UNION COLLEGE

Graduate Studies

ACCESSING CHALK & WIRE
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Graduate ePortfolio Guidelines

Each Graduate Education syllabi contains a specific portfolio item that is required to be used as part of your ePortfolio.

You will put items in your portfolio to match the ETS (Experienced Teacher Standards), TSSA (Technology Standards for School Administrators) or the ISLLC (Interstate School Leaders Licensure Consortium Standards).

Some suggested artifacts above designated portfolio items from courses are:

- Originally designed assessment tools
- Records of parent conferences
- Lesson plans/units
- Personal research or curriculum development projects
- Professional development plan and documentation
- Collaborative projects
- Originally designed instructional materials
- Photographs referring to standards
- Membership in professional organization
- Taped oral presentations/lessons
- Description of classroom management system
- Professional growth activities

You will be assigned a faculty advisor after initial advising who will review your electronic portfolio. You will need to send them a link to your portfolio when it is finished (this should be done as you finish 24 hours of your program) by following assessment procedures within Chalk and Wire.

Faculty advisors are organized by emphasis area. Please use the following chart to determine who will assess your ePortfolio.

- Curriculum & Instruction (General Rank) – Dr. Robert Hayes
- Educational Leadership/Principalship – Dr. Don Musselman
- Elementary School – Dr. Frieda Kalb
- Health/PE - Dr. Larry Inkster
- Middle School – Dr. Frieda Kalb
- Reading & Writing – Dr. Frieda Kalb
- Secondary School – Dr. Susan Deaton
- Special Education – Dr. Yvonne Moore
- Supervisor of Instruction – Dr. Susan Deaton
Getting Started

Open Internet Explorer:

Enter the address for Chalk and Wire website (http://www.chompwire.com/union/) as seen below:

Address: http://www.chompwire.com/union/

You will see the following page:
New Subscribers

If you have been given a registration code: please enter the code here

Code: 
Full name:  
E-mail address:  
Repeat E-mail address:  
Password:  
Repeat password:  

OK

Creating New Account

Welcome to Chalk and Wire

The search for your new account is #Password

Remember this user-ID - you will need it the next time you log in. Please discard the registration code now, and use the password you chose during registration.

Continue

For help, please contact the administrator at your university or college.
You will then see the following Product Release Agreement screen:

Read the terms and condition and click the box next to “I have read this document and agree to its terms” and click OK.

✓ I have read this document and agree to its terms OK
Accessing Your Account

Once you have the User ID and Password, proceed to log in. You should see the following screen:

Enter your user information as seen below:

**Existing Subscribers**

<table>
<thead>
<tr>
<th>Please log in:</th>
<th>User ID:</th>
<th>J Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Password:</td>
<td>••••••</td>
</tr>
</tbody>
</table>

- Allow session to continue without timeout

Once completed, click the OK button.
To Recover Password

Recover Password - step 1
Enter your user ID or e-mail address here, and proceed to the next step.
User ID or e-mail Address
OK Cancel
Main Chalk & Wire Screen

You will now see the following screen:

![Main Chalk & Wire Screen](image)

Click the link in the statement “If these are incorrect, please click here to change details.” This will allow you to input your phone number and student number, in addition to setting a password “Hint.”

If these are incorrect, please [click here to change details].
Update your information, and then click OK:

You will now be returned the main screen as seen below, with updated information:
Under the section “Choose a Service,” click the Enter button next to ePortfolio:

Click the eP2 logo to continue

Provides students with a standards-based graphical portfolio, structured around the requirements of a specific institution and department. Click here first, to create your portfolio.

You should now see the following ePortfolio Main screen:
Creating a New Portfolio

Under the section “Add New Portfolio,” enter your first and last name along with your student ID number for your new portfolio, select a theme, and then click OK.

Choosing a Theme

![Choosing a Theme Image]
Establishing a Table of Contents
Adding Artifacts (Documents)

The Artifact Library button takes you to the artifact management page. This is where you will upload your documents to the web in order to post them to your electronic portfolio. Clicking the button will take you to the following screen:

Adding artifacts (documents) to the repository can be done under the “Artifact Folder: Artifact Library” section, much like you transfer files on the computer:

Artifact Folder: Artifact Library

The folder contains no Artifacts

Add Artifact  Upload Zip of Artifacts  Add URL
Click the Add Artifact on this section to open the “Artifact Library” dialog box as seen below:

Choose the “Browse” button on this section to open the “Choose file” dialog box as seen below:
Locate your file and click open:

