# ePortfolio Cover Page

This document contains supporting material for obtaining an Instructional Technology Coordinator's License from the state of Wisconsin.

for David Heup

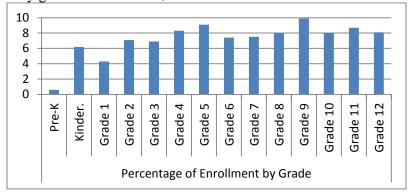
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## **Part 1: School District Profile**

Bonduel School District in located in Northeast Wisconsin about 30 miles west of Green Bay. It has about 890 students and 110 staff (all staff, not just teachers). The student breakdown is as follows<sup>1</sup>:

Enrollment by gender: 43% Male, 57% Female



Ethnicity: 93.6% White; Native American 2.8%; Hispanic 2.7%; Black 0.8%; Asian 0.1% Economically Disadvantaged: 40%

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<sup>&</sup>lt;sup>1</sup> Data compiled from http://data.dpi.state.wi.us/data/

#### Part 2: Observations

#### Log entry #1

- ➤ Observation Date(s). February 7, 8 AM 11:30
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). The school district has combined the duties and responsibilities of the middle school principal with the IT Director. There is a fulltime Network Administrator under the IT Director, and the school has a committee comprised of teachers from each level (K-5, 6-8, and 9-12) as well as the Network Administrator.

The teachers on the committee receive a supplemental contract to act as the first contact for support. They are also empowered to call the vendors' customer support should the need arise. In addition, they conduct training for the rest of their team members. This provides each level with very targeted training, rather than a "one size fits all" approach of training for the entire staff at once.

➤ Challenges observed and/or noted by the person you are shadowing.

The combined duties sometimes interfered with the ability to focus on one job or the other. For instance, my meeting with Mr. Margelofsky was interrupted by a couple of phone calls for the principal.

Another challenge that presented itself was the fact the he was relatively new in his position. Mr. Margelofsky was the interim Principal / IT Director last year and took over the duties on a permanent basis this year. While the previous person was able to assist in the transition, there were still aspects that left gaps in the process. One example was a storage room containing about 30 copies of software still in the original boxes. Is this a case of needing the materials for licensing? Is the software still being used? Can the school district legally give the software away? These are questions to which his predecessor might have known the answers, but Mr. Margelofsky did not.

➤ Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

One thing that struck me was that Mr. Margelofsky was not afraid to tackle the mundane tasks associated with technology. For instance, the multiple boxes of software mentioned earlier were taking up a lot of space in a storage closet. I'm sure he could have asked someone to open all the boxes and take out the CD's, but he jumped right in and did it himself.

## Log entry #2

- ➤ Observation Date February 16, 201, 8:30 to 1:30
- Best practices observed (Examples of procedures, organizational structure, staffing, etc.). Today I observed a Technology Coordinator's Meeting. The meeting was between the Technology Director and 8 staff from all levels in the district. Substitutes were hired for the day for each of the teachers. This is an important means of communication between

all of the departments, and serves to facilitate the implementation of technology throughout the district.

- ➤ Challenges observed and/or noted by the person you are shadowing.

  One of the challenges of holding a meeting during the day like this is finding and getting ready for subs in the classroom. Classroom teachers often say it is harder to get ready for a sub than it is to teach. The commitment of these teachers to this important task was noted. Again, the "Principal" had to leave the meeting at one point to deal with student issues, but the network coordinator was able to run the meeting in his absence.
- Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

The meeting started with an "issues" session. Each person shared problems and concerns they were having in their area. These issues were then assigned to people to solve. This distributed approach helps to prevent jobs falling to just a couple of people, and empowers people to specialize in areas rather than trying to learn everything.

The meeting then went on talk about upcoming events and activities including the spring inservice for all staff, upgrading to Windows 7 and Office 10, the Tech Plan, budget and a plan for imaging the computers for the next school year.

I was a little surprised that there were several versions of OS and Office running within the district. I know that supporting multiple versions of software is difficult, and I would try to keep all of the computers on the same version.

I thought the meeting as a whole was very productive. While there was time for "chit chat" (including seeing one person's Super Bowl pictures as a way to show Microsoft's Photo Fuse), the tone of the meeting was focused.

## Log entry #3

- ➤ Observation Date(s) March 9, 3:30 to 6:00 PM; March 10, 8:00 AM to 12:00 PM
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). I think I have mentioned this before, but I was once again impressed with the openness of the budget process. Mark presented a spreadsheet with all of the numbers for the remainder of this year and a projection of estimates for next year.

Another point which bears mentioning is the time of the evening meeting. Although the staff are compensated, it still was nice not to hear anyone complaining. I don't think it was because I was there either. It seems that this group of people really takes their extra duties seriously and willingly.

The last item I wish to point out is the structure for the technology inservice days. The school district has two all-day inservices for technology, but they structure them so as not to lose any contact time for the children. The K-5 staff have inservice on one day and the 6-12 staff have it on another. This way, half the students are in session both days, but yet everyone gets an entire day of training. Part of the inservice day includes a chance for staff to practice what they have learned. This is very important, as one of the biggest

hindrances to adopting new technology is the time it takes to develop it for the classroom.

The presentations had three requirements: 1. ISTE/NETS standards based; 2. Provide "Real" requirements; and 3. Tied to increased learning, engagement, and/or differentiation. By focusing on these requirements, the technology team can go to the superintendent and school board with documentation that the benefits of the inservice outweigh the costs.

#### ➤ Challenges observed and/or noted by the person you are shadowing.

Budget issues are a continuing challenge. In the meeting, Mark made the comment that the tech committee and inservice days are always targeted for cuts. During the day we discussed the budget a little more, and Mark brought up the need for justification of expenditures for this fiscal year.

## ➤ Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

I attended the bi-monthly evening meeting of the technology committee. The meeting began with the familiar round-robin discussions of current issues. Several people commented on how short the list was getting compared to the beginning of the year. This was welcomed by all the members as it makes their jobs easier.

The next topic for discussion was the spring inservice. Final plans and arrangements were made for the inservices which will be taking place on March 18th and 25th. The inservice on the 18th is for the K-5, and the 6-12 will be on the 25th. Both groups were pretty well organized and ready for their events. This again is a statement to the dependability and reliability of the staff, but couldn't be accomplished without strong leadership from Mark.

The meeting moved on to the planned updates. The district is moving to Windows 7 and Office 10. The migration will be done in stages with the technology staff going first. This will allow people with a little higher level of expertise the chance to anticipate questions / problems before rolling out to the general population. One of the biggest challenges I foresee is the big difference between Office 2003 (their current version) and Office 10. I consider myself an expert or at least a "power user", and I still have times when I can't find something in Office 10 that I know how to do easily in 2003.

On Friday the 10th, Mark went over the way he organizes and requests bids. When he needs a bid for something, he sends an email to all vendors. He typically uses one of two approaches. If he knows exactly what the school is looking for, he will simply request a bid for that item or items. Simple things like printer cartridges are bid this way. Sometimes a project does not specific make or model. In that case, he will send out more of a "request for proposal" than an actual bid. The problem with this scenario is that it is sometimes difficult to compare two proposals because, while one may have a better price, the product of the second might have a better service record. In this case, a decision is made which direction to go, and there might actually be another request specifically for the product chosen.

