

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
Requirements, Template, and Example

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Instructional Technology (ITEC)

College: Education

Department: Teaching and Learning

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted:

College Dean & email: Dr. Debbie Dailey ddailey@uca.edu

Department Chairperson & email: Dr. Allison Freed afreed@uca.edu

College Curriculum Committee Chairperson & Email: ddailey@uca.edu

Department Curriculum Committee Chairperson & email: Michelle Buchanan mbuchanan@uca.edu

1. Introduction (identify college, unit, and degree programs)

The Master of Science in Instructional Technology (ITEC) is designed to provide K-12 educators with the knowledge and skills needed to become technology leaders and practitioners. Developing skills for leadership in and the administration of these technological fields is the overarching goal of the ITEC program.

The program has a core curriculum (5 classes) and two tracks, with each track offering options for graduate certificates (15 credit hours). Completing the core and one track allows candidates to earn a master's degrees (30 credit hours).

- The first track is the Online Teaching and Learning Concentration. This track falls under CAEP accreditation as it leads to an endorsement added to a standard teaching license.

- The second track is the Leadership and Technology in Instructional Design Concentration. This track does not lead to an endorsement or license, and thus does not fall under CAEP review. For that reason, this track will be reviewed by the university assessment committee, and alignments and assessments for this track are included in the materials below.

The ITEC program aligns with the College of Education's mission: The College of Education is committed to promoting equity and empowering students to thrive as lifelong learners, enabling them to make a positive impact every day. We are proud to be Arkansas's premier educator preparation college. Dedicated to providing exemplary programs for preparing professionals, including teacher preparation for elementary, middle level, and secondary education; educational leadership; school counseling; library media; instructional technologies; higher education student personnel administration; and community leadership, the College thrives on innovation and engagement. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to improving programs and services by collaborating with organizations that share a mission focused on teaching and human development.

2. Student Outcomes

- Candidates will evaluate various instructional strategies, models, and assessments that utilize technology effectively.
- Candidates will design learning experiences integrating technology.
- Candidates will use universal design elements.
- Candidates will understand and create digital citizenship activities and programs for students.
- Candidates will advocate for and lead efforts to develop and implement technology in their classrooms.

3. Assessment Cycle

We develop an assessment report annually in mid-October. Reports are submitted every October 15th to the College of Education's assessment and accreditation director. Feedback is then provided to the program coordinator by January 15th after reviewing the reports. These reports are designed with the idea of "closing the loop" with previous years' analysis and interpretation used to guide subsequent years' actions and changes for continuous improvement.

4. Curriculum Map

- [Online Teaching and Learning Concentration](#)
- [Leadership and Technology in Instructional Design Concentration](#)

5. Assessment Methods and Measures (Formative and Summative recommended)

- Record the assessment measure(s) that evaluate each student's learning outcome (note: each learning outcome should have an associated assessment measure).

Key Assessments	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
ITEC 6301 Key Assessment: Prototype Assignment	X	X			
LIBM 6325 Key Assessment: Digital Citizenship Lesson	X			X	
ITEC 6368 Key Assessment: Professional Learning Project			X		X
Key Assessment specifically for the Leadership and Technology in Instructional Design Concentration					
ITEC 6345 Key Assessment: Action Research Project	X				
ITEC 6371 Key Assessment: Professional Podcast Assignment: Advocating for Equitable Access with UDL	X		X		X

6. Data Collection and Review

- Data is collected during the semesters when the course is offered. See the curriculum map for the program of study.
- Data is collected via Blackboard reports, rubrics, and feedback from instructors.
- The benchmark for success will be that 80% of candidates score at the proficient (3) or advanced (4) levels of each assessment.
- The faculty teaching and course is responsible for using the key assessments and rubrics. The coordinator is responsible for getting the data from Blackboard and analyzing it for the report.

7. Participation in Assessment Process

The ITEC coordinator and the faculty teaching the courses in the ITEC program. The coordinator collects the data from the faculty and/or Blackboard, analyzes the data, and writes the report. The faculty assigns the correct key assessments and uses the rubrics to score the assessments.

