

## Online & Blended Certification Program ePortfolio Application Process 2014

The application process for certification entails creating an electronic portfolio organizing, archiving, and reflecting on your learning. Electronic portfolios (ePortfolios) are dynamic, developmental spaces representing your professional "self" on the Web. Your ePortfolio will include examples of skills and achievements, with a reflective blog element. Think of your ePortfolio as a type of learning record that provides actual evidence of achievement where others can easily see the energy, passion, and focus of your adventure into the online and/or blended classroom.

Your Online & Blended Certification ePortfolio must include:

1. Brief Biography
2. Transcript of Courses Completed
3. Three Course Artifacts & Description/Reflections
4. Evidence of Application with Students & Description/Reflections
5. Self-Reflections on Blended & Online Learning
6. Self-Evaluation of your ePortfolio

### Brief Biography & Transcript of Courses Completed

Your ePortfolio must include a brief biography detailing your background as an educator. Minimum information should include:

- Current location grade level or content area
- Past locations grade level or subject taught
- Experience using online content as an instructional tool
- List of Online & Blended Certification Courses completed.  
Title – Month/Year – Instructor (see CCSD Pathlore transcript)



### Courses Artifacts

Your ePortfolio must include three artifacts from your course work that best demonstrate your transition into the online and blended environment.

**One item from Tier I courses.** This selection of work should be about you and your desire to become an online or blended teacher.

**One item from Tier II courses.** This selection of work should represent your application of online or blended techniques and/or tools.

**One item of choice.**

For each artifact write a *reflection* describing:

- a) What the item is and from which course?
- b) Why the item was selected?
- c) Given your knowledge and experience today would you, or have you changed it? Why or why not?



## Evidence of Application with Students

Your ePortfolio must include evidence of online or blended learning instructional application with students for duration no less than 2-4 weeks. This item should demonstrate how you took the knowledge gained from the courses and applied it with students.

Artifact selection should demonstrate the tool used and application of blended or online instruction with students - possibly with a tool learned about in Tier II or online content available at your school. The review committee will be looking for:

- tool utilized to create blended or online learning opportunities, and
- how instruction was differentiated for individual learners.

Information and supporting data (e.g. live link, screen shots, software report) must demonstrate student usage. The review committee will be looking for:

- student engagement, and
- student data supporting usage.

Write a *reflection* detailing:

- a) how students accessed the online content,
- b) the duration of usage (minimum 2-4 weeks),
- c) response by students, parents, and administration, (e.g. surveys, discussions, emails) and
- d) plan for continuation, revision, or non-usage and why.



## Self-Reflections

This portion of your ePortfolio *should showcase your energy, passion, and adventure* into online and blended learning. This is a detailed self-reflection that should be 3-5 paragraphs in length.

Address the following three areas:

- *Changing Role of Teacher*: How did taking the certification courses change my thinking about my role in the classroom and what happened when I began using the techniques with my students?
- *Successes and Challenges*: Based on classroom implementation, identify successes and challenges with the online and/or blended techniques or tools. What worked well? What might you do differently next time? What might you try next?
- *Student Benefits*: How have students benefitted from the implementation of the online and/or blended techniques or tools? Include the impact on student engagement and/or student achievement.



The final step of submission will be to conduct a self-evaluation of your submission, using the evaluation rubric. The review committee will meet twice annually (January and June) to analyze Online & Blended Certification ePortfolio submissions and self-evaluations to determine if certification will be awarded. ePortfolio submissions are due by January 15<sup>th</sup> and June 15<sup>th</sup>. Notification of status will be emailed within 4-6 weeks thereafter.

**Online & Blended Certification Program  
ePortfolio Evaluation Rubric 2014**

<b>Course Artifacts</b>					
page 1 of 4	<b>Beginning 1 point</b>	<b>Developing 2 points</b>	<b>Accomplished 3 points</b>	<b>Exemplary 4 points</b>	<b>SCORE</b>
<b>Artifact</b>	Reflections are <b>not</b> detailed or complete.	Reflections describe <b>some</b> of required elements and/or multiple spelling or grammar errors.	Reflections describe <b>all</b> of required elements in detailed description with minimal spelling or grammar errors.	Reflections describe <b>all</b> of required elements using <i>multiple criteria to completely detail thoughts</i> with no spelling or grammar errors.	<b>Rubric</b>
<b>Tier I Item</b> Title: <u>  add  </u>	This selection of work <i>should be about you and your desire to become an online or blended teacher.</i> a) What the item is and from which course? b) Why the item was selected? c) Given your knowledge and experience today would you, or have you changed it? Why or why not?				
<b>Tier II Item</b> Title: <u>  add  </u>	This selection of work should <i>represent your application of online or blended techniques and/or tools.</i> a) What the item is and from which course? b) Why the item was selected? c) Given your knowledge and experience today would you, or have you changed it? Why or why not?				
<b>Choice Item</b> Title: <u>  add  </u>	This selection of work can come from either Tier I or II. a) What the item is and from which course? b) Why the item was selected? c) Given your knowledge and experience today would you, or have you changed it? Why or why not?				