## Log entry #4

- ➤ Observation Date(s) March 18, 8:15 to 3:15
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). This was the elementary school's inservice day. After a short introduction by Mark, the staff split into two groups: The lower elementary group and the upper elementary group. Both of the groups were led by the technology team member from their area. After the introduction, Mark pretty much left the groups on their own, only checking in once in a while mostly to answer questions about procedures, rather than to do any direct observation of the presentation.

The groups were each given two hours in the afternoon to create something they could use in their classroom. Each person had to submit a short (one paragraph) description of what they created, the standards it addressed, and how they would use it. By having so many examples, it should be easier to justify having technology inservice days.

➤ Challenges observed and/or noted by the person you are shadowing.

Only the same challenge as has been previously noted: Not being able to focus on being a tech coordinator while still having the responsibilities of a middle school principal. It will be interesting to see the difference next week when the middle school will be having inservice, thus relieving Mark of the need to handle student issues.

➤ Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

I bounced between the two groups observing and assisting as I was able. Since this was a hands-on training, I was able to assist many people. One funny thing that happened was my reception with the two groups. The upper elementary group welcomed me as I would expect. However, when I walked into the lower elementary group, I was greeted with "Stranger Danger!" Anyway, I enjoyed helping and even created a Smart Notebook for helping write in cursive.

## Log entry #5

- ➤ Observation Date March 25, 8:00 to 3:30
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). Today was an inservice day for the middle and high school teachers. The agenda was very similar to last week's elementary inservice, although with appropriate age level focus.

The staff self-selected one of two groups to join: "Technology Loves Me" or "I Love Technology, but it doesn't love me back." There was no option for people who didn't love technology;-) The topics discussed were collaborative tools such as WikiSpaces, Gaggle, & others and open source photo / video editing. Both groups of people went to both sessions. The presenters tweaked the demonstration to fit the level of the group.

In the afternoon, people selected one of two SmartBoard sessions: How to find and use lessons or Using clickers.

By allowing staff to choose the level of presentation and the topic, the staff is more likely to buy into the training and the more likely the training will be successful.

- ➤ Challenges observed and/or noted by the person you are shadowing.

  This week, things worked smoothly. Not having to divide his time between duties of principal and IT Director, Mark was able to focus completely on the inservice training.
- Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

Again, the staff welcomed me and was receptive to the help I could offer. The presenters were very well prepared which made Mark's job pretty easy (for that day ©)

#### Log entry #6

- ➤ Observation Date April 1, 8:00 to 12:00
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). I was assisting in researching software upgrades, and commenting on a proposed policy change for web pages by the staff and students. An outside critique of the policy means that the policy will be better. As an independent observer, I might notice things that inside staff take for granted. I was able to offer minor suggestions in continuity and phrasing that made the policy more consistent.
- ➤ Challenges observed and/or noted by the person you are shadowing.

  If things went smoothly last week, this week was about 180 degrees the other direction. I saw Mark for about 15 minutes during the entire morning. The rest of the time he was busy with being a middle school principal.
- Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

At one point in the morning, I was on hold with a software company for about a half an hour. I spent the time reading and commenting on the policy, but had I been in Mark's place, I wouldn't have been able to do that. Even dual-tasking like I was, would have been impossible for Mark who was interrupted with his other duties.

## Log entry #7

- ➤ Observation Date April 5, 8:00 to 12:30
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.). This was the all-day technology committee meeting. Normally, the members are given work time at the end of the day to tackle projects discussed during the meeting. Due to a scheduling problem, staff were given the opportunity to work on projects during the middle of the afternoon, and a computer demonstration was scheduled for later in the day. Unfortunately, due to my own scheduling conflict, I couldn't attend the demonstration.

- Challenges observed and/or noted by the person you are shadowing.

  About the only problem I observed was the necessity to change the meeting format because all of the computer labs were booked full for the MAPs testing. This really isn't a significant problem as it only happens a couple of times per year, and workarounds such as changing the meeting time or using laptops are available.
- ➤ Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

One comment made by the network administrator reinforced the benefit of having a strong technology committee. He commented that the ideal ratio of tech support to computers is about 150 to 1. At Bonduel, the ratio is 4 times that. He said that was only possible because of the effort of the technology committee.

## **Part 3: Artifacts from Administrator Standards**

**Standard 1:** The school administrator has an understanding of and demonstrates competence in the ten teacher standards.



#### EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET

Candidate's Name: David Heup Candidate's ID#: 000352564

This artifact was originally presented by the above candidate as part of the requirements for:

Course # and Title: AIU EDU 660 Instructor's Name: Dr. Martin Retzer

**Candidate:** Please check below all the standards for which you believe the **attached artifact** gives the best evidence of your learning and accomplishments at this time. Then, using your knowledge, dispositions, and skills list enter in the box to the right those most clearly addressed in the artifact.

		List appropriate standards, knowledge,
		disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the ten	K 1 through 10
X	teacher standards.	D 1 though 10
		S
Standard 2:	A school administrator is an educational leader who promotes the success of all students by	K
	facilitating the development, articulation, implementation, and stewardship of a vision of	D
	learning.	S
Standard 3:	A school administrator is an educational leader who promotes the success of all students by	K
	advocating, nurturing, and sustaining a school culture and instructional program conducive	D
	to student learning and staff professional growth.	S
Standard 4:	A school administrator is an educational leader who promotes the success of all students by	K
	ensuring management of the organization, operations and resources for a safe, efficient and	D
	effective learning environment.	S
Standard 5:	A school administrator is an educational leader who promotes the success of all students by	K
	collaborating with families and community members, responding to diverse community	D
	interest and community needs, and mobilizing community resources	S
Standard 6:	A school administrator is an educational leader who promotes the success of all students by	K
	acting with integrity, fairness, and in an ethical manner.	D
		S
Standard 7:	A school administrator is an educational leader who promotes the success of all students by	K
	understanding, responding to, and influencing the larger political, social, economic, legal, and	D
	cultural context.	S

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0 - 5

- 0 I did not assess this paper in the course listed above.
- 1 The assessment for this paper was among the lowest of assessments for similar papers in the course listed above.
- 2 The assessment for this paper was higher than the lowest assessments but not as high as average assessments for similar papers in the course listed above.
- 3 This paper was among average assessments for similar papers in the course listed above.
- 4 This paper was among higher than average assessments, but not among the highest assessments for similar papers in the course listed above.

5 – This paper was among the highest assessments for similar papers in the course listed above.

	Date	RATING	
Instructor's Signature			

Attached Artifact Title	Unit 2 Individual Project	Date Prepared or Selec	ted
		June 19, 2004	
Origin	Class Assignment		
Summary	This paper describes an educational theory, its primary suppositions, its strengths educating, designing, implementing, or evaluating curriculum today.	and weaknesses, and its	s value or worth for
Reflection	I chose this paper as an example of the ten teaching standards because it shows students when designing and teaching lessons. As an administrator, I also need t strengths of the people who work under me. This might be even more important a be working with adults who have accomplished a lot in their lives already and may difficult for them to adjust than a child might.	o take into consideration s a technology coordinat	the different tor, because I will
Student Signature	Hala Do	Date 4/27/11	

## Unit 2 Individual Project

David Heup

American Intercontinental University - Online

Dr. Martin Retzer

19 June 2004

#### Unit 2 Individual Project

The curriculum theory I have chosen for this assignment is based on the work of Howard Gardner's work with multiple intelligences. Howard Gardner introduced his theory of multiple intelligences in 1983 ("Howard Gardner", 2003). Since that time, his theory "has had a profound impact on thinking and practice in education" (Smith, 2002, p. 1). Gardner's theory postulates that instead of there being one measure for intelligence, there are multiple areas with specific focus. Kagan and Kagan (1998, p. 3.20) give a simplistic definition of an intelligence "as sensitivity to and skill with a specific type of stimuli." Gardner defined eight intelligences: Verbal / linguistic, logical / mathematical, visual / spatial, musical / rhythmic, naturalist, interpersonal, and intrapersonal, though Kagan and Kagan as well as Gardner himself point out that there are more.