8. Data Analysis

Faculty engage in review and analysis of data as part of the COE assessment submission process. Prior to the October 15th submission to the COE Assessment Director, faculty review data and write an analysis, including action steps to take in response to the data. The program director writes and submits the final report based on faculty review of data, including evaluating whether any additional measures should be implemented to enhance the assessment processes or to refine the curriculum. The ITEC coordinator will take a lead role in scrutinizing the results to extract meaningful insights and lead faculty conversations around the data. Additionally, the assessment director from the College of Education will collaborate in this analytical process, providing expertise and guidance to ensure a thorough evaluation.

9. Plan for Using Assessment Results to Improve Program

The data will be used to improve the ITEC program in two ways.

1. Track Progress Over Time: The assessment data will help us identify the skills students need to pass the state-level endorsement exam. By tracking student progress throughout the program, we can make informed decisions about the curriculum in various courses.
2. Ensure Accountability: The assessment plan and the data collected will also be utilized to demonstrate the program's effectiveness to stakeholders, such as the ITEC advisory board. This process will help ensure that the program meets the needs of its students and evaluates its overall effectiveness in relation to industry standards.

10. What are the plans to evaluate students' post-graduate success?

The ITEC coordinator gathers personal email addresses from all graduates to maintain contact with them after graduation. A survey will be developed to assess whether the ITEC program has helped graduates in changing careers or advancing in their current positions. Postgraduates will also serve as members of the ITEC advisory board.

The COE Assessment Director collects all emails of graduating candidates via an "end of term survey". The emails collected from this survey are then used 1-year post graduation to request feedback on a "post-graduation / completer satisfaction survey." Data from this survey are collected 1-year post-graduation (May) and shared to the program director in early fall (August). This completer satisfaction survey is used in tandem with the IR completer satisfaction survey deployed in April to increase the number of responses. The COE Assessment Director works with IR to coordinate this two-stage process.

11. What are the plans to evaluate teaching effectiveness?

Teaching effectiveness can be assessed using the evaluation methods we have proposed. If students' scores differ significantly from one year to the next and there is a new instructor, it may be necessary to evaluate the effectiveness of the teacher. Additionally, in collaboration with the department chair, the ITEC coordinator can address any concerns regarding the performance of adjunct faculty and work with the chair to develop an improvement plan.

12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

Curriculum maps, assignments, and rubrics are appended below.

13. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:
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Appendix A. Curriculum Program of Study

M.S. Degree: Instructional Technology
Concentration: Online Teaching and Learning Program of Study ¹
30 Semester Hours
Please contact Dr. Allison Freed afreed@uca.edu, Program Coordinator

Core Curriculum- 15 credit hours

(Courses taught on rotation) F=Fall; Sp=Spring; Su=Summer

Prefix	Nmbr	Course Title
LEAD	6321	Research Methods (F,Sp,Su)
LIBM	6325	Copyright, Intellectual Property, and Digital Citizenship (Sp,Su)
EDDL	7300	Foundations of Digital Age Teaching and Learning (F)
ITEC	6301	Instructional Design using Technology (F)
ITEC	6368	Technology Planning and Leadership (Su)

Online Teaching and Learning- 15 Credit Hours (Graduate Certificate)

Prefix	Nmbr	Course Title
ITEC	6371	Universal Design for Learning (Su)
ITEC	6372	Online Education Course Design, Delivery, Implementation, and Evaluation (F)
ITEC	6373	Online Teaching and Instructional Strategies (Su)
ITEC	6380	Supporting Student Success in Online Teaching *Capstone course with DESE exam leading to endorsement added to an existing teaching license (Sp)
ITEC	6341	Design and Production of Media Resources for Online Courses (F)

***An endorsement and/or graduate certificate may be earned by taking the 15 credit hours for Online Teaching and Learning **and passing the required AR endorsement exam.**

**All courses are 100% online- course delivery will consist of:

Synchronous delivery: Students online on the day/time the course is offered to collaborate and discuss content.

Asynchronous delivery: You have assignments and deadlines to meet, working on your own.

***Taking 6372 and 6380 simultaneously is not recommended.** You may enroll in both courses during the same semester with approval from your advisor; however, the content for 6372 is beneficial (RE: necessary) to complete the DESE exam that you complete during 6380.

