

Assistive Technology ePortfolio Guidelines and Rubric Revision 9/1/16
Department of Special Education and Education Leadership
Graduation Requirement

Purpose:

Today's special education teachers must have a broad knowledge base of the wide range of technologies that are available for individuals with diverse needs of all ages. Applying decision-making skills in order to match assistive technology features to student needs is learned through a variety of experiences across courses in WCE's Special Education program.

This ePortfolio (for our purposes, ePortfolio and website are interchangeable terms) will document your own personal and professional learning about AT throughout your program and serve as a showcase of your individual skills upon graduation. Additionally, it will contain a collection of valuable resources that will be useful to you and others as you embark on your new career as a special education professional.

See the image, below, exemplifying how the tabs in your AT ePortfolio and the banner for the home page might look. Of course, you will create your own design. Please be sure to see the actual page requirements at the end of this document. This is just to give you an idea of what the "lay-out" should or could look like. Please note that all of the pages are available on the home page and other pages, and that there is a drop down menu in the "tools" section, creating additional subsections.



Important Notes:

1. Your ePortfolio (website) must be set up and ready for your use by midterm week of your first quarter in the Special Education program.
2. Your first artifact must be entered into your ePortfolio by the end of the first quarter.
3. Throughout your program you will be completing a wide range of required AT-related assignments and projects in various courses. These will be scored and graded within the individual courses, as they are required, based on the course instructor's criteria.
4. Your AT ePortfolio, as a whole, will be assessed (scored and graded) by the E-ATRC Director and other Special Education faculty prior to the end of completion in the program, according to a rubric. The rubric is available on the AT ePortfolio Canvas site and you may find a copy in the Department documents on the Special Education website.

Guidelines for Creating your E-portfolio.

Options:

In order to create your ePortfolio, you may choose any application you are familiar with or willing to learn on your own initiative. Regardless of the application you select or the format you choose, you must:

- Obtain a **password free URL** associated with your ePortfolio that you can share with your course instructors to provide them with access
- Your e-Portfolio must be free of ads, so avoid options that include these

If you're not sure where to start, some suggested options follow - you will still need to have or create an account for the free versions of these applications:

- Weebly - <https://www.weebly.com/>
- Google Sites - https://www.google.com/sites/help/intl/en_GB/overview.html

If you need assistance with creating your ePortfolio site, consider the following:

- The tutorials available on the application website (see above)
- YouTube or other online video tutorials for the application you select
- Assistance from the Student Technology Center on campus
<http://www.wvu.edu/techcenter/index.shtml>
- Your peers

Design Considerations:

Go to the following site for good information about design considerations:

<http://webaim.org/resources/designers/>

In addition, keep the following points in mind:

- **Good use of space** – be clear and concise! Too much information makes comprehension difficult. information
- **Great pictures and images** - be sure they're relevant, clear, copyright-free and include ALT tags for accessibility by screen readers (see WebAIM link, above)
- **Clear, easy-to-read fonts** - keep it simple (see WebAIM link, above)
- **Make navigation simple** and clear – users should be able to easily follow a path to and through information
- **ALL ARTIFACTS AND LINKS MUST OPEN IN THEIR OWN WINDOWS.**

**Note: you will learn more about visual design during your IT courses, so you can plan on making adjustments as you grow your own IT skills.*

Required Components for the ePortfolio.

You need to have the following minimum criteria present:

Main (Parent) Pages labeled/tabbed with the following:

- ✓ Home Page
- ✓ AT and the Law
- ✓ Tools - this page should have **three additional sub-pages** (child pages).
 - ✓ Academic Supports*
 - ✓ Self-Management*
 - ✓ Low Incidence /Complex Needs*
- ✓ Decision-Making
- ✓ Implementation

** Each sub-page can have additional, related subpages that you will add as you learn about different categories of AT (for example: 'AAC/Communication' under 'Low Incidence/Complex Needs, etc.)*

Specifics for Each Page

There will be standard required components for each and every page. These are outlined below.

Home Page

Introduce yourself and share your past experience with AT. Provide a rationale/purpose and overview of the E-portfolio, as well as an explanation of how it is organized.