Verbal / linguistic intelligence applies to the ability of a person to work well with words.

Logical / mathematical is the ability to make sense of complex logical systems. Visual / spatial refers to a person's ability to perceive the visual world accurately. Musical / rhythmic intelligence is the aptitude to create music. Naturalist intelligence recognizes things in nature or man-made artifacts. Interpersonal skills deal with the ability to work with other people and intrapersonal intelligence is a person's understanding of one's self (Education World, Inc, 1998)

Gardner proposed using multiple intelligences when teaching as opposed to teaching one way. This, he says, benefits the learners because instructors "can approach the topic in many ways, thereby activating different intelligences." (Weiss, 1999, para. 6) In the same interview with Stefanie Weiss, he says he is also a proponent of learning one topic in depth rather than several topics superficially. By adding instruction geared toward multiple intelligences, the instruction may take longer and cover less material, but a greater number of students will learn

that material better. This contrasts with a cursory covering of material in preparation for a factual recall test where after the test the student forgets the material.

The old adage "a picture is worth a thousand words" also comes into play when teaching to multiple intelligences. Adding pictures, music, movement and more to the instruction, students will be more engaged and less likely to wander. Teachers are providing instruction that is diverse across many intelligences, rather than focused on one. This, in turn, is much more like the real world. We cannot, for instance, make bread without mathematics (measuring), visual skills (seeing the consistency of the dough) and more.

Key Schools in Indianapolis Indiana have been using multiple intelligences since 1987. "First, we used it as a basis for a curriculum guide for gifted and talented students. Then, we concluded we could benefit a wide range of students, from slow learners to gifted, by applying the seven areas of intelligence to the classroom." (Bolanos, 1994, para. 3)

In our context of instructional design with an emphasis in technology, we are not left out of using multiple intelligences. "How Technology Enhances Howard Gardner's Eight Intelligences" is an article on the America Tomorrow website has links for each of the intelligences (Dickinson, 1998).

Criticisms of Gardner's work come from all sides. Teachers complain that it is difficult, if not impossible, to expand what they are teaching due to time constraints. In addition, some districts have curriculum designed by a committee without consideration for multiple intelligences. In such cases, it is hard to follow the mandates of the district and implement multiple intelligences as well (C. Heup, personal conversation, June 18, 2004).

Mark Smith lists several concerns for Howard Gardner's work. Critiques from the scientific community center around the lack of empirical evidence to support his claims. This is

problematic because Gardner dislikes the use of standardized tests as they tend to measure one or two intelligences. Smith also questions the criteria used. (Smith, 2002)

Barbara Shafer gives a brief criticism of multiple intelligences from a parent's perspective on the Illinois Loop web site:

- (1) Some view it as being a further "dumbing down" of academic achievement, reflective of the overall anti-intellectual trend in public education.
- (2) It doesn't allow parents to know how their child is doing in school. If Johnny makes a poster and Billy writes a dissertation on Native Americans and they both get A's, was it really the same quality level of work and amount of work required?
- (3) Multiple Intelligences are often the excuse used for abandoning letter grades and adopting "Performance Based Assessments" that further muddy the waters in academic accountability. If districts teach according to Multiple Intelligences, it's often not too long before they replace a standard report card with letters A, B, C, D or F with things like "Demonstrating, Consistently Demonstrating, Exceeding."
- (4) Multiple Intelligences are the reason behind more posters, songs, dances, videos, and dioramas as classwork[sic] (often as group work) in lieu of written papers, book reports, and oral presentations.
- (5) And Multiple Intelligences require more work on the part of parents. Time at home for group projects. Buying foam core, video tapes, fabric, costumes. Of course some parents love doing this stuff... and teachers love to display the work that parents have done (often with their children:-)) at open houses. Other parents walking past the classroom are amazed at how talented 3rd grade Johnny must be to use an Exacto knife to cut a bunch of uniform sized twigs to build a beautiful longhouse. Meanwhile Johnny's

Mom and Dad smile knowing that Aunt Sarah the architect who watched Johnny over the weekend "helped" Johnny.... "just a little" ;-) ;-) (Shafer, n.d., p. 1)

This criticism has some valid points, but others are not true are or have no scientific support. Specifically, number one offers no proof of an "anti-intellectual trend."

For number two, if the grades don't reflect how a child is doing, then there is something wrong with the grading system, not the projects themselves. If a school district is using multiple intelligences as a basis for its curriculum, then the grades should reflect achievements in those areas.

To answer number three, I might glibly say, "Who cares?" Aside from being older, letter grades are just as arbitrary as other comments. In addition, there is no excuse needed for a district to use whatever assessment system it so chooses. Our district did away with letter grades at the lower elementary level years ago, and it had nothing to do with multiple intelligences.

I guess I don't have a problem with more posters etc. in the classroom. Again, this goes to the core of multiple intelligence theory. That is not all students are great orators, so why not give them a chance to do something they are good at?

And number five- I just have to ask, "And that's bad because...?" Wow, criticizing parental involvement. I wonder who she thinks did Billy's "dissertation" on Native Americans. Could it be that Aunt Sarah just might be Native American as well as an architect?

Further critiques of multiple intelligences (and the related subject of learning styles) can be found by following various links at <a href="http://www.illinoisloop.org/mi.html">http://www.illinoisloop.org/mi.html</a>. While I have not read all of them thoroughly, the majority seem concerned with the lack of empirical evidence (i.e. test scores) shown by the research. Dr. Elaine McEwan-Adkins contends teaching to multiple intelligences is "not producing more learning from their students than any other school"

(McEwan-Adkins, n.d., p. 1). Since we know kids aren't engaged as much as they could be in traditional learning, does that mean we shouldn't try something different just because test scores don't go up? Perhaps the most telling of all comments made by Dr. McEwan-Adkins comes from her own conclusion that teachers "get all fired up in the beginning about the wonderful changes they'll make in their classroom and soon discover it's not practical." (p. 1) Of all the reasons not to do something, "because it is hard" falls way down my list.

While the analysis of the critique might be outside the scope of this assignment, I am presenting it as reminder that we need to scrutinize the material and not accept it at face value.

Speaking of accepting things at face value, perhaps the greatest criticism of multiple intelligences is that it has been honored to be lampooned by <u>The Onion</u>. The article, "Parents of Nasal Learners Demand Odor-Based Curriculum" appeared reprinted on Skip Thompson's web site (http://www.runet.edu/~thompson/obias.html).

Some of these arguments seem to have an underlying theme which is fear of the unknown. As instructional designers, we must not let our fears and prejudices dissuade us from trying new curriculum approaches. I believe that multiple intelligences can and should be part of the curriculum. Even at the corporate level, we can work to include multiple intelligences into our curriculum design. Harold Gardner is currently the chair of the Steering Committee of Project Zero. Project Zero is an educational research group at Harvard University. "Project Zero is beginning to explore how its research ideas are being used as tools in the business world." ("Project zero", 2003, para. 2) Clearly, Dr. Gardner feels there is a place for multiple intelligences in the "real world."