¹ This track leads to an endorsement to a standard teaching license and is reviewed by CAEP

Online Teaching and Learning Program of Study Plan Master's Degree (30 hours)					
Summer Start	Summer 1 ITEC 6373 ITEC 6371	Fall 1 ITEC 6372 ITEC 6341	Spring 1 ITEC 6380 LEAD 6321	Summer 2 ITEC 6368/7368 LIBM 6325	Fall 2 ITEC 6301 EDDL 7300

Online Teaching and Learning Graduate Certificate Program Study Plan (15 hours)		
Summer ITEC 6371 ITEC 6373	Fall ITEC 6341 ITEC 6372	Spring ITEC 6380

M.S. Degree: Instructional Technology
Concentration: Leadership and Technology in Instructional Design Program of Study
30 Semester Hours

Please contact Dr. Allison Freed at afreed@uca.edu, Program Coordinator

Courses taught on rotation: F=Fall; Sp=Spring; Su=Summer

Core Curriculum- 15 credit hours

Prefix	Nmbr	Course Title
ITEC	6301	Instructional Design using Technology (F)
LEAD	6321	Research Methods (F,Sp,Su)
LIBM	6325	Copyright, Intellectual Property, and Digital Citizenship (Sp,Su)
ITEC	6368	Technology Planning and Leadership (Su)
EDDL	7300	Foundations of Digital Age Teaching and Learning (F)

Concentration Courses- 15 Credit Hours

Prefix	Nmbr	Course Title
ITEC	6371	Universal Design for Learning (Su)
ITEC	6344	International Perspectives on Instructional Technology and Design (Sp)
ITEC	6345	Applied Research and Assessment in Instructional Technology and Design (Sp)
EDDL	7312	Digital Age Professional Development (F)
ITEC	6399	Capstone in Leadership and Technology in Instructional Design (F)

***A graduate certificate may be earned by taking the 15 credit hours for Leadership and Technology in Instructional Design

**All courses are 100% online- course delivery will consist of:

- Synchronous delivery: Students online on the day/time the course is offered to collaborate and discuss content.
- Asynchronous delivery: You have assignments and deadlines to meet, working on your own.

Leadership and Technology in Instructional Design Master's Program Study Plan (30 Hours)					
Summer Start	Summer 1 ITEC 6371 LEAD 6321	Fall 1 ITEC 6301 EDDL 7312 or EDDL 7300	Spring 1 ITEC 6344 ITEC 6345	Summer 2 ITEC 6368/7368 LIBM 6325	Fall 2 ITEC 6399 EDDL 7300 or EDDL 7312

Leadership and Technology in Instructional Design Graduate Certificate Program Study Plan (15 hours)		
Spring ITEC 6344 ITEC 6345	Summer ITEC 6371	Fall EDDL 7312 ITEC 6399

Appendix B. Assignments and Rubrics

ITEC 6301- [Prototype Assignment.pdf](#)

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Empathy and Definition	Well researched and clear problems that affect others. Problems and challenges well defined.	Problem is stated with some research. Problem is defined.	The problem and challenges are not clearly defined.	Section is poorly developed or not addressed.
Problem Statement (SLO 1 & 2)	Problem statement aligns exceptionally well with the data collected from the empathy phase. Includes research to show how others have solved similar problems using technology, including rationales.	Problem statement aligns well with the data collected from the empathy phase. Includes research to show how others have solved similar problems using technology, including rationales.	Problem statement does not align well with the data collected from the empathy phase. It may or may not include research to show how others have solved similar problems using technology. Does not include rationales.	Problem statement does not align well with the data collected from the empathy phase. It does not include research to show how others have solved similar problems using technology. Does not include rationales.
Goals and Objectives (1-3-5)	The goals and objectives are fully aligned to the actual prototype presented.	The goals and objectives are aligned to the prototype presented.	The goals and objectives are not clearly aligned to the prototype presented.	No objectives or goals are presented.
Instructional Design Model Alignment (SLO 1)	The alignment and rationale are clear, concise, and detailed with 3-5 sentences.	The alignment and rationale are present using 3-5 sentences.	The alignment and rationale are missing a clear alignment to the prototype.	There is little description or alignment presented.

