

CSULB EDUCATIONAL TECHNOLOGY AND MEDIA LEADERSHIP
FIELD EXPERIENCE PORTFOLIO

Student's name:

Date:

The program portfolio reflects the knowledge, skills, and dispositions that the candidate possesses by the end of his/her program. It provides clear evidence that the new graduate is well into the process of becoming a reflective practitioners. The document should present a uniquely integrated picture of how the candidate meets the standards of the Commission of Teacher Credentialing and the National Council for Accreditation of Teacher Education.

The portfolio is a holistic evaluation of performance. As such, the reviewer brings personal judgment to bear in assessing evidence.

- ✓ A holistic score of **three** (3) on a scale of four is required to successfully complete the field experience semester.
- ✓ Candidates receiving a score of **two** (2) will be provided with an opportunity to redo their portfolio and have it re-evaluated by the university coordinator.
- ✓ Candidates receiving a final rating of **less than a three** (3) on the final evaluation of the portfolio will receive a grade **no higher than a C**.

The final rating is not a sum total or average of all the components listed below. Not all of the listed indicators have equal value. The two major aspects of the portfolio are:

I. Demonstrated competence on new ETEC (and Teacher Librarian as appropriate) standards. *This is the most heavily weighted factor in the holistic assessment of the portfolio.* The reviewer evaluates the degree to which the evidence reflects the expected level of mastery of the skills required of the California CTC standards.

II. Required portfolio components. The reviewer assesses the quality of the presentation of materials that support demonstrated skills reviewed under I.

Holistic Portfolio Assessment: I: x/24 (or 24) points II: x/ 32 points III: x/ 12 points TOTAL: x/ 68 pts

I. Holistic evaluation of demonstration of competence on standards

The degree to which the entries clearly demonstrate mastery of each California CTC standard at the level expected of a beginning professional is evaluated. Each of the relevant standards is holistically assessed and rated on the following scale.

- 1 - Evidence in this area is rudimentary; gives very limited or incomplete information relating to skills in this area.
- 2 - Basic evidence in this area is clearly presented, but it demonstrates the need for skill development.
- 3 - Evidence is clearly presented which demonstrates a level of skill consistent with expectations for completing the candidate's field experience semester and implement effective professional practice.
- 4 - Evidence demonstration a high degree of mastery in this area, and the candidate can independently implement effective professional practice.

1. Apply knowledge and skills from coursework to work settings:

1 2 3 4

2. Demonstrate knowledge of various and complex processes involved in the successful development, implementation and practice of educational technologies:

1 2 3 4

3. Explain the role of educational technology and media information within a specific organization:

1 2 3 4

4. Analyze the knowledge, skills, and dispositions needed to effectively administer and implement an educational technology or library program within an organization:

1 2 3 4

5. Collaborate with personnel within an organization:

1 2 3 4

6. Apply ethnographic research techniques to investigate an issue related to the use of educational technology and information:

1 2 3 4

II. Holistic evaluation of demonstration of competence on teacher librarian standards

The degree to which the entries clearly demonstrate mastery of each program /state standard at the level expected of a beginning professional is evaluated.

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1. Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community (CTC 7. Diversity and Equity).
 1 2 3 4
 2. Synthesize leadership principles within the practice of information and educational technology (CTC 5. Leadership and Advocacy).
 1 2 3 4
 3. Apply instructional design principles to locate, evaluate and develop electronic materials (CTC 3. Multiple Literacies; 6. Program Administration).
 1 2 3 4
 4. Integrate theoretical perspectives to review, interpret, and apply research in learning technologies (CTC 4. Information and Knowledge).
 1 2 3 4
 5. Demonstrate effective written, electronic, and oral communications that reflect crucial thinking and information literacy (CTC 3. Multiple literacies).
 1 2 3 4
 6. Design, develop, implement, and assess learning experiences (CTC 2. Teaching for Learning).
 1 2 3 4
 7. Promote reading for learning, personal growth and enjoyment (CTC 3. Multiple literacies).
 1 2 3 4
 8. Organize collections according to standard library cataloging and classification principles (CTC 6. Program Administration)..
 1 2 3 4

III. Evaluation of required portfolio components

The degree to which the presentation of the required portfolio content was evaluated is at the level expected from a beginning professional Each component is rate as:

- 1 – The material was absent or ineffectively presented.
- 2 – The material meets the basic expectation with limited presentation.
- 3 – The materials are inclusive of all items and well demonstrated.
- 4 – The materials are all included with a high level of quality in presentation.

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1. All needed supporting information for field experience.
 1 2 3 4
 2. Technical skill demonstrated in portfolio.
 - a. Integration of original documents created using a variety of software.
 - b. Integration of visual material using scanner, digital camera, etc.
 - c. Design and organization (e.g., user-friendly, yet sophisticated) 1 2 3 4
 3. Overall presentation/design of portfolio.
 1 2 3 4