Despite the lack of empirical data to support the benefits of multiple intelligences, curriculum designers would do well to attempt to design with Gardner's theory in mind. One of

the arguments against using multiple intelligences can be summarized by saying, "there's no proof it does any good." But I contend that the opposite is just as valid, "There's no evidence it does any harm." Meaning that in many classrooms today, students are bored, reciting facts (and they call that learning?) and other drudgery. By implementing multiple intelligences in the curriculum, these same students become engaged in their education.

Technology will continue to play a more significant role in education in the future.

Designing curriculum for use with technology while addressing multiple intelligences will be beneficial for the learner. By allowing a student to select his or her own path, the learner is more likely to succeed (Lane, 1999).

As technological advances continue, schools will be able to afford more technology and it will become even more ubiquitous (Hoerr, n.d.). Curriculum will need to keep abreast of the changes. For instance, how would you rather learn about the ancient Romans? Consider these choices:

- Listen to a lecture from an expert.
- Go on a virtual tour complete with a tour guide.
- Read (or listen) to a book on the subject.
- Watch a movie.

In the not to distant future, all of these will be possible in the same classroom. Our curriculum designs need to reflect that potential.

#### References

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**Standard 2**: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.



#### EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET

Candidate's ID#: 352564

	was originally presented by the above candidate as part of the requirements for:	
Course # and	Title: ED 620 Educational Administration In	structor's Name: Patrick Delmore
Candidate: F	Please check below all the standards for which you believe the <b>attached artifact</b> gives the best evi ing your knowledge, dispositions, and skills list enter in the box to the right those most clearly addr	dence of your learning and accomplishments at this ressed in the artifact.
		List appropriate standards, knowledge, disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the t teacher standards.	en K D S
Standard 2:	A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning.	s by K.5, 6 D.1, 4, 5, 67 P
Standard 3:	A school administrator is an educational leader who promotes the success of all students advocating, nurturing, and sustaining a school culture and instructional program conduct to student learning and staff professional growth.	
Standard 4:	A school administrator is an educational leader who promotes the success of all students ensuring management of the organization, operations and resources for a safe, efficient a effective learning environment.	and D S
Standard 5:	A school administrator is an educational leader who promotes the success of all students collaborating with families and community members, responding to diverse community interest and community needs, and mobilizing community resources	s by K D S
Standard 6:	A school administrator is an educational leader who promotes the success of all students acting with integrity, fairness, and in an ethical manner.	s by K D S
Standard 7:	A school administrator is an educational leader who promotes the success of all students understanding, responding to, and influencing the larger political, social, economic, legal cultural context.	

Instructor: The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0-5

Candidate's Name:

0 – I did not assess this paper in the course listed above.

David Heup

- 1 The assessment for this paper was among the lowest of assessments for similar papers in the course listed above.
- 2 The assessment for this paper was higher than the lowest assessments but not as high as average assessments for similar papers in the course listed above.
- 3 This paper was among average assessments for similar papers in the course listed above.
- 4 This paper was among higher than average assessments, but not among the highest assessments for similar papers in the course listed above.
- 5 This paper was among the highest assessments for similar papers in the course listed above.

	(21)	// //	Date	RATING
Instructor's Signature	(Ya)H	Jehn-	6/23/10	5
	(9,			

Attached Artifact Title	Self-reflection Paper	Date Prepared or Selected June 2 2010	23,
Origin	An assignment for class.		
Summary	My paper describes my values, beliefs, and vision that guide a goals, and leadership.	and inform my work related to student learning, educational	I
Reflection Comments	This paper gave me the opportunity to examine my profession Instructional Technology Coordinator, but also in my current ne personal goals and align them with the needs of the students.	ole as a middle school math teacher. I need to look at my	
Student Signature		Date 6/23/10	
Student Signature	Qd Bellen	Date 6/23/10	

Self-reflection Paper ED 620 David Heup

#### Student learning

A couple of decades ago, when I was interviewing for my first teaching position, I told my interviewers that my philosophy of education could be summarized by the saying "Knowledge without wisdom is without meaning." I told them that learning material for the sake of "knowing it" without the wisdom to use it appropriately was useless. While I'm not sure that helped me get a job, I feel even more so that this applies in today's world. Our children live in a society where technology is ubiquitous. The \$30 4-function calculator from my childhood has been replaced with dollar store versions and free giveaways. It is impossible to imagine a student doing homework without a calculator handy. Thus, as a teacher, I have to teach my children how to use the proper tools. They have to know what to type in to a calculator, and be able to know if the answer the calculator gives them is reasonable.

As a teacher, and as a future technology coordinator, I have to work with students to show them not only how to use the technological tools, but also how to choose the proper tools for a given situation. An example I use with my students is that of opening a window. I could use any number of tools to open a window including a hammer (especially if I didn't want it closed again). But, in this case, using just my muscles is probably the best choice. The same thing is true of Mathematics. While a calculator may be readily available, it might be better to use brain muscles.

This idea applies to other subjects as well. Rote memorization has given way to Internet research. Some students were required to memorize things like the order in which states entered the union, or the presidents, yet I would be willing to bet most of those students probably couldn't recall those facts today. On the other hand, it is important to know certain facts about certain presidents, especially as they relate to cause and effect. This implies that order is important as well. The great balancing act of 21st century educators is to differentiate between knowledge and wisdom

Great examples

#### educational goals

This necessity ties directly in to my educational goals. I am pursuing an Instructional

Technology Coordinator's license in order to allow me to better direct the technology our students use.

The information presented in this class, particularly as it involves decision making, will be invaluable to me. I will be gathering information from a wide variety of sources, including industry and educational studies, staff, and students to evaluate new technology and determine its usefulness in education.

#### leadership

A specific example for today might be the Apple iPad. Primarily a device for entertainment and web surfing, it is capable of displaying all of the textbooks a student requires. In addition, although it is not a computer per se, it has the capability of creating documents and presentations as well. As a technology educational leader, it will likely fall on me to investigate the iPad. Once I have made the initial investigation, I will report back to staff and administrators either informally, talking with coworkers and students ("have you seen what the iPad can do? Do you think we could use that here?") or in a formal statement. If, through that process of evaluation and feedback, there seems to be enough support for a particular technology, then I will need to work with administrators in finding a way to obtain that technology. Even before our school obtains the technology, I will be developing a plan for training, either in-house or through consultants.

I also see myself in a role of advocating for students' use of technology. In the past, I have argued that students should be taught the proper use of calculators. This means that I allow them to use a calculator on tests, but still have timed drills where calculators will slow them down. I am currently considering our school's policy banning MP3 players. Currently, I am required to confiscate any electronic device if I see it. But, our computer teacher has asked for permission to allow MP3 players for certain projects. This could create a serious conflict if it isn't resolved. I feel issues such as this are best handled by a committee comprised of both staff and students. The students can provide insights as

Cassarship in the dorses

to the educational value of technology, while staff can work out logistical issues

In addition to tools for homework, technological issues present themselves in other ways as well. As educators, we have to decide if a particular use of technology will help students, hinder their education, or have no impact one way or the other. We have to be able to evaluate technology from the students' perspective and look for ways to incorporate it into education rather than be afraid because it is new and different. That does not mean we use technology for technologies' sake, but rather that we find and allow the use of technology as it fits our mission of educating young people today.