Creativity in Prototype Product (SLO 2)	The prototype demonstrates a high level of creative effort. The design and thinking around it help to solve a problem or display an idea in an interesting and clear way.	The prototype demonstrates a creative effort. The design and thinking around it help to solve a problem or display an idea.	The prototype demonstrates a low level of creativity. The design and thinking may not solve a problem or fully explain an idea.	The prototype is lacking in creativity. It did not align with the specifications of the assignment.
Test and Implementation	Tested with colleagues, students, administrators. Collected significant data from their experiences.	Tested with colleagues and others. Collected data from testers' experience.	Tested, but with users that would not be affected by the prototype. or Little data collected.	Not tested in a significant way and no data collected.
Reflection	The reflection is well thought out and detailed with clear descriptions and rationales.	The reflection has clear descriptions, details, and rationales.	The reflection is lacking details, descriptions, and rationales.	The reflection does not include details, descriptions, and rationales,
Grammar and Conventions	Clearly written, with no or very few mistakes.	Written well, with a few mistakes.	More than a few mistakes make it difficult to follow.	The mistakes take away from the message.

	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Instructional Goals/Lesson Objectives 5 points (SLO 4)	Objectives clearly stated, relate to meaningful skills or concepts essential to student learning, and include higher level thinking skills.	Objectives are appropriately identified; objectives are specific, observable, and measurable.	Objectives are appropriately identified, but may not be specific, observable, and/or measurable.	Objectives are not identified or not appropriate for the grade level, developmental level, or topic.
Standards ISTE, AASL, and/or State Standards (2 of the 3 must be included) 5 points (SLO 1)	Professional standards are clearly identified and connected to the lesson's objectives. 2 of the 3 standards are used.	Professional standards are identified and connect to objectives, but missing one of the 2 required.	Reference to a standard, but missing one of the 2 required, and standard does not clearly align with lesson activities.	There is no apparent reference to a standard or inappropriately addresses standards that do not connect to the objectives of the lesson.
Materials Needed 5 points	Variety of resources are creative, connect to “real world”, and effectively integrate technology into the lesson. Resources used to create lesson are included.	Variety of resources are included. Technology is integrated into the lesson.	Materials list is included.	Materials list is missing entirely. Little thought put into what is needed for the success of this lesson.
Lesson Activities 5 points (SLO 4)	A full list of steps to complete the lesson are given. Steps are fully described to explain fully how they should be completed and the needed order for their completion.	A list of steps needed to complete the lesson is given. Each step is described to fully explain how it could be completed.	A list of steps needed to complete the lesson.	Little or no direction is given on how to proceed with the lesson.

Assessment 5 points	Assessments are based on clearly defined, observable lesson objectives. Assessment strategies are described.	To some degree, assessments have been based upon lesson objectives. All objectives appear to be assessed properly.	How student learning will be assessed is vaguely stated. There is some mention of educational objectives, but inadequate or incomplete direct connection to how the student will be assessed.	Method for assessing student learning and evaluating instruction is missing.
Organization 5 points	Organization is clear with formatting that strongly supports readability. Writing is professional with no noticeable grammar, usage, spelling, or punctuation errors.	Organization is clear and formatting supports readability. Writing contains a few grammar, usage, spelling, or punctuation errors that do not impede readability.	Organization is generally clear, but may be poorly formatted. Writing contains some grammar, usage, spelling, or punctuation errors.	Organization may be lacking focus, making the ideas difficult to follow. Writing has numerous grammar, usage, spelling, and punctuation errors.

This rubric utilizes a 4-point scale to assess understanding and specific criteria related to your presentation and accompanying materials. Each criterion will be evaluated based on the following scale:

- **4 - Exemplary:** Demonstrates a thorough and insightful understanding, exceeding expectations.
- **3 - Proficient:** Demonstrates a clear and accurate understanding, meeting expectations.
- **2 - Developing:** Demonstrates a basic understanding, but needs further development in certain areas.
- **1 - Beginning:** Demonstrates a limited understanding and significant development is needed.

Criterion	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Outlined Major Points (SLO 5)	The presenter clearly and comprehensively outlined all major points of the topic, providing necessary context and detail.	The presenter outlined the major points of the topic in a clear and understandable manner.	The presenter attempted to outline the major points, but some key elements were missing or unclear.	The presenter did not clearly outline the major points of the topic, making it difficult to follow.
Related Ideas for Peer Understanding	The presenter skillfully connected the ideas of the work in a way that was highly accessible and engaging for peers, demonstrating a strong awareness of audience understanding.	The presenter related the ideas of the work in a manner in which his/her peers could understand.	The presenter attempted to relate the ideas, but the connections were sometimes unclear or difficult for peers to follow.	The presenter did not effectively relate the ideas of the work in a way that was understandable for peers.
Reflected on Significance	The presenter provided a thoughtful and insightful reflection on the significance of the topic, clearly articulating its relevance to both instructional	The presenter reflected on the significance of the topic as it relates to instructional technology and/or leadership.	The presenter attempted to reflect on the significance, but the connection to instructional technology and/or leadership was vague or underdeveloped.	The presenter did not adequately reflect on the significance of the topic in relation to instructional technology and/or leadership.

