,
School Library Media and Technology Specialist,
Virginia Department of Education
P.O. Box 2120, Richmond, VA 23218-2120

<u>Portfolios must be received no later than March 21, 2003.</u>

Recipients will be notified upon receipt of their portfolios. Please include the cover sheet and checklist with the submission making sure that all components are clearly labeled with the entrant's name, school division, and superintendent's regional study group number. The portfolios will be returned at the conclusion of the selection process.

The cover sheet, the checklist, and the Description of Instructional Activity sheet are included as Word attachments. Please download these for use.

The recipients selected for recognition will receive the Governor's Innovative Technology in Education Award at a ceremony planned for late spring 2003.

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Portfolio Cover Sheet

Please complete the following form in its entirety. Submit **2** hard copies along with your portfolio. You must also include a photograph on a 3.5″ disk or CD or a 35mm photograph. Only one personal photograph needs to be included. You may also submit the photograph electronically. Electronic submissions may be sent to: cmakela@pen.k12.va.us

Last Name:

First Name:

School Division:

Grade Taught:

If submitting a hard copy photograph, attach here. (35mm measuring at least 4″ x 6″)

Subject (if applicable):

Name of School:

Address of School:

City: **State:**   **Zip:**

School Telephone: **School Fax:**

School Email: **Alternate email:**

Home Telephone:

Superintendent's Name: **Telephone:**

Principal's Name:

Superintendent's Study Group Number (See Appendix A):

Portfolio Checkoff List

Before submitting the portfolio for review please use the following check-off list to ensure that all required components are completed. Enclose a copy of this list with your portfolio.

☐ 2 copies of the completed portfolio

☐ 2 copies of the completed cover sheet

☐ Photographs
  ☐ personal
  ☐ students actively engaged in learning

  Format of photographs
  ☐ 3.5″ diskette
  ☐ CD
  ☐ 35mm (attached to cover sheet)
  ☐ submitted electronically

☐ Each lesson or activity included in the portfolio has a completed *Description of Instructional Activity* sheet.

☐ Hard copies of contents of diskettes or CD's.
  - If you developed a website, you only need print out the first page of the site.
  - If you developed a lengthy PowerPoint presentation or slide show, you only need to print out the first 6 slides or 2 pages of 3 per page.
  - If you developed a confidential database of student information, print out the database, and use a marker to blackout student names.

☐ Listing of the contents of the submission (notebook, CD, video tape, etc).

Description of Instructional Activity

For each item (lesson plan, activity, etc.) submitted please complete this form.

Part I

Submitted By:

Lesson Title:

Grade Level: **Subject:**

Goal of the Lesson or Activity:

Content Objective(s) Addressed:

Technology Objective(s) Addressed:

Materials/Resources Needed: (software, equipment, URL, etc.)

Lesson Strategy:
Setting: (You may select more than one)
- ☐ Whole class
- ☐ Small group
- ☐ One computer classroom
- ☐ Computer lab
- ☐ Library media center
- ☐ Professional development activity
- ☐ Other: Please specify _____

Part II

Answer the following questions. You may use additional space as necessary.

What is the teacher's role in the instruction?

What is the student's role in the instruction?

How did the incorporation of technology into this lesson result in increased student learning?

How was the learning assessed? (Attach samples and or describe assessment methods.)

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Superintendent's Study Group Listing

Region I

Charles City County	Chesterfield
Colonial Heights City	Dinwiddie
Goochland	Hanover
Henrico	Hopewell City
New Kent	Petersburg
Powhatan	Prince George
Richmond City	Surry
Sussex	

Region 2

Accomack	Chesapeake City
Franklin City	Hampton City
Isle Of Wight	Newport News City
Norfolk City	Northampton
Poquoson City	Portsmouth City
Southampton	Suffolk City
Virginia Beach City	Williamsburg City
York	

Region 3

Caroline	Colonial Beach
Essex	Fredericksburg City
Gloucester	King George
King Queen	King William
Lancaster	Mathews
Middlesex	Northumberland
Richmond	Spotsylvania
Stafford	West Point
Westmoreland	

Region 4

Alexandria City	Arlington
Clark	Culpeper
Fairfax	Fairfax City
Falls Church City	Fauquier
Frederick	Loudoun
Madison	Manassas City
Manassas Park City	Orange
Page	Prince William
Rappahannock	Shenandoah
Warren	Winchester City

Region 5

Albemarle	Amherst
Appomattox	Augusta
Bath	Bedford
Bedford City	Buena Vista City
Campbell	Charlottesville City
Fluvanna	Greene
Harrisonburg City	Highland
Lexington City	Louisa
Lynchburg City	Nelson
Rockbridge	Rockingham
Staunton City	Waynesboro City

Region 6

Alleghany Hglnds	Botetourt
Covington City	Craig
Danville City	Floyd
Franklin	Henry
Martinsville City	Montgomery
Patrick	Pittsylvania
Roanoke	Roanoke City
Salem City	

Region 7

Bland	Bristol City
Buchanan	Carroll
Dickenson	Galax City
Giles	Grayson
Lee	Norton City
Pulaski	Radford City
Russell	Scott
Smyth	Tazewell
Washington	Wise
Wythe	

Region 8

Amelia	Brunswick
Buckingham	Charlotte
Cumberland	Greensville
Halifax	Lunenburg
Mecklenburg	Nottoway
Prince Edward	

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Appendix B
Rubric For Evaluating Portfolios

Element: **CURRICULUM INTEGRATION**

- ❖ Uses the Internet and other technologies as essential teaching and learning tools to enhance academic achievement.
- ❖ Utilizes the Internet and other technologies that are consistent with the Standards of Learning.
- ❖ Designs, delivers, and assesses student learning activities that successfully integrate the Internet and other technologies in teaching.
- ❖ Uses the Internet and other technologies to engage students in complex problem-solving learning activities.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Curriculum Integration	The learning activity uses a traditional instructional design that includes few integrated teaching and learning experiences using the Internet and other technologies.	The learning activity uses media and technology that are specific to the content area.	The learning activity reflects alternative instructional strategies that integrate core curriculum content with the use of multiple technologies across the curriculum.