A) Good articulation of the belief/values
that will guide your work w/ good
examples

andard 3: The administrator manages by advocating, nurturing and sustaining a school cule or a service or subject to pupil learning and staff professional growth.	ture and instructional



#### **EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET**

Candidate's Name:	David Heup	Candidate's ID#: 000352564

This artifact was originally presented by the above candidate as part of the requirements for:

Course # and Title: ED 656 Instructor's Name: Dr. Wrzesinski

Candidate: Please check below all the standards for which you believe the attached artifact gives the best evidence of your learning and accomplishments at this

time. Then, using your knowledge, dispositions, and skills list enter in the box to the right those most clearly addressed in the artifact.

		List appropriate standards, knowledge,
		disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the ten	K
	teacher standards.	D
		S
Standard 2:	A school administrator is an educational leader who promotes the success of all students by	K
	facilitating the development, articulation, implementation, and stewardship of a vision of	D
	learning.	S
Standard 3:	A school administrator is an educational leader who promotes the success of all students by	K 4, 9, 10
X	advocating, nurturing, and sustaining a school culture and instructional program conducive	D 5
	to student learning and staff professional growth.	S 2, 4, 5, 9, 15, 17
Standard 4:	A school administrator is an educational leader who promotes the success of all students by	K
	ensuring management of the organization, operations and resources for a safe, efficient and	D
	effective learning environment.	S
Standard 5:	A school administrator is an educational leader who promotes the success of all students by	K
	collaborating with families and community members, responding to diverse community	D
	interest and community needs, and mobilizing community resources	S
Standard 6:	A school administrator is an educational leader who promotes the success of all students by	K
	acting with integrity, fairness, and in an ethical manner.	D
		S
Standard 7:	A school administrator is an educational leader who promotes the success of all students by	K
	understanding, responding to, and influencing the larger political, social, economic, legal, and	D
	cultural context.	S

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0 - 5

- 0 I did not assess this paper in the course listed above.
- 1 The assessment for this paper was among the lowest of assessments for similar papers in the course listed above.
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- 4 This paper was among higher than average assessments, but not among the highest assessments for similar papers in the course listed above.
- 5 This paper was among the highest assessments for similar papers in the course listed above.

	Date	RATING	
Instructor's Signature			

Attached Artifact Title	The Greatest Technological Challenge at Menominee Tribal School	Date Prepared or Selected	12/22/10
Origin	Class Assignment		
Summary	This assignment looked at several challenges which face Menominee Triba	I School and the one which I felt was	the greatest.
Reflection	Through this assignment, I was able to identify several problems which face administrator, I see that some of these problems through better communica concerning budgets, planning, etc. there is less of an unknown factor. In accompany and that input is considered in a fair manor. As an administrator, I hop forefront of the discussion.	tion. By actively involving staff in dis Idition, staff feel more valued if they	cussions are asked for
Student Signature	Hala Do	Date 4/27/11	

#### The Greatest Technological Challenge At Menominee Tribal School

There are many different problems in educational technology at Menominee Tribal School today. Some of these include: a lack of sustainable funding; a lack of direction and purpose for the technology committee; a lack of processes for evaluating and implementing new technology; a lack of consistent focus on technology in education from administration; and lack of an Instructional Technology Coordinator.

The budget for technology is set in private meetings between the administration, the Tribal IT Coordinator, and the Tribal Legislature. The exact process and amounts are not generally discussed with staff at large, and as a result we don't have a feel for or ownership of the budget. All we know is that requests for new technology are met with answers of "it's not in the budget." The technology committee has expressed the need for a plan to upgrade computers on a regular basis, but we are often told there is no budget for that. The fact that we have new technology is because of grants we have received. As long as grants keep coming in, we are able to upgrade our technology. While this has served us adequately in the past, this is not a long-term sustainable practice. We need to create a budget which includes ongoing basic upgrades, while still looking for grants which could be used for extra technology.

A second major challenge is the lack of direction and purpose for the technology committee. This committee, like all committees at MTS, is ad hoc and usually meets only when there is a pressing need. Since we don't meet on a regular basis, and without a mandate, meetings address the perceived need without actually accomplishing much. A more proactive approach is needed if we are to properly plan for the future. In defense of our administration, they are new in their positions this year, and I am hopeful that there will be more delegation and direction in the future.

The next significant problem is the lack of a process whereby Tribal School identifies and implements new technology. Currently, the process is as much of a mystery as the inside of a black hole. This fall, our Principal told us we had ten iPads that "teachers could check out." We don't know the specific purpose or program that these devices are supposed to be used for. Our Special Education Coordinator commented on how much she liked them and thought the Special Ed department could buy some. It didn't seem to me that she had any idea how they could be used, just that they were "cool." One of the basic building blocks of a strong technology plan is know how technology will be used. It is a tremendous waste of limited resources to purchase technology that does not fill a need. I'm not sure what other districts do, but it seems to me that having set policies which include justification and cost / benefit analysis would be a good idea.

However, I feel the greatest challenge facing Menominee Tribal School is finding a way to fund an Instructional Technology Coordinator position. The ITC, being an administrative position, would be involved in the budget process. This person would be responsible for developing a sustainable budget. The ITC would also be available to assist with grant writing by having the technological needs readily available. This person would also be the chair of the technology committee. Being an administrator, this person would be able to set the agenda and have the authority to make sure recommendations are followed through. The ITC would be focused on making sure that technology is being used in the classroom, and also serve as a resource for reviewing new technology, and seeing to its implementation.

When looking at all of the challenges facing MTS, it seems to me that funding an Instructional Technology Coordinator would go a long way to solving many of them. Unfortunately at the present time, there are no plans to include the position in the budget.

<b>Standard 4</b> : The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.



#### **EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET**

Instructor's Name: Dr. Conrad Wrzesinski

Candidate's Name:	David Heup	Candidate's ID#: 000352564
This artifact was orig	inally presented by	y the above candidate as part of the requirements for:

**Candidate:** Please check below all the standards for which you believe the **attached artifact** gives the best evidence of your learning and accomplishments at this time. Then, using your knowledge, dispositions, and skills list enter in the box to the right those most clearly addressed in the artifact.

		List appropriate standards, knowledge, disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the ten teacher standards.	K D
		S
Standard 2:	A school administrator is an educational leader who promotes the success of all students by	K
	facilitating the development, articulation, implementation, and stewardship of a vision of	D
	learning.	S
Standard 3:	A school administrator is an educational leader who promotes the success of all students by	K
	advocating, nurturing, and sustaining a school culture and instructional program conducive	D
	to student learning and staff professional growth.	S
Standard 4:	A school administrator is an educational leader who promotes the success of all students by	K 5, 8
X	ensuring management of the organization, operations and resources for a safe, efficient and	D 1, 6
	effective learning environment.	S 2, 3
Standard 5:	A school administrator is an educational leader who promotes the success of all students by	K
	collaborating with families and community members, responding to diverse community	D
	interest and community needs, and mobilizing community resources	S
Standard 6:	A school administrator is an educational leader who promotes the success of all students by	K
	acting with integrity, fairness, and in an ethical manner.	D
		s
Standard 7:	A school administrator is an educational leader who promotes the success of all students by	K
	understanding, responding to, and influencing the larger political, social, economic, legal, and	D
	cultural context.	s

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0 - 5

Course # and Title: ED 696

- 0 I did not assess this paper in the course listed above.
- 1 The assessment for this paper was among the lowest of assessments for similar papers in the course listed above.
- 2 The assessment for this paper was higher than the lowest assessments but not as high as average assessments for similar papers in the course listed above.
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- 5 This paper was among the highest assessments for similar papers in the course listed above.