All Other Pages

All (each and every) subsequent pages (main and sub-pages) will include all of the following required components:

- ✓ **Overview/Summary** of AT-related key content and critical concepts
- ✓ **Reflection** on your experience and how you will apply these concepts in your teaching
- ✓ **Artifacts** of assignments/projects – in addition to including the actual artifact/product that was the outcome of the assignment, include the following:
 - A brief description of the artifact
 - The CEC tech-related standards addressed
- ✓ **Resources** w/ annotations – may include journal articles, textbooks, sample forms, websites, videos, etc.
- ✓ **Courses** that cover the content and where artifacts and resources were acquired.

ALL ARTIFACTS AND LINKS MUST OPEN IN THEIR OWN WINDOWS.

AT and the Law

The use of Assistive Technology is clearly outlined in SPED law and regulations.

Tools

There are three sub-(child) pages, which should be divided into additional sub-sections (which may be additional pages or simply identified within the specific tool page) that you will add as you learn about various categories of supports. **On the main (parent) page**, provide an overview of what is found in the supporting linked pages. Include an explanation of the various ways that tools can be conceptualized (e.g. type, category, continuum, etc.). Be sure to include resources on this main page. Sub-pages should include:

- **Academic Supports** – additional sections may include, for example:
 - **Math**
 - **Self-Management/Self-Regulation** - additional subsections may include, for example:
 - **Organizing/managing Time and Tasks**
 - **Low Incidence** - additional subsections may include, for example:
 - **Augmentative and Alternative Communication**
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Decision-Making

This section provides an overview of what it means to make decisions about AT and the various frameworks that can be used.

Implementation

This section provides an overview of 'how to' effectively utilize and fully integrate AT tools and applications in school and community settings. You will have a lot of opportunities to use AT with real students and individuals in the community and these experiences should be included here.

Additional Questions:

You may contact your advisor OR, feel free to ask:

Linda.Schleef@wwu.edu (Director of the E-ATRC)

LeAnne.Robinson@wwu.edu

Your IT 443 instructor

A.T. E-Portfolio Final Grading Rubric		Pages		
	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Unsatisfactory</i>
Home Page <u>Required Components</u> <ul style="list-style-type: none"> Overview of the ePortfolio Personal Introduction 	<u>Overview</u> ___ Provides an overview of the contents and purpose of the ePortfolio that gives the viewer a clear understanding of the ePortfolio purpose <u>Personal Introduction</u> ___ The developer provides a professional introduction that portrays him/herself in the role of a teacher ___ A prospective employer would be lead to believe that the contents in the ePortfolio are representative of someone with a broad knowledge base	<i>Although an overview is provided, it lacks a clear framework and the purpose isn't clear to an outside reviewer</i> OR <i>The personal introduction portrays the developer as in in-experienced pre-service teacher</i>	Provides only a very brief introduction OR Personal Introduction uses jargon or language that suggests a lack of maturity (e.g. uses emoticons, acronyms, or very casual text-talk type language)	Missing an Overview or provides only a title OR Missing a personal introduction
	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Unsatisfactory</i>
Pages included	___ AT and the Law ___ Tools ___ Academic Supports ___ Low Incidence ___ Self-Management/Regulation ___ Decision Making ___ Implementation	___ AT and the Law ___ Tools ___ Academic Supports ___ Self-Management ___ Low Incidence ___ Decision Making ___ Implementation	___ AT and the Law ___ Tools ___ Academic Supports ___ Self-Management ___ Low Incidence ___ Decision Making ___ Implementation	___ AT and the Law ___ Tools ___ Academic Supports ___ Self-Management ___ Low Incidence ___ Decision Making ___ Implementation
All pages contain: <u>Required Components:</u> <ul style="list-style-type: none"> Overview Reflection Artifacts Resources Courses 	All of the pages are of high quality, as demonstrated by the following criteria: <hr/> <u>Overview</u> ___ demonstrates a deep understanding of the section content and the relationship between the topic, assistive/ support tools and materials, educator roles/ responsibilities, and benefits to the user <hr/> <u>Reflection</u> ___ shows synthesis of learned content with past experiences/ learning and generalization to future application and connects to the CEC standards <hr/> <u>Artifacts</u> <i>For each one, the artifact:</i> ___ reflects the section/content category and are of high quality. ___ includes a clear and concise description of the knowledge/ skills demonstrated and show how they are applied and benefits for the end user and ___ makes explicit connections and	The majority of the pages meet the following quality indicators: <hr/> <u>Overview</u> demonstrates a basic explanation of the content and the relationship between support tools and benefits to the user <hr/> <u>Reflection</u> Shows limited synthesis and generalization <hr/> <u>Artifacts</u> <i>One artifact:</i> explanation shows only a novice or surface level understanding of the AT skill/item/ application OR does not make an explicit connection/	Half of the pages have issues in one or more of the following quality indicators: <hr/> <u>Overview</u> Summary does not show a relationship between all of these: AT, the educator's role and the end user. <hr/> <u>Reflection</u> Connections to CEC standards is superficial <hr/> <u>Artifacts</u> <i>Multiple artifacts:</i> benefits to the end user are unclear OR does not make an explicit connection/ reference to CEC standards	Missing one or more of the required components in one or more pages: <hr/> <u>Overview</u> Does not provide an overview <hr/> <u>Reflection</u> Does not provide references to CEC standards <hr/> <u>Artifacts</u> Majority of artifacts are of low quality