	technology and leadership with specific examples.			
Presentation Thoroughness, Conciseness, & Development (SLO 2 & 5)	The presentation was exceptionally thorough, covering all necessary aspects of the topic in a concise and well-organized manner, demonstrating strong development of ideas and logical flow.	The presentation was thorough, concise, and well-developed.	The presentation was either lacking in thoroughness, too lengthy or disorganized, and/or the development of ideas was weak.	The presentation was incomplete, rambling and difficult to follow, and lacked clear development of ideas.
Presentation Neatness, Cleanliness, Font & Graphics (SLO 2)	The presentation was exceptionally neat, clean, and professional in appearance, utilizing appropriate and effective font and graphics in moderation to enhance understanding and engagement.	The presentation was neat, clean, and used appropriate font and graphics. (*Fun fonts, colors, and graphics are ok to use in moderation. Remember the YouTube video and UDL principles.)	The presentation had some issues with neatness, cleanliness, or the use of font and graphics was distracting or inappropriate.	The presentation was disorganized, difficult to read, and/or the use of font and graphics significantly detracted from the content.
Screencast Fun & Creative (10-15 min) (SLO 2)	The screencast video was highly engaging, creative, and effectively utilized visual elements to enhance learning. The video adhered precisely to the 10-15 minute time limit.	The screencast video was fun and creative. The video length was between 10-15 minutes.	The screencast video lacked significant creativity or engagement, and/or the video length was noticeably outside the 10-15 minute range.	The screencast video was unengaging and lacked creativity, and/or the video length was significantly outside the required time frame.
Screencast Clarity & Continuity (SLO 2)	The screencast video conveyed information with exceptional clarity and logical flow, ensuring a	The screencast video contained clarity and continuity in the information it conveyed.	The screencast video had some instances of unclear information or a disjointed flow, making it somewhat	The screencast video lacked clarity and continuity, making it very difficult to understand the information

	seamless and easy-to-understand learning experience.		difficult to follow.	presented.
Professional Learning Materials - APA Formatting	The Professional Learning training materials adhered flawlessly to APA formatting guidelines throughout, demonstrating meticulous attention to detail.	The Professional Learning training materials used appropriate APA formatting.	The Professional Learning training materials contained several errors in APA formatting.	The Professional Learning training materials demonstrated a lack of understanding or application of APA formatting guidelines.
Professional Learning Materials - Grammar, Spelling, & Syntax	The Professional Learning training materials were exceptionally well-written with no errors in grammar, spelling, or syntax, demonstrating a high level of professional communication.	The Professional Learning training materials used appropriate grammar, spelling, and syntax.	The Professional Learning training materials contained some noticeable errors in grammar, spelling, or syntax that occasionally detracted from clarity.	The Professional Learning training materials contained numerous errors in grammar, spelling, and syntax that significantly hindered understanding.
Posted on Discussion Board	The presentation and all accompanying materials were promptly and correctly posted on the discussion board, facilitating easy access for classmates.	Presentation and materials were posted on the discussion board for classmates to view.	The presentation or some materials were posted late or were difficult for classmates to access on the discussion board.	The presentation and/or materials were not posted on the discussion board for classmates to view.

ITEC 6345- Applied Research and Assessment for Instructional Technology

[UCA: Assignment Description ITEC 6345 Action Research Project](#)