	Date	RA	TING	
Instructor's Signature				

Attached Artifact Title	Log Entry #3	Date Prepared or Selected
		March 11, 2011
Origin	Class Assignment	
Summary	A personal observation of best practices observed by myself at Bo	nduel School.
Reflection	This is one snapshot of my observations, but it is fairly typical of mopenness of the budget, district support of inservice for technology approach is so different from the background I came from. As a further strive to make the entire organization better, safer, more effective and the strive to make the entire organization better.	, and organizational structure all impressed me. This ture leader, I will be advocating this kind of approach and
Student Signature	Halado	Date 4/28/11

## Log entry #3

- ➤ Observation Date(s) March 9, 3:30 to 6:00 PM; March 10, 8:00 AM to 12:00 PM
- ➤ Best practices observed (Examples of procedures, organizational structure, staffing, etc.).

  I think I have mentioned this before, but I was once again impressed with the openness of the budget process. Mark presented a spreadsheet with all of the numbers for the remainder of this year and a

process. Mark presented a spreadsheet with all of the numbers for the remainder of this year and a projection of estimates for next year.

Another point which bears mentioning is the time of the evening meeting. Although the staff are compensated, it still was nice not to hear anyone complaining. I don't think it was because I was there either. It seems that this group of people really takes their extra duties seriously and willingly.

The last item I wish to point out is the structure for the technology inservice days. The school district has two all-day inservices for technology, but they structure them so as not to lose any contact time for the children. The K-5 staff have inservice on one day and the 6-12 staff have it on another. This way, half the students are in session both days, but yet everyone gets an entire day of training. Part of the inservice day includes a chance for staff to practice what they have learned. This is very important, as one of the biggest hindrances to adopting new technology is the time it takes to develop it for the classroom.

The presentations had three requirements: 1. ISTE/NETS standards based; 2. Provide "Real" requirements; and 3. Tied to increased learning, engagement, and/or differentiation. By focusing on these requirements, the technology team can go to the superintendent and school board with documentation that the benefits of the inservice outweigh the costs.

➤ Challenges observed and/or noted by the person you are shadowing.

Budget issues are a continuing challenge. In the meeting, Mark made the comment that the tech committee and inservice days are always targeted for cuts. During the day we discussed the budget a little more, and Mark brought up the need for justification of expenditures for this fiscal year.

Personal observations: (Elements of the position, interaction with staff, etc. that struck you).

I attended the bi-monthly evening meeting of the technology committee. The meeting began with the familiar round-robin discussions of current issues. Several people commented on how short the list was getting compared to the beginning of the year. This was welcomed by all the members as it makes their jobs easier.

The next topic for discussion was the spring inservice. Final plans and arrangements were made for the inservices which will be taking place on March 18th and 25th. The inservice on the 18th is for the K-5, and the 6-12 will be on the 25th. Both groups were pretty well organized and ready for their events. This again is a statement to the dependability and reliability of the staff, but couldn't be accomplished without strong leadership from Mark.

The meeting moved on to the planned updates. The district is moving to Windows 7 and Office 10. The migration will be done in stages with the technology staff going first. This will allow people with a little higher level of expertise the chance to anticipate questions / problems before rolling out to the general population. One of the biggest challenges I foresee is the big difference between Office 2003 (their current version) and Office 10. I consider myself an expert or at least a "power user", and I still have times when I can't find something in Office 10 that I know how to do easily in 2003.

On Friday the 10th, Mark went over the way he organizes and requests bids. When he needs a bid for something, he sends an email to all vendors. He typically uses one of two approaches. If he knows exactly what the school is looking for, he will simply request a bid for that item or items. Simple things like printer cartridges are bid this way. Sometimes a project does not specific make or model. In that case, he will send out more of a "request for proposal" than an actual bid. The problem with this scenario is that it is sometimes difficult to compare two proposals because, while one may have a better price, the product of the second might have a better service record. In this case, a decision is made which direction to go, and there might actually be another request specifically for the product chosen.

<b>Standard 5</b> : The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				



#### **EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET**

Candidate's Name:	David Heup	Candidate's ID#: 000352564

This artifact was originally presented by the above candidate as part of the requirements for:

Course # and Title: ED 696 Instructor's Name: Dr. Conrad Wrzesinski

**Candidate:** Please check below all the standards for which you believe the **attached artifact** gives the best evidence of your learning and accomplishments at this time. Then, using your knowledge, dispositions, and skills list enter in the box to the right those most clearly addressed in the artifact.

		List appropriate standards, knowledge, disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the ten teacher standards.	K D S
Standard 2:	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning.	K D S
Standard 3:	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	K D S
Standard 4:	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	K D S
Standard 5: X	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and community needs, and mobilizing community resources	K 1, 4 D 2, 3, 8 S 1, 4, 12, 16
Standard 6:	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	K D S
Standard 7:	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	K D S

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

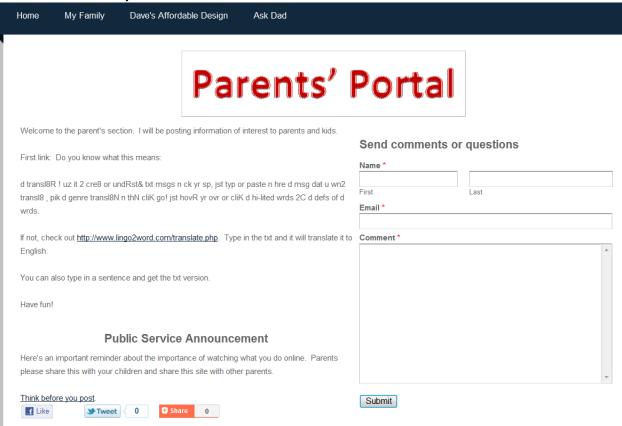
Rating Rubrics: 0 - 5

- 0 I did not assess this paper in the course listed above.
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- 5 This paper was among the highest assessments for similar papers in the course listed above.

	Date	RATING	
Instructor's Signature			

Attached Artifact Title	tifact Title Screen shots of personal website		
		April 28, 2011	
Origin	Class Assignment		
Summary	In order to better understand and use newer technologies, I have created a websit http://DavesAffordableDesign.weebly.com/index.html. This has allowed me to lear		vitter.
Reflection	Starting my own website was a big leap forward for me. Previously, I hadn't done effective, web sites need to be constantly updated. I believe that if I can't do a job This assignment has made me commit not only to learning new technologies, but failure to try something different. This project has opened my eyes to the possibilican take to a school district.	to 100% of expectations, I value to reaching out past my	on't start it. own fear of
Student Signature	Hall A	Date 4/28/11	

### Screen shots from my website.



### http://davesaffordabledesign.weebly.com/parents-portal.html



This survey was sent out mostly to technologically savvy educators, and they overwhelmingly said a laptop computer was the way to go. Officially, it was 70% laptop, 30% tablet, 0% desktop. Sorry, desktop makers. :-(

http://davesaffordabledesign.weebly.com/1/post/2011/04/tablet-or-laptop.html

Standard 6:	The administrator acts with integrity, fairness, and in an ethical manner. $ \\$



#### **EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET**

Candidate's Name:	David Heup	Candid	ate's ID#: 000352564	
This artifact was original Course # and Title: M	• •	he above candidate as part of the e Tribal School	requirements for: Instructor's Name: <u>NA</u>	
Candidate: Please che	ck below all the standar	ds for which you believe the <b>attached ar</b>	tifact gives the best evidence of your learning and accomplis	hments at this

**Candidate:** Please check below all the standards for which you believe the **attached artifact** gives the best evidence of your learning and accomplishments at this time. Then, using your knowledge, dispositions, and skills list enter in the box to the right those most clearly addressed in the artifact.