Element: **RESEARCH**

- ❖ Demonstrates an expanded view of the Internet as a research tool to find solutions to academic and real life problems.
- ❖ Demonstrates an understanding of the ethical use of the Internet and its information.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Research	The learning activity provides opportunities for students use the Internet as a source of information.	The learning activity requires that students develop skill in the selection of appropriate Internet sites and the use of advanced search engines.	The learning activity provides opportunities to integrate the Internet to simulate real world problems in the home and workplaces of today and tomorrow.

Element: **COMMUNICATION**

- ❖ Communicates effectively through the Internet and various media to students, parents, administrators, the community and other teachers.
- ❖ gives students opportunities to demonstrate skills to a wide audience via email, instant messaging, chat groups, online collaboration, and websites.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Communication	The learning activity includes little use of telecommunications.	The learning activity requires that students communicate via email to gather and exchange information.	The learning activity provides varied opportunities for students to collaborate and gather information and feedback from multiple forms of telecommunications, e.g., via e-mail, audio/video conference, instant messaging.

Element: **TECHNOLOGY SKILLS**

- ❖ Successfully meets the Virginia Technology Standards for Instructional Personnel (TSIP).
- ❖ Demonstrates an effort to remain current in the use of the Internet and other technologies in teaching methods, curriculum development, and course design.
- ❖ Participates in efforts to improve education through the use of the Internet and other technologies.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Technology Skills	The teacher has demonstrated mastery of the Virginia Technology Standards for Instructional Personnel (TSIP).	The teacher uses instructional technology resources to meet the learning needs of students who do not respond to traditional methods of instruction.	The teacher seeks out new programs for evaluation and adoption; keeps current on new development in computer technologies through professional reading and conference attendance.

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Element: PEER COACHING

- ❖ Shares successful Internet and other technology-based units with colleagues through print and electronic publishing and through conference presentations and workshops.
- ❖ Teaches others about instructional uses of the Internet and educational technologies.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Peer Coaching	The teacher extends his or her own knowledge with colleagues.	The teacher collaborates with others, e.g., library media specialist, to create learning opportunities.	The teacher has frequently shared and discussed what he or she has learned with others, e.g., reciprocal teaching, demonstrations, and presentations within and outside their classroom.

Element: EVALUATION

- ❖ Evaluates student use of the Internet and other technologies to achieve desired learning objectives.
- ❖ Uses action research and aggregated data to accurately determine whether the technology and methodology used has an impact on how well students learn and on school climate.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Evaluation	The teacher's use of technology does not indicate that takes into consideration the current research of the impact of technology on student academic achievement.	The teacher gathers, uses, and shares anecdotal information and observations about student use of technology.	The teacher participates in formal studies of the impact of technology on student academic achievement, educational philosophy, classroom organization and management, student behaviors and reports findings to other professionals.

Element: MOTIVATION

- ❖ Demonstrates enthusiasm for the use of the Internet and other technologies in instruction.
- ❖ Utilizes the Internet and educational technologies to motivate students to participate in the learning process.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Motivation	The students work mostly at individual tasks.	The students work in cooperative groups on projects using technology with clearly defined tasks.	The students work in collaborative groups in which the groups make decisions regarding planning, implementing, and evaluation their work; making explicit use of multiple technologies.

Element: TEACHING/LEARNING STYLES

- ❖ Develops Internet-based lessons that are designed to address the diverse learning needs of students.
- ❖ Utilizes the Internet and technological resources to meet the needs of students who do not respond to traditional methods of instruction.
- ❖ Demonstrates awareness of resources for adaptive assistive devices for students with special needs.

Element	Level and Score		
	Awareness Score: 1 2 3	**Advanced** Score: 4 5 6 7	**Mastery** Score: 8 9 10
Teaching/ Learning Styles	The learning activity is modified for students with identified special needs.	The learning activity provides choices for students to use technology to meet learning objectives.	The learning activity includes the use of resources and adaptive devices for students with special needs.

Appendix C
Suggested Resources For Developing A Portfolio

Selling Yourself: Creating the Ultimate Teacher Interview Portfolio
http://www.teachnet.com/how-to/employment/portfolios/index.html

Creating An Electronic Portfolio
http://cte.jhu.edu/techacademy/fellows/Spencer/webquest/lasindex.html

Scholastic Magazine: The Professional Portfolio
http://teacher.scholastic.com/professional/futureteachers/professional_port.htm

The University of Chicago Center for Teaching and Learning
http://teaching.uchicago.edu/selfhelp/planning6.html

Electronic Portfolios: Students, Teachers, and Life Long Learners
http://www.eduscapes.com/tap/topic82.htm

Bibliography of resources
http://electronicportfolios.com/portfolios/bibliography.html

Creating Portfolios for Teachers
http://www.geocities.com/ginnyks/portfolios.html

For pros and preservice teachers alike
Music Educators Journal; Reston; Nov 2002; Mark Robin Campbell; Verna M Brummett;

How to Develop a Professional Portfolio: A Manual for Teachers, 2/E
Dorothy M. Campbell, Pamela Bondi Cignetti, Beverly J. Melenyzer, Diane H. Nettles, Richard M. Wyman, Jr., all of California University of Pennsylvania. ISBN: 0-205-31979-3
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