Kevin White
Plainedge UFSD
Alignment Map
ISTE Certification

Note that the foundational expectation is that artifacts meet the ISTE Standards for Educators, which is to say, your artifacts should reflect strong pedagogy and professionalism that makes thoughtful use of technology or digital resources.

Portfolio submitter (Please provide name, title, and a brief description of your primary role and responsibilities. Additionally, if you serve in a position other than classroom teacher, describe who your "students" are within the context of your artifact):

Kevin J. White

Career & Technical Education (Video Production 9-12) & STEAM (K-5) Teacher in Plainedge School District on Long Island, NY. There are clearly marked criteria where the students referenced are adults. I was responsible for professional development in my district as virtual learning had begun.

I also am a co-advisor of @PlainedgeTV, a high school based student organization. The responsibilities of this organization are to stream, record, distribute, and handle the A/V needs of district concerts, sporting, and special events.

My reflection, alignment map, artifacts, and criteria contextualization are laid out below as well as at **kwhiteiste.com**

Link to artifacts folder/space:

Google Drive Folder: https://bit.ly/kwhiteisteartifacts

Link to reflection document/artifact (optional):

https://bit.ly/kwhiteistereflection

ISTE Standard	Criteria	Artifact(s) Links Please use naming convention "LastName_Artifact#"	Contextualization of Artifact & Description of Implementation Please provide 1 unique contextualization per each criterion.
	1. The educator reflects on his/her application of the ISTE standards and goals for using them in the future.	*https://bit.ly/kwhiteistereflection*	
1. Learner	2. Set professional learning goals.	White_Artifact#4	Having attainable goals is very important to me and is a motivator to continue to learn throughout my professional career. As I submit my portfolio for review, I am so thankful for all I have learned over the course of the ISTE certification. As I progress through my professional career, one of the next steps in my professional journey is my Professional Certificate for CTE in NYS. It is a goal for me to obtain it by the end of 2021. After completing my certification, I am going to pursue my SDL (School District Leadership) certification. I am currently researching different schools to pursue this certification. One of which is Stony Brook University on Long Island.
	3. Actively participate in a local or global digital network.	White_Artifact#4	As mentioned above, I am always looking to broaden my horizons and learn as much as I can. I am involved in many groups on social media that have engaging discussions. One in particular is a Facebook group called

			'Teachers Helping Teachers Grow'. It has become a great space for questions and discussions especially during this period of virtual learning and uncertainty.
	4. Report changes made to teaching practice based on timely, research-based best practices.	White_Artifact#11	Earlier this year, I took a class on cooperative learning. It really was eye-opening to see how group composition affected group performance. Previously, groups had been composed at random or through friendship groupings. After this course, I found the benefits in mixed ability groupings. In this unit plan, you are able to see the changes that were made based on the research learned in this course. The section, Group Composition, on page 2 shows the research from *Cooperative Learning* by Robyn M.Gilles.
2. Leader	5. Promote a shared vision.	White_Artifact#5	*Students in this artifact are Plainedge teachers & staff.* At the start of our rapid move to online learning this spring, there was a goal to have a universal set of tools. Administration had the goal of utilizing the same tools across grades and buildings for continuity between teachers, students, and parents. The learning management system utilized was Google Classroom. The main tools to deliver instruction in addition to G-Suite were Screencastify and EdPuzzle. After meeting with administration, I was one of a two person team to design, and facilitate instruction to 300 educators in the course of one week. The vision was that teachers would be able to create screencastify videos as well as edpuzzle interactive lessons at the culmination of the week. This artifact is one of the resources I created and

			presented to staff in the training. It highlights an endeavor where I promoted a shared vision within my district. It allowed me to collaborate and unite the staff of mixed abilities onto the same page for our students in this environment.
	6. Advocate for equitable access.	White_Artifact#6	As 21st century learners, it is so important for students to be able to have equal access to resources and experiences. I am part of the Plainedge STEAM Team who works across buildings at the elementary level to make sure that although students are in different buildings, they are receiving the same program. In this artifact, you will see a presentation from the Plainedge STEAM team to the Plainedge Board of Education regarding the services, programs, and initiatives of the STEAM team. We are grateful for all of these opportunities and would like to provide more continuity amongst students across grade levels and buildings.
	7. Model new resources or tools.	White_Artifact#5	*Students in this artifact are Plainedge teachers & staff.* As mentioned in criterion 5, this spring had introduced a rapid and dynamic shift to virtual learning in our district. Of the new resources introduced, one of which was Screencastify. This tool is utilized to annotate and record a users screen to demonstrate or instruct. This artifact is a new resource to many users in my district. It is one of the resources that I had created for those that were new to Screencastify and presented in each of my sessions.

