

**M. Ed in Curriculum & Learning: Learning Technologies concentration
Field Experience / Clinical Practice Evaluation**

ELCL 611 – Tech Integration Virtual Mentoring

	Target	Acceptable	Unacceptable	ISTE	WPU
Lesson plan is developmentally and pedagogically appropriate and supports diverse needs of learners in meeting curriculum objectives.	Candidate has worked with and mentored peer teacher to create a technology-enhanced instructional product which can be used by the peer teacher in his/her classroom by all learners to meet specific curriculum objectives.	Candidate has created a technology-enhanced instructional product which can be used by the peer teacher in his/her classroom by all learners to meet specific curriculum objectives.	Technology-enhanced instructional product is not appropriate for use by the peer teacher in his/her classroom by all learners to meet specific curriculum objectives.	II.A, III.A, III.B, III.C, VI.B, VI.C	2,3
Lesson plan reflects an understanding of current research on educational technology and technological literacy.	Candidate has worked with and mentored peer teacher to create a technology-enhanced instructional product which demonstrates an understanding of current educational technology research and concepts.	Candidate has created a technology-enhanced instructional product which demonstrates an understanding of current educational technology research and concepts.	Technology-enhanced instructional product does not demonstrate an understanding of current educational technology research and concepts.	II.B, III.E	1,3
Lesson plan uses suitable and appropriate technology and media resources.	Candidate has worked with and mentored peer teacher to create a technology-enhanced instructional product which incorporates technology and media resources that are suitable and appropriate to the peer teacher's curricular content and technology literacy standards.	Candidate has created a technology-enhanced instructional product which incorporates technology and media resources that are suitable and appropriate to the peer teacher's curricular content and technology literacy standards.	Technology-enhanced instructional product does not incorporate technology and media resources that are suitable and appropriate to the peer teacher's curricular content and technology literacy standards.	II.C,	1,3

Lesson plan provides ideas for managing technology and media resources during the learning activities.	Candidate has worked with peer teacher to provides ideas for managing technology and media resources that are appropriate and suitable for the peer teacher's classroom setting as well as for alternative settings and classrooms.	Candidate provides ideas for managing technology and media resources that are appropriate and suitable for the peer teacher's classroom setting.	Lesson plan does not provide ideas for managing technology and media resources that are appropriate and suitable for the peer teacher's classroom setting.	II.D, VI.E	2
Lesson plan provides ideas for managing student learning and activities.	Candidate has worked with peer teacher to provides ideas for managing student learning that are appropriate and suitable for the peer teacher's learner population as well as alternative learner populations.	Candidate provides ideas for managing student learning that are appropriate and suitable for the peer teacher's learner population.	Lesson plan does not provide ideas for managing student learning that are appropriate and suitable for the peer teacher's learner population.	II.E, III.D	2
Lesson plan development reflects current accepted instructional design principles.	Candidate has worked with and mentored peer teacher to create a technology-enhanced instructional product which demonstrates an understanding of instructional design principles and current accepted instructional technology practices.	Candidate has created a technology-enhanced instructional product which demonstrates an understanding of instructional design principles and current accepted instructional technology practices.	Technology-enhanced instructional product does not demonstrate an understanding of instructional design principles and current accepted instructional technology practices.	II.F	1,3
Design and development process appropriately used a variety of technology and multimedia collaboration and authoring tools.	Candidate and peer teacher appropriately used a variety of technology and multimedia collaboration and authoring tools when creating a technology-enhanced instructional product.	Candidate appropriately used a variety of technology and multimedia collaboration and authoring tools when creating a technology-enhanced instructional product.	Candidate did not appropriately use technology and multimedia collaboration and authoring tools when creating a technology-enhanced instructional product.	V.C	1,3

<p>Collaboration and communication with peer teacher modeled effective use of communications and multimedia technologies.</p>	<p>Candidate and peer teacher appropriately used a variety of communications and collaboration technologies when creating a technology-enhanced instructional product.</p>	<p>Candidate used a variety of communications technologies when creating a technology-enhanced instructional product.</p>	<p>Candidate did not use communications technologies when creating a technology-enhanced instructional product.</p>	<p>V.D</p>	<p>1,3,6</p>
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