		List appropriate standards, knowledge, disposition and skills.
Standard 1:	The school administrator has an understanding of and demonstrates competence in the ten teacher standards.	K D
Standard 2:	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning.	K D S
Standard 3:	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	K D S
Standard 4:	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	K D S
Standard 5:	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and community needs, and mobilizing community resources	K D S
Standard 6: X	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	K 4 D 5, 7 S 1, 3, 4
Standard 7:	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	K

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0 - 5

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- 5 This paper was among the highest assessments for similar papers in the course listed above.

	Date	RATING	
Instructor's Signature			

Attached Artifact Title	Personal Recommendations	Date Prepared or Selected	
		April 29, 2011	
Origin	Work		
Summary	Personal recommendations from two coworkers attesting to my commitment and provided in the second se	orofessionalism.	
Reflection	Acting with integrity, fairness, and in an ethical manner is such an integral part of who I am through personal recommendations from a couple of coworkers who know me and have sed ay to treat students fairly, while still allowing for individual differences.	that I felt the best way to illustrate en me work on a daily basis. I st	e this was rive hard every
Student Signature	Halado	Date 4/29/11	

Tracy Martin 4979 Klatt Road Cecil, WI 54111

To Whom it May Concern,

I have worked with David Heup at Menominee Tribal School for five years and have found him to be a kind hearted man, who always puts his students' best interests first. I have observed first-hand the cooperation, flexibility and commitment displayed by Mr. Heup. In addition to his regular teaching duties as a middle school Math teacher, Dave has also supervised the student council, implemented and run a school lock-in, chaired the technology committee, chaperoned a four day conservation camp twice, and has been involved in the development of several cross-curricular units. David has also developed and implemented exciting curriculum for the summer school sessions.

David has a Master's degree in Instructional technology and is always willing to help co-workers with technological problems. He uses the most innovative technologies available and often introduces students to his personal gadgets. Mr. Heup also teaches classes at the University campus. David encouraged the school to invest in Smart boards which he uses daily in his lessons.

One of his projects that his students enjoy is planning a trip. Groups of students decide on a destination, research rental car prices, gas mileage, hotel and food costs to create a budget for a vacation. This real world experience is a real treat for the students who often don't see practical applications of math.

Mr. Heup's dream is to fully integrate technology into every classroom and work in improve the academic achievements of all the Menominee Tribal School students. David is an advocate for everything technological and stays current on the latest innovations. I highly recommend Mr. Heup for consideration for this position.

Please feel free to contact me with any guestions or concerns at 715-881-0758 or email me at tracy.martin64@yahoo.co.uk

Sincerely,

**Tracy Martin** 

Ben Piaskowski Menominee Tribal School PO Box 39, Neopit, Wisconsin 54150 (715) 756-2354 bpiaskowski@mitw.org

#### To whom it may concern:

I am writing this letter of recommendation for Mister David Heup. I have worked with Dave for a number of years and have found him to be an incredible asset. I find him to be very hard working and diligent. Mister Heup is always willing to take on new challenges and is not afraid to put in the necessary time and effort to meet up to the challenges placed in front of him.

Mister Heup is also very proficient in most areas related to technology and technology instruction. At Menominee Tribal School, Dave has been instrumental in helping the school to be constantly improving its approach to technology. He is always looking for a better way, in my mind this is a sign on a good educator.

He not only utilizes technology in his classroom but helps others to utilize it as well. Personally, Mister Heup has helped me troubleshoot many problems over the last few years and there a few of them I may not have resolved without his expertise and assistance.

I want to note, however, that there is one more significant quality that should be brought up. Mister Heup is an advocate for his students. He is there backing them up and helping them out even at times when they are not aware of it. As educators we all face challenges and have our moments of frustration, but David Heup is an educator that has faith in his students. He has faith in their abilities, their ability to learn, and their ability to take on responsibility.

If you have any questions please feel free to contact me.

Best regards:

Ben Piaskowski

Menominee Tribal School

Technology Instructor

<b>Standard 7</b> : The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affects schooling.



#### EDUCATIONAL ADMINISTRATION PORTFOLIO ARTIFACTCOVER SHEET

Candidate's Name:	David Heup	Candidate's ID#: 000352564			
This artifact was originally presented by the above candidate as part of the requirements for:					
Course # and Title: AIU EDU 674		Instructor's Name:			
		ndards for which you believe the <b>attached artifact</b> gives the best evidence of your learning and accomplishments at this art, and skills list enter in the box to the right those most clearly addressed in the artifact.			

List appropriate standards, knowledge. disposition and skills. Standard 1: The school administrator has an understanding of and demonstrates competence in the ten K teacher standards. D S A school administrator is an educational leader who promotes the success of all students by Κ Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of D S learning. A school administrator is an educational leader who promotes the success of all students by K Standard 3: advocating, nurturing, and sustaining a school culture and instructional program conducive D to student learning and staff professional growth. S Standard 4: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and D effective learning environment. S Standard 5: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community D S interest and community needs, and mobilizing community resources A school administrator is an educational leader who promotes the success of all students by Standard 6: acting with integrity, fairness, and in an ethical manner. D S Standard 7: A school administrator is an educational leader who promotes the success of all students by K 2. 4. 5. 6 understanding, responding to, and influencing the larger political, social, economic, legal, and Χ D 2, 3 S 3 cultural context.

**Instructor:** The candidate named above is now submitting this assignment as a record of accomplishment in relation to the checked Wisconsin Administrator Standards above. Please rate the artifact and thereby confirm that the attached artifact was completed in the above course and the assessment was as reported on the paper.

Rating Rubrics: 0 - 5

- 0 I did not assess this paper in the course listed above.
- 1 The assessment for this paper was among the lowest of assessments for similar papers in the course listed above.
- 2 The assessment for this paper was higher than the lowest assessments but not as high as average assessments for similar papers in the course listed above.
- 3 This paper was among average assessments for similar papers in the course listed above.
- 4 This paper was among higher than average assessments, but not among the highest assessments for similar papers in the course listed above.
- 5 This paper was among the highest assessments for similar papers in the course listed above.