![Choose File Dialog](image)

You will now be returned to the artifact library screen where you should now see the file that has been loaded:

---

**Artifact Folder: Artifact Library**

<table>
<thead>
<tr>
<th>Artifact Name</th>
<th>Date</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio Step by Step</td>
<td>2007-09-18</td>
<td><img src="image" alt="Actions" /></td>
</tr>
<tr>
<td>Kingsport Rotation</td>
<td>2007-09-18</td>
<td><img src="image" alt="Actions" /></td>
</tr>
</tbody>
</table>

*Add Artifact*  *Upload Zip of Artifacts*  *Add URL*
Linking Artifacts to the Portfolio

You should now see the following screen:

On the left side of the screen, you will find various links to the various sections of your portfolio where you will store documents:

**Preliminary Documents**

**ISLLC Standards**

**Technology Standards**
Clicking the link will take you to that section. For example, when the Preliminary Documents link is clicked, you will see the following screen:

Select which document that you want to add the content to your portfolio. For example, if you select Written Exercise, you will then see this screen:
Click the "Add Content" button and then you will see the following screen:

On this page you will be able to type in the content, select an image for the page, upload an artifact, or link a page to the portfolio.
Selecting an Artifact

Once you have selected the artifact that you are using for this section click OK.

You will now see this screen:
Make sure that the correct artifact is listed and then click the OK button to deposit it under the document that you chose. You will now be returned to the document page that you are working on where you should now see that the file has been loaded:

Review this section for questions concerning this step.
Submitting for Review

Once the ePortfolio assignment is complete, sign in to your account and choose the ePortfolio again:
Click the “Submit Assessment” button to submit your portfolio. You will then see the “Demographics” page and answer a series of questions:

Select the Program of Studies that you are completing and click the OK button at the bottom:
Important Steps to Remember

1. Log On to Account
2. Create a New Portfolio
3. Establish Table of Contents
4. Upload Artifacts
5. Link Artifacts
6. Select Artifacts
7. Submit for Assessment once Finished

Should you have any questions, please feel free to contact Alison Denny or Preshus Howard, Graduate Enrollment Counselors at eportfoliohelp@unionky.edu
Chalk & Wire ePortfolio Access

Online Help Guide

Clicking help will display the help screen. If you get stuck, go here!
Appendix A - ePortfolio Table of Contents

Continuing Education – MA or Rank I

All Master’s and Rank I programs except Educational Leadership & Supervision

Preliminary Documents:

- Introductory Letter
- Resume
- Statement of Educational Beliefs
- Written Exercise
- Professional Development Plan
- Curriculum Contract
- Dispositions

Experienced Teacher Standards:

Choose your best piece that will fit into each standard and include a reflection on the piece.

- Demonstrates Professional Leadership - The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
- Demonstrates Knowledge of Content – The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
- Designs/Plans Instruction - The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Creates Learning Climate - The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Implements Instruction - The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Assesses Learning Results - The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Reflects/Evaluates Teaching/Learning - The teacher reflects on and evaluates teaching/learning.
- Collaborates - The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Engages in Professional Development - The teacher evaluates own overall performance in relation to Kentucky’s learner goals and implements a professional development plan.
- Demonstrates Implementation of Technology - The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
Suggestions for courses/assignments to meet Standards:

Choose your best piece that will fit into each standard and include a reflection on the piece. The reflection has to be one page, 12 font New Times Roman.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course/Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Letter–1 page</td>
<td>Explain who you are, what you’re doing, what you’ve done, your plans, and why you chose your occupation.</td>
</tr>
<tr>
<td>Resume–1 page</td>
<td>Focus on layout, content, mechanics, and application to job.</td>
</tr>
<tr>
<td>Statement of Educational Beliefs-2 pages</td>
<td>Reasons for wanting to be an educator and learning needs of students</td>
</tr>
<tr>
<td>Written Exercise–1-2 pages</td>
<td>Prompt in Chalk &amp; Wire (ePortfolio) that requires students to respond to an educational issue reflective of today’s educational society.</td>
</tr>
<tr>
<td>Professional Development Plan–1-2 pages</td>
<td>Can utilize your Professional Development Plan or Professional Growth Plan from school. Emphasis on what classes were useful to your job.</td>
</tr>
<tr>
<td>Curriculum Contract</td>
<td>Website or contact Graduate Studies</td>
</tr>
<tr>
<td>Dispositions (2)</td>
<td>One from Principal and one from Professor/Instructor. Will receive the forms in the GRST class.</td>
</tr>
<tr>
<td>1. Demonstrates Professional Leadership</td>
<td>EDAD 545, EDAD 555, EDAD 576, EDAD 680, EDAD 554, EDUC 513, EDUC 502, EDUC 503, EDUC 504, EDUC 505, EDUC 573, EDUC 500, EDUC 601, EDAD/EDUC 670</td>
</tr>
<tr>
<td>2. Knowledge of Content</td>
<td>EDUC 502, EDUC 503, EDUC 504, EDUC 505, EDUC 525, EDUC 530, EDUC 535, EDUC 573</td>
</tr>
<tr>
<td>3. Designs/Plans Instruction</td>
<td>EDUC 502, EDUC 503, EDUC 504, EDUC 505, EDUC 520, EDUC 525, EDUC 530, EDUC 532, EDUC 535, SPED 501, SPED 503, SPED 504, SPED 511, SPED 515</td>
</tr>
<tr>
<td>4. Creates Learning Climate</td>
<td>EDUC 513-Standards Based Unit, EDUC 511, SPED 502, SPED 504, SPED 515, EDUC 502, EDUC 503, EDUC 504, EDUC 505, EDUC 505, EDUC 520, EDUC 525, EDUC 530, EDUC 601</td>
</tr>
<tr>
<td>5. Implements Instruction</td>
<td>EDUC 513-Standards Based Unit, EDUC 502, EDUC 503, EDUC 504, EDUC 505, EDUC 513, SPED 504,SPED 515</td>
</tr>
<tr>
<td>6. Assesses Learning Results</td>
<td>EDUC 500, EDUC 530, EDUC 505, EDUC 513, SPED 511, SPED 513</td>
</tr>
<tr>
<td>7. Reflects/Evaluates Teaching/Learning</td>
<td>EDUC 511, EDUC 513</td>
</tr>
<tr>
<td>8. Collaborates</td>
<td>Any Graduate level course</td>
</tr>
<tr>
<td>9. Engages in Professional Development</td>
<td>Training and Workshop documentation</td>
</tr>
<tr>
<td>10. Demonstrates Implementation of Technology</td>
<td>EDUC 573, Technology use in the school/classroom, ex: PowerPoint, overhead, smart board</td>
</tr>
</tbody>
</table>
Appendix B - ePortfolio Table of Contents
Educational Administration – MA or Rank I
All Educational Leadership & Supervision

Preliminary Documents:
• Introductory Letter
• Resume
• Statement of Educational Beliefs
• Written Exercise
• Professional Development Plan
• Curriculum Contract
• Dispositions

ISLLC Standard 1: 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 that is shared and supported by the school community.

ISLLC Standard 2: 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.

ISLLC Standard 3: 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.

ISLLC Standard 4: 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 interests and needs, and mobilizing community resources.

ISLLC Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard 6: 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.

Technology Standards:
• Leadership and Vision - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
• Learning and Teaching - Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
• Productivity and Professional Practice - Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
• Support, Management and Operations - Educational leaders ensure the integration of technology to support productive systems for learning and administration.
• Assessment and Evaluation - Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
• Social, Legal and Ethical Issues - Educational leaders understand the social, legal and ethical issues related to technology and model responsible decision-making related to these issues.
Suggestions for courses/assignments to meet ISLLC Standards and Technology Standards:

Choose your best piece that will fit into each standard and include a reflection on the piece. The reflection has to be one page, 12 font New Times Roman.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course/Description</th>
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</thead>
<tbody>
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<tr>
<td>Dispositions (2)</td>
<td>One from Principal and one from Professor/Instructor. Will receive the forms in the GRST class.</td>
</tr>
</tbody>
</table>

ISLLC Standard 1
- EDAD 545, EDAD 555, EDAD 560, EDUC 501, EDUC 502

ISLLC Standard 2
- EDUC 502, 503, 504, or 505-Case Study EDUC 511

ISLLC Standard 3
- EDAD 545, EDAD 554, EDUC 513

ISLLC Standard 4
- EDAD 560, PSYH 600 (Project Proposal). EDUC 502, EDUC 511

ISLLC Standard 5
- EDAD 530, EDAD 576, EDAD 680, EDUC/EDAD 670, , EDUC 500

ISLLC Standard 6
- EDAD 530, EDAD 540, EDAD 545, Lesson Plans

Technology Standards:
- Leadership and Vision
- Learning and Teaching
- Productivity and Professional Practice
- Support, Management, and Operations
- Assessment and Evaluation
- Social, Legal, and Ethical Issues