	<p>reference specific CEC standards</p> <hr/> <p>Resources ___ Multiple (4+) resources that are meaningful and representative of the category ___ Annotations provided for every link and give a clear idea of the resources that are provided.</p> <hr/> <p>Courses ___ Accurately identifies multiple courses and workshops/opportunities where the content was taught or covered</p>	<p>reference to CEC standards</p> <hr/> <p>Resources Provides (3) resources that are meaningful and representative of the category.</p>	<p>Resources One or more of the resources provided is not fully representative of the category or its meaningfulness is not clear.</p>	<p>Resources Provides a list of seemingly unrelated resources</p> <p>Provides less than (2) resources</p> <hr/> <p>Courses Does not identify all corresponding courses/workshops or opportunities</p>
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Design

	Exemplary	Proficient	Developing	Unsatisfactory
Visual Design	___ Selected a template that was suitable for the E-portfolio assignment ___ Utilized appropriate contrast with background/fonts and images ___ Good use of/ limited use of white space ___ All design elements support the access of the content (e.g. animations are absent or enhance the content)	An issue exists with 1 of the design components in Exemplary, making the site appear as less than professional.	An issue exists with 2 or more of the design components in Exemplary, resulting in a novice website. It is not a site that one would share with prospective employers or other professionals	Template selected made it difficult to follow/identity the pages 3 or more pages had significant challenges with 1 or more visual design components
Navigation	___ The site is well organized and easy to navigate. Visitors can clearly understand where they are and where to go next. ___ All links work ___ URL provided linked to home page and was not password protected ___ Artifacts and resources open in their own window (as opposed to taking the viewer out of the site)	1-2 artifacts do not open in their own windows OR 1-2 resources do not open in their own windows	Some navigation is unclear, resulting in a few places where visitors can become lost. OR 3 or more of the artifacts or links to outside resources do not open in their own window	Navigating the site is confusing and information cannot be found easily. OR URL to home page did not work OR Multiple issues (3+) with dead or missing links
Professionalism	___ Content in all pages follows the conventions of standard English ___ Copyright and Fair Use guidelines are followed with proper use of citations throughout the Web site. ___ The site is equally effective with both of the recommended browsers — Google Chrome and Firefox and on both the Macintosh and Windows operating systems.	A few (2-4) errors in the conventions of standard English exist. The site has some difficulty with one of the recommended browsers — Microsoft Internet Explorer or Mozilla Firefox — on either the Macintosh or Windows XP operating system	Uses jargon or language that suggests the author is immature (e.g. uses emoticons, acronyms, or very casual text-talk type language).	Copyright and Fair Use guidelines are not followed in one or more cases. Non-original material is not properly cited in one or more cases. Many errors (5+) in the conventions of standard English exist.

