

# Portfolio Artifact Criteria – AECT Standards

Standards	Portfolio Criteria
<p><b>Standard 1: DESIGN</b>  <b>Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.</b></p>	
<p>1.1. a Utilize and implement design principles that specify optimal conditions for learning.            1.1. b Identify a variety of instructional systems design models and apply one model.</p>	<p><b>Artifacts demonstrate principles of ADDIE model (or other instructional systems design)</b></p>
<p>1.1. c Identify learning theories from which each model is derived and the consequent implications.            1.1.1. a Write appropriate objectives for specific content and outcome levels.            1.1.1. b Analyze instructional tasks, content, and context.</p>	<p><b>Artifact demonstrates ability to apply learning theory, identify objectives and analyze tasks.</b></p>
<p>1.1.2. a Create a plan for a topic of content to demonstrate application of the principles of macro-level design. OR            1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.            1.1.4. a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, and training) that address the needs of all learners, including appropriate accommodations for learners with special needs.</p>	<p><b>Artifact demonstrates a unit or instructional plan for specific learners. And accommodations for learners with special needs.</b></p>
<p>1.1.5. a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.            1.1.5. b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.            1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures</p>	<p><b>Artifact demonstrates use of assessment measures.</b></p>
<p>1.2. a Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction.            1.2. b Apply principles of educational psychology, communications theory, and</p>	<p><b>Exemplary use of visual and message design techniques in overall presentation of the portfolio</b></p>

visual literacy to the development of instructional messages specific to the learning task. 1.2. c Understand, recognize and apply basic principles of message design in the development of a variety of communications with their learners.	
1.3. a Select instructional strategies appropriate for a variety of learner characteristics and learning situations. 1.3. d Select motivational strategies appropriate for the target learners, task, and learning situation.	<b>Artifact that demonstrates selection of instructional and motivational strategies.</b>
1.3. c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective 1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation. 1.4. b Describe and/or document specific learner characteristics which influence the selection of instructional strategies. 1.4. c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.	<b>Artifact that demonstrates knowledge of learner characteristics and learning situations.</b>
<p><b>Standard 2: DEVELOPMENT</b>  <b>Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.</b></p>	
2.0.1 Select, use and apply appropriate media using design principles to produce effective learning environments, instructional and professional products.	<b>In the rationale, include application of design theories to the development of the portfolio.</b>
2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products. 2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.	<b>Artifact that demonstrates application of evaluation techniques for increased effectiveness of the product.</b>
2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.	<b>Overall quality of entire portfolio.</b>
2.1.4 Produce instructional and professional products using various aspects of integrated application programs.	<b>Overall quality of entire portfolio that demonstrates range of skills.</b>
2.2.1 Apply principles of visual and media literacy for the development and production of instructional and professional materials and products. Design and produce computer-based technologies that include or use	<b>Overall portfolio includes a range of electronic and print based media including web pages, audio wav files,</b>

Audio/video, digital, imaging devices, authoring tools, telecommunication tools,	<b>video files, and digital images.</b>
2.2.2 Apply development techniques such as storyboarding and or scripting to plan for the development of audio/video technologies.	<b>Artifact that demonstrates development techniques of storyboarding.</b>
2.4.2 Develop and prepare instructional materials and products for various distance education delivery technologies	<b>Artifact that demonstrates materials for distance delivery.</b>
2.4.5 Develop effective Web pages with appropriate links using various technological tools (e.g., print technologies, imaging technologies, and video).	<b>Overall portfolio includes a range of electronic and print based media with correct hyperlinked pages.</b>
<p><b>Standard 3: UTILIZATION</b>  <b>Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.</b></p>	
3.4.1 Identify and apply standards for the use of instructional technology. 3.4.2 Identify and apply policies which incorporate professional ethics within practice. 3.4.3 Identify and apply copyright and fair use guidelines within practice.	<b>Throughout portfolio demonstration of ethical standards regarding copyright, fair use, accessibility.</b>
3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies. 3.4.5 Identify policies and regulations which apply to the utilization, application, and integration of distance delivery technologies.	<b>Artifact related to issues involving distance delivery technologies</b>
<p><b>Standard 4: MANAGEMENT</b>  <b>Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.</b></p>	
4.0.1 Demonstrate leadership attributes with individuals and groups (e.g., interpersonal skills, group dynamics, team building).	<b>Artifact that indicates group work involving interpersonal skills and team building.</b>
4.1.1, 2.1, 3.1 Apply project management, resource management, delivery system management or information management techniques in various learning and training contexts	<b>Artifact that demonstrates ability to apply management techniques.</b>

## Standard 5: EVALUATION

**Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.**

5.1.1 Identify and apply problem analysis skills in educational technology contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

**Artifact that demonstrates ability to apply problem analysis and annotation to discuss parameters.**

5.2.1 Develop and apply criterion-referenced measures, formative and summative evaluation strategies Or a long-range strategic plan in a variety of educational technology contexts,

**Artifact that demonstrates evaluation criteria.**