EDUC 511, EDUC 573, PSYH 600, How you use technology in your classroom or job. Technology/Internet student/teacher agreement (school district). Technology Standards for administrators.
Appendix C
Union College
Professional Dispositions Evaluation

Continuous Assessment Point: 1, 2, 3, 4, 5, and 6
Student ID Number: __________ Date: __________
Candidate: __________________ Evaluator: __________________

Using the response scale, please evaluate the competencies listed below each category. 1 = Unsatisfactory; 2 = Developing; 3 = Proficient; 4 = Exemplary

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Display appropriate personal and professional behavior</td>
<td>Dresses appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates in professional manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrives on time to class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepared for lessons/activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are receptive to change and new ideas</td>
<td>Listens to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Openness to new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to present, use and model multiple perspectives on issues</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Are resolved to reflection in relation to teaching and learning</td>
<td>Incorporates reflection to consider and/or make changes in instructional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses reflection to identify successful and unsuccessful decisions and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates a positive attitude and love of learning as a life long</td>
<td>Exhibits strong desires to learning about the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process, including relevant professional growth</td>
<td>Enthusiasm for learning new ideas and strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relates class discussions and issues to current events in education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Show consistent sensitivity to individual academic, physical, social,</td>
<td>Listens to others’ perspectives in a respectful manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and cultural differences and respond to all students in a caring manner</td>
<td>Appreciates the complexities of diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Exhibit a caring and concerned attitude toward individual students with</td>
<td>Recognizes and accepts the challenges posed by differences in students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>special needs and implement appropriate strategies to meet those needs</td>
<td>Emphasizes and builds on all students’ strengths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avoids stereotypes and makes assertive efforts to know individual students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 7. Communicates a high level of standards, expectations, and performances | Recognize that not all students learn in the same way  
Provides challenging ways for students to demonstrate proficiency  
Communicate to learners that they are capable of learning successfully |
|---|---|
| 8. Are committed to the proposition that all students can learn at high levels | Persists in helping all children achieve success  
Supports learning environments that promote academic, social and personal growth of all students |
| 9. Are dedicated to using assessment to identify student strengths and promote student growth and access to challenging learning opportunities | Uses assessment to build on student strengths and address growth areas  
Analyzes assessment data for instructional purposes  
Utilizes a variety of assessments to accommodate diverse learning needs and situations |
| 10. Display a willingness and aptitude for communication and collaboration with parents and other professionals | Demonstrates a respect for the beliefs and opinions of others  
Listens to various points of views when collaborating with other professionals  
Adheres to and promotes collaborative decisions |
| 11. Believe in incorporating teaching strategies that address physical, social, and cultural diversity | Provides opportunities and direction for social interaction  
Recognizes a range of physical abilities and incorporates activities appropriate to individual students  
Emphasizes knowledgeable and positive attitudes toward cultural diversity |
| 12. Value the use of educational technology in the teaching and learning process | Displays a positive attitude toward ongoing development of expertise in educational and assistive technology |

Candidate Name (printed) __________________________ Date ____________
Candidate Signature ______________________________ Date _____________

Signing indicates receipt of this evaluation and not necessarily agreement with it.

Concerns:
# Appendix D

## Faculty Advisors for Graduate Studies

These are the faculty assignment for advising and eportfolio review.

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Robert Hayes</th>
<th>ext. 1245</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>Don Musselman</td>
<td>ext. 1608</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Lou Ann Hopper</td>
<td>ext. 1790</td>
</tr>
<tr>
<td>Elementary</td>
<td>Frieda Kalb</td>
<td>ext. 1249</td>
</tr>
<tr>
<td>Health/PE</td>
<td>Larry Inkster</td>
<td>ext. 1234</td>
</tr>
<tr>
<td>Middle</td>
<td>Frieda Kalb</td>
<td>ext. 1249</td>
</tr>
<tr>
<td>Psychology</td>
<td>Joni Caldwell</td>
<td>ext. 1225</td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td>Frieda Kalb</td>
<td>ext. 1249</td>
</tr>
<tr>
<td>Secondary</td>
<td>Susan Deaton</td>
<td>ext. 1656</td>
</tr>
<tr>
<td>Special Education</td>
<td>Yvonne Moore</td>
<td>ext. 1281</td>
</tr>
<tr>
<td>Supervisor of Instruction</td>
<td>Susan Deaton</td>
<td>ext. 1656</td>
</tr>
</tbody>
</table>

Alternative Certification – An education faculty advisor will be assigned by your certification area.