	Date	F	RATING	
Instructor's Signature				

Attached Artifact Title	Unit 1 Discussion Board	Date Prepared or Selec	cted			
		April 29, 2011				
Origin	Class Assignment					
Summary	As part of my Online Learning: Theory and Practice course, I was asked to prepare a statement answering the following questions:  1. Clearly, organizations need to face and answer a variety of issues when it comes to online options for education and learning. What other issues were not addressed? (1-2 Paragraphs)  2. Are these issues important to you as an educator? Why or why not? (1-2 Paragraphs)  3. What issues emerge specifically by crossing cultural, social, time, and geographic boundaries? (1-2 Paragraphs)  4. How would you handle these issues as an online educational course designer and why? (3-4 Paragraphs)					
Reflection	I chose this particular assignment because, although I completed it more than five taking this class, I worked at an institution which had received a multi-million dolla "Smart" classrooms and document cameras throughout our buildings, as well as a I started teaching at a school at which the most advanced technology was an over ceiling mounted). Although these schools were physically less than 20 miles apar century apart. The main reason for this difference was socio-economic. The colle grant, while the grade school I went to wasn't.  The point here is that it is all too easy to assume that access to affluent technology presenter at a conference many years who was trying to make the point that work person had to do was go to the local Starbucks to have access to email, etc. At the The presenter said, "Don't laugh. It's really easy." To which I had to reply, "I'm laumiles away." Indeed, for me at that time, the nearest free public wireless access person and the promises of easy access to technology, there is still a tremendous technology constraint of this problem and am continuing to work toward lessoning its	r grant to update its tech brand new ITV system. head projector (the plast, technologically they was I left was lucky enough is available to everyoning outside the office was le mention of "Starbucks ghing because my near probably was that Starbuchological divide that has	About a tic sheet ere almo gh to rece. I remais rather s", I had test Starbucks.	We had a year later, kind, not est a ceive a ember a easy. All a to laugh.		
Student Signature	Hall H	Date 4/29/11				

There are many issues not addressed, so many, in fact, that one could write a book about them. But there are two in particular that I would like to focus my discussion on. The first is support (or lack there of), and the second is perceptions.

Some of the faculty where I work, while they are great instructors, are "technophobics." As the person in charge of technology training for faculty, I have a hard time getting them to use email. In some institutions, this can create a larger problem when the Faculty Senate or other governing body passes a resolution out of fear or ignorance limiting aspects of DE.

Administrative support can also be problematic. Some administrators think that teaching classes using ITV, for example, is easier than traditional classes. Additionally, just because an ITV classroom can hold 25 students, and there can be four such classrooms running at the same time, some administrators don't see a problem filling as many of those 100 seats as possible. Never mind that traditional classes have a cap of 25 each, and that ITV classes of about 10 per site is a good number.

The third area of support is obviously technological support. This is discussed in various texts through out our courses, so I will not address it here other than to lead into perceptions. By this, I am referring to the fact that, most of the time, what really happens is not as important as what is perceived to have happened. For example, this past semester, our ITV systems decided they did not want to talk to each other for more than a half hour some days. While I was always right there to reconnect the systems, the problem with the system was a disruption to the class. This was an ongoing issue with everyone blaming everyone else for the problem, and consequently I spent a lot of time trying to eliminate possible problems before anything could be "fixed."

Unfortunately, some of the students saw the lack of a solution as an indication that the system didn't work, and stated on evaluations that they would never take another ITV class. This is just one example of a perception problem. Another can include a lack of communication ("I have to wait a whole day before the instructor emails me back") while F2F students routinely wait a week to talk to their instructor.

These problems are crucial to the success of a distance education program. I think most of us can relate to a situation where the rumors of what happened carried more weight than the actual events. Many of the "urban legends" we receive in our email boxes fall into this category. (For more on urban legends, check out <a href="https://www.snopes.com">www.snopes.com</a>. It is quite entertaining.)

We need to make sure we address problems before they get out of hand and create "work-arounds" when solutions are not possible. We need to be a strong advocate for the benefits of DE so that when naysayers appear, we can address their issues and concerns immediately and intelligently.

Once again, there are enough issues to write a book. Cultural differences can appear in different forms. For instance, much discussion is available about the digital divide. While not specifically cultural, bandwidth issues to rural America are real. With the only solutions being costly or slow, it is hard for the benefits of DE to reach the very people who could benefit most.

One of the faculty members I work with brought a specific cultural issue to my attention. We are working on starting an online program and she said it may be tough to get going because some leaders in our target audience have a cultural bias against non face-to-face communication to the point where almost any business needs to be conducted in person.

Geography can be both a positive and negative issue. I attended a conference where a speaker talked about how the state community colleges had to work out an agreement over tuition when offering online classes. Traditionally, the students lived in the geographic area where they attended and so some of the colleges thought the tuition should be given to the home area school of the student. Other institutions thought the tuition should go to the college from where the student would take most of the classes.

On the positive side, geography, culture, time, bandwidth, and all of the other problems can be over come. At the same conference, another speaker talked about the project she had going from her college in Kansas with groups of students in Japan and one of the former Soviet states (I don't recall which). Some of these students had to be at community centers (not even dialup connections at home) by six in the morning so that they could meet with the instructor and other students. (A cultural side note: the instructor had to explain what she meant when she told a student who did well on a project, "You go, girl!") The point here is that most of the problems I have seen pale in comparison to what this instructor faced and overcame, so I know I can succeed as well.

I would address these issues head on. By looking at past problems, problems faced in traditional classes and perceptions, I would find either a solution or a work-around. In the event that is not possible, I would update all of the people with a vested interest so that they know what is really being done and don't have to rely on the rumor mill.

Another tactic that I would use is that of committee delegation. Working with a committee, ideas can be shared, stakeholders can feel involved and people can work together to solve problems rather than scrambling to lay blame. Together, sharing the responsibility of a problem is easier than carrying the burden one's self.

## Part 4: Written Summary of Educational Project

One educational project I undertook during my field experience was to assist with the technology inservice days. Bonduel has one day in the spring set aside for PK-5 inservice and one for 6-12. I was able to assist both groups with general support as well as work on specific projects.

During the PK-5 inservice, I created a Smartboard activity to help with spelling. Students can come up to the Smartbaord and drag cursive letters to spell words. They can then trace the words in cursive to practice their penmanship. For the upper grades, I used Google's SketchUp to try to create a city for a play that the students do.

Both of these activities will be used by all students across the educational spectrum. In particular, these activities target administrator standards #1, #2, and #3.

# **Part 5: Written Evaluation**

This will be submitted under separate cover.

## **Part 6: Culminating Evaluative Statement**

For me, the field experience forced me to look at the duties and responsibilities through a more focused lens. In one of my previous positions, I was a technology trainer involved in many of the aspects of running an IT department. I handled budget issues, researched and planned for technology deployments, and trouble shot many of the problems that arose. The difference between that experience and this one is that, while I carried out many of the same duties, I was not responsible for the success of the entire department. The field experience with Mr. Margelofsky gave me a feel for not only what needed to be done (which I was pretty well aware of already) but also the sense of responsibility required to do the job right.

My situation was unique in many ways. Being a "distance ed" student not on campus or from the local area meant that I wasn't able to meet with my instructors at Edgewood on a regular basis. Being in the ITC program gave me an edge in that I am very comfortable using technology to communicate. I'm guessing that most "digital natives" would not see this as a disadvantage. In today's global society, we are constantly required to work with people we have never met.

As a person who completed an entire degree online, I would say that it is critically important to respond to contacts as soon as possible, even if it's just to say "I got your message and will respond in detail later." When we meet face to face, we get that immediate feedback. We know that the instructor got the message and, as long as the follow through is there, we will get an answer to our question. When we send an email, it is possible that the message gets lost, accidentally deleted, or for some other reason not gotten by the intended recipient. Without a reply, we are left to assume that the message was received properly. This can be a dangerous assumption.