Criterion	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Problem Identification and Research Question (SLO 1)	Research question is clear, focused, and directly connected to the chosen ISTE standards. Demonstrates a strong understanding of relevant literature.	Research question is clear but may not fully connect to ISTE standards. Literature review demonstrates some understanding.	Research question is unclear or not well-developed. Limited demonstration of knowledge regarding relevant literature.	Research question is missing or irrelevant to the task. No literature review presented
Supporting students with learning goals and progress monitoring	Artifact evidence that shows a learner's learning goal-setting was guided and there was substantial progress monitoring in a platform or tool, and guides learners to meet their goals.	Artifact evidence that shows a learners' learning goal-setting was guided and there was progress monitoring in a platform or tool, and guides learners to meet their goals.	Limited artifact evidence that shows a learners' learning goal-setting was guided and there was progress monitoring in a platform or tool, and guides learners to meet their goals.	Missing or no evidence that shows a learners' learning goal-setting was guided and there was substantial progress monitoring in a platform or tool, and guides learners to meet their goals.
Intervention Design and Implementation (SLO 1)	Intervention plan is well-designed, utilizes educational technology for alternative assessment, and aligns with the research question and ISTE standards. Includes student voice.	Intervention plan is mostly designed and utilizes technology, but may not fully address alternative assessment or ISTE standards. Includes student voice.	Intervention plan is partially designed with limited use of technology or consideration of alternative assessment. No student voice included.	Intervention plan is missing or poorly designed, with no use of technology. No student voice included.
Data Collection and Analysis (SLO 1)	Data collection methods are diverse, well-chosen, and provide comprehensive insights into the intervention's	Data collection methods are appropriate but may lack variety. Data analysis is mostly sound, but may not fully support	Data collection methods are limited or poorly chosen. Data analysis is weak or absent, hindering interpretation of results.	Data is missing or poorly collected. No attempt at data analysis is made.

	effectiveness. Data analysis is thorough and demonstrates clear connections to the research question and ISTE standards	conclusions or relate to ISTE standards.		
Reflection and Reporting	Reflection demonstrates deep understanding of the research process, considers ethical implications, and provides valuable insights for future practice. Presentations are clear, well-organized, and effectively communicate findings and recommendations related to ISTE standards and school community	Reflection shows some understanding of the research process and ethical considerations. Presentations are mostly clear but may lack organization or fail to fully address ISTE standards and their impact on the school community.	Reflection lacks depth or analysis of the research process and ethical considerations. Presentations are unclear, poorly organized, or does not address ISTE standards or school community	Reflection is missing or irrelevant. All or some presentations are absent or poorly constructed.

Professional Podcast Assignment: Advocating for Equitable Access with UDL

Rubric Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Understanding of UDL (SLO 3)	Demonstrates deep understanding of UDL principles 3.0.	Demonstrates a solid understanding of UDL principles.	Demonstrates a basic understanding of UDL principles.	Lacks understanding of UDL principles.
Needs Assessment	Thoroughly identifies and analyzes barriers to learning for the target learner group.	Identifies and analyzes key barriers to learning for the target learner group.	Identifies some barriers to learning but analysis is limited.	Fails to identify or analyze barriers to learning.
Technology Solution (SLO 1)	Proposes a highly innovative and effective technology solution that directly addresses the identified barriers.	Proposes a relevant and feasible technology solution that addresses the identified barriers.	Proposes a technology solution that partially addresses the identified barriers.	Fails to propose a viable technology solution.
Advocacy including artifacts as evidence (SLO 5)	Effectively advocates for the technology solution, providing compelling arguments and evidence. Shares podcast with stakeholders. Includes artifacts.	Advocates for the technology solution with clear and persuasive arguments. Shares podcast with stakeholders. Includes artifacts.	Attempts to advocate for the technology solution but lacks clarity or evidence. Little to no evidence of sharing podcast with stakeholders. May not include artifacts.	Fails to advocate for the technology solution. No evidence of sharing podcast with stakeholders. Does not include artifacts.

Shared Vision for Technology included in podcast (SLO 5)	The vision statement for technology use at your school or place of work is thoroughly discussed in podcast 1.	The vision statement for technology use at your school or place of work is discussed in podcast 1.	The vision statement for technology use at your school or place of work is discussed briefly or does not include context in podcast 1.	The vision statement for technology use at your school or place of work is not discussed in podcast 1.
Podcast Quality	Produces two professional-quality podcasts with clear audio, engaging content, and effective use of multimedia.	Produces two well-structured podcasts with good audio quality and relevant content.	Produces two podcasts with some technical issues and limited content.	Produces one or two podcast with significant technical issues and poor content.
Alignment with ISTE Standard	Demonstrates strong alignment between the podcast and ISTE Standard Indicator 2.2 a & b.	Demonstrates solid alignment between the podcast and ISTE Standard Indicator 2.2 a & b.	Demonstrates some alignment between the podcast and ISTE Standard Indicator 2.2 a & b.	Lacks alignment between the podcast and ISTE Standard Indicator 2.2.a & b.