Evidence of Application with Student					
page 2 of 4	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	SCORE
Student Application Artifact	Artifact was a <b>single or limited</b> implementation	Artifact was <b>narrow in scope and/or duration</b>	Artifact brings <b>new ideas and strategies</b> to the instructional learning environment	Artifact shows a <b>large amount of original thought</b> - ideas are <b>creative and inventive</b>	Rubric
	Artifact selection should demonstrate the tool used and application of blended or online instruction <u>with students</u> - possibly with a tool learned about in Tier II or online content available at your school: <ul style="list-style-type: none"> <li>• tool utilized to create blended or online learning opportunities</li> <li>• how instruction was differentiated for individual learners.</li> </ul>				
Student Response	Provides <b>no or little</b> information or data about student access and/or usage.	Provides <b>some</b> information or data about student access and usage.	Provides a <b>complete record</b> of student access, usage, and reflects on differentiated instructional usage.	Provides a <b>detailed</b> record student access, usage, and reflects on how instruction was differentiated for the individual learner	Rubric
	Information and supporting data (e.g. live link, screen shots, software report) must demonstrate student usage: <ul style="list-style-type: none"> <li>• student engagement</li> <li>• student data supporting usage</li> </ul>				
Reflection	Reflections are <b>not</b> detailed or complete.	Reflections describe <b>some</b> of required elements and/or multiple spelling or grammar errors.	Reflections describe <b>all</b> of required elements in detailed description with minimal spelling or grammar errors.	Reflections describe <b>all</b> of required elements using <i>multiple criteria to completely detail thoughts</i> with no spelling or grammar errors.	Rubric
	Write a <i>reflection</i> detailing: <ol style="list-style-type: none"> <li>how students accessed the online content,</li> <li>the duration of usage (minimum 2-4 weeks),</li> <li>response by students, parents, and administration (e.g. surveys, discussions, emails)</li> <li>plan for continuation, revision, or non-usage and why.</li> </ol>				



Self-Reflection					
page 3 of 4	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	SCORE
<b>Reflections</b>	Reflections are not detailed or complete and lack energy and passion.	Reflections describe <b>some</b> of required elements with minimal energy and passion and/or multiple spelling or grammar errors.	Reflections describe <b>all</b> of required elements with sufficient energy and passion in detailed description with minimal spelling or grammar errors.	Reflections describe <b>all</b> of required elements with high energy and passion in detailed using <i>multiple criteria to completely detail thought</i> with no spelling or grammar errors.	<b>Rubric</b>
<p><i>This portion of your ePortfolio should showcase your energy, passion, and adventure into online and blended learning. This is a detailed self-reflection that <b>should be 3-5 paragraphs</b> in length.</i></p>					
<b>Changing Role of Teacher</b>	How did taking the certification courses change my thinking about my role in the classroom and what happened when I began using the techniques with my students?				
<b>Successes and Challenges</b>	Based on classroom implementation, identify successes and challenges with the online and/or blended techniques or tools. What worked well? What might you do differently next time? What might you try next?				
<b>Student Benefits</b>	How have students benefitted from the implementation of the online and/or blended techniques or tools? Include the impact on student engagement and/or student achievement.				



e-Portfolio					
page 4 of 4	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	SCORE
Brief Biography & Transcript of Courses	Provides <b>no or little</b> information about the author and/or <b>no</b> course listing.	Provides <b>some</b> information about the author and/or <b>incomplete</b> course listing	Provides a <b>complete</b> information about the author <u>and full</u> course listing	Provides a <b>detailed</b> information about the author <u>and full</u> course listing	Rubric
	Detail your background as an educator, minimum information: <ul style="list-style-type: none"> <li>• Current location grade level or content area</li> <li>• Past locations grade level or subject taught</li> <li>• Experience using online content as an instructional tool</li> <li>• List of Online &amp; Blended Certification Courses completed.</li> </ul> Title – Month/Year – Instructor (see CCSD Pathlore transcript)				
Appearance	There was <b>no clear or logical organizational</b> structure and/or often font, color, graphics, effects, etc. detract from the presentation.	Overall organization of topics <b>appears flawed</b> and/or occasionally appearance <b>detracts</b> from presentation.	Content is <b>logically organized</b> and makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Content is <b>well organize</b> and with <b>excellent effects</b> to enhance the presentation.	
Navigation	Some links do not take the reader to the sites described. <b>Reader feels lost.</b>	Navigation takes the reader where expected to go, yet with an illogical flow. <b>User may get lost.</b>	<b>Navigation clearly labeled</b> , allows for ease of movement and maintaining reader interest.	Navigation <b>clearly labeled and consistently placed</b> <i>enhancing reader interest or understanding.</i>	
<b>POINT TOTAL</b>					
<b>Submissions scoring 36 points or higher from the review committee will be awarded certification.</b>					
	Beginning 12 – 23 points	Developing 24 – 35 points	Accomplished 36 – 42 points	Exemplary 43 – 48 points	

