Welcome to my MEd portfolio. I have selected four artifacts completed during my program at Iowa State University to showcase. Explore my work that demonstrates my growth in four major areas: 1) Technology Planning and Integration, 2) Promote and Model Digital Citizenship, 3) Research and Assessment, and 4) Visionary Leadership.

Standard 1: (Students plan, design and implement effective technology supported learning environments and experiences. Students will use their knowledge of subject matter, teaching and learning, and technology to design and facilitate experiences that advance learning and innovation in educational environments.) We created an informational lesson about Standards-Based Grading. We used Softchalk as our "container" for this information. Our intended audience is for parents new to Standards-Based Grading. The lesson is completely online and our learners can access this course from anywhere with internet access at their convenience. The link to the Softchalk lesson is below.

Standard 2: (Promote and Model Digital Citizenship and Responsibility: Students understand the social, ethical, legal and human issues surrounding the use of technology in educational environments, and use that understanding to guide their practice.)Group Project CI 507: Our student friendly and engaging site for students to learn about digital citizenship. As a group, we implemented this in three different types of settings. We did this as a whole class lesson, a small group lesson, and had students complete this individually. Each student was able to gain some knowledge and learn something new about digital citizenship through this site.

Standard 3: (Students apply technology to facilitate a variety of effective assessment and research strategies, focusing on classroom-based educational research projects for their classrooms.) The purpose of this study was to examine the effect of PRESS interventions on fourth grade special education students’ reading fluency rates. My district was recently identified as a school that needed assistance through the differentiated accountability process. My district scored in the Intensive category for reading fluency with 58.72% of our student body not being proficient in reading fluency. In the state of Iowa, fourteen schools scored in this category, and the state decided to choose eleven schools to work with. Our district fell in the bottom eleven of all schools in Iowa for reading fluency proficiency. This was the first time our district had noticed such a need for improvement. Since returning from winter break, we have recently begun the process to address this issue. Teachers in our building decided on using PRESS (Path to Reading Excellence in School Sites) as our intervention curriculum. Seventeen out of my eighteen special education students have reading goals. This is the subject area in which I spend most of my day working to improve. I set out to examine how the added intervention time using PRESS impacted my students’ reading fluency rates.

Standard 4: (Students continuously improve their professional practice and model lifelong learning, and exhibit leadership qualities. Students take initiative in providing instructional technology leadership in their schools and/or job site and engage with other professionals through participation in local, state and national organizations.) Throughout my journey through this program, I was encouraged to make connections with other professionals. One of the connections I made was with an Area Education Agency Technology Consultant. Through this connection, we decided to collaborate in the creation of a Google Classroom professional development opportunity within my district. I was mentored through this project and was able to mentor my peers and provide leadership within my district.

Website Link: https://mbhassman.wixsite.com/masterofedportfolio