3. Citizen	8. Implement learning experiences for students to be empathetic and socially responsible.	White_Artifact#7	*Students in this artifact are my high school video & TV production students.* Around the holiday season of last year, after my ISTE on-site training, a portion of video production students were collectively losing interest in school. Some had recently won a major sports championship, others were focused on the upcoming holiday season. In working with the Social Emotional Learning Department, I was able to collaborate with a district counselor, Ms. Denninger, and a district psychologist, Ms. Minervini. Students were introduced to gratitude and were presented with a lesson to understand and reflect on who and what they are grateful for. In this artifact, students had a learning experience to be empathetic and socially responsible by exploring their world from a selfless and grateful viewpoint. They had to explore aspects and people of their lives that they were grateful for and then create a video about one person. There was an open dialogue amongst my students and the educators whom I collaborated with.
	9. Promote student behaviors that encourage curiosity as they critically identify/examine online resources.	White_Artifact#8	*Students in this artifact are grade 4 students in my S.T.E.A.M class* In this project students were provided with the challenge of rescuing astronauts from the moon. There were difference phases of the project, but this criterion #9, was an overarching theme amongst them. In this artifact, you will see students were encouraged to

			identify and examine online resources to incorporate into their spacecraft. The research questions were added to the slides based on class discussions. Each time a new group of students were presented with the slides, they would add a new research question. This student driven process worked well as it promoted curiosity and inquisitivity amongst the students.
	10. Mentor students in safe, ethical and legal use, including intellectual property.	White_Artifact#9	*Students in this artifact are my high school video & TV production students.* In a course such as video production, students may be utilizing external resources such as B-roll footage or music. It is important that they understand how to both obtain and credit interviews or original work; that is either from an Internet source or someone they know personally. Before students can begin the production of their projects, they must fully plan out their project. One aspect is documenting those external resources they will incorporate. In this artifact students are mentored in safe, ethical, and legal use including intellectual property by correctly understanding how to incorporate those experiences.
	11. Model responsible use, including protection of digital identity and personal data.	White_Artifact#11	*Students in this artifact are my high school video & TV production students.* The digital identity and personal data of students is very critical in today's age of social media. There are many great uses for the technology that we have created. There are also many ways where students can cause harm to themselves or others if they are not careful with their

			digital information. In the video production course, final products are posted to @PlainedgeTV on social media. This allows students to have pride in their work as well as allow the community to see all the amazing things happening in the studio. There are students who try to push the envelope and create content that is not appropriate for school. One of the lessons in this unit plan honed in on their mindfulness of their digital identity and personal data. There was a commercial challenge where the students were creating commercials. At the end of the lesson, they streamed their commercials to YouTube.
4. **Collaborator**	12. Collaborate with another educator.	White_Artifact#7	*Students in this artifact are my high school video & TV production students.* As mentioned above, students were introduced to gratitude in this project. After a discussion with our Social Emotional Learning department, this conversation had evolved into an authentic and enriching experience for our students. I was able to collaborate with a district counselor, Ms. Denninger, and a district psychologist, Ms. Minervini. Students were introduced to gratitude and were presented with a lesson to understand and reflect on who and what they are grateful for. In this artifact, you will see those two individuals who collaborated as part of the team for the project, as well as students sharing their ideas, and the final product.

	13. Co-learn with students about a new digital tool.	White_Artifact#8	*Students in this artifact are grade 4 students in my S.T.E.A.M class* In S.T.E.A.M students are always up for a challenge; not necessarily a race or a competition. Rather a challenge where they are aspiring to achieve a goal with their group. The challenge they were presented with was the rescuing of two astronauts who landed on the moon but could not return to Earth. They had to design a spacecraft that would rescue these astronauts and bring them back to Earth. They had to research space suit and space craft components. There were multiple phases in this project but one of which was 3DCEDU. 3DCEDU students are able to create a CAD rendering of their spaceship which would then be 3-D printed. 3DCEDU is an app that was new to myself, my students, and our district at the time of this project. I was able to model to the students the basics by mirroring my device. My students though, as well as myself, were able to truly master 3DCEDU CAD drawings by utilizing the app together. We were able to co-learn the intricacies and special features of the app. Through this co-learning model, students were able to be more successful in bringing their vision to reality.

	14. Facilitate students' virtual meetings with experts or students.	White_Artifact#10	*Students in this artifact are my high school video & TV production students.* It is so important for students in a Career & Technical Education course to be able to have real world experiences; a portion of these students will be pursuing video production in their college careers. In this artifact students were able to video conference with Joe Gatto from the TV show Impractical Jokers. Joe Gatto took the time to discuss with students aspects of video production as well as speak with the students who are in fact pursuing video production. He spoke of the importance of planning and even some time about the show. In this artifact, I facilitated a virtual meeting between students and television production industry expert Joe Gatto of Impractical Jokers.
	15. Demonstrate effective communication with all students' supporters.	White_Artifact#3	*Students referred to in this artifact are my high school video & TV production students.* In such a fast paced world with many different interests, hobbies, and activities clamoring for the attention of students and their families, effective communication lines to their teachers are very important. In addition to using the Remind app, sending weekly emails to parents and students, and social media to communicate, two-way communication is also critical. Parents and students may have questions, comments, concerns where they need to reach out.

			On the website used for video & TV production, there is a Google Form embedded for parents and students to engage in this two way communication. It can be overwhelming for some to draft an email. The responses of this form are sent to myself and my co-teacher. Students and parents can fill out the form and open that line of communication from their end. This can be found in the tabs Video Production or Advanced Video Production.
5. Designer	16. Align to content area standards.	White_Artifact#11	*Students referred to in this artifact are my high school video & TV production students.* Pedagogy is important; I want students to learn. Technology is important; I want learning to be engaging for students. But without content, what are students learning? In this unit plan, students were participating in lessons that encouraged them to hone in on their pre-production skills and understand the importance of planning. The lessons within this artifact align with NYS CCLS for ELA and Literacy as well as NYS CTE Learning Standards for Career Development. At the bottom of each lesson within this artifact, you will be able to see the content standards.
	17. Accommodate learner differences.	White_Artifact#12	*Students referred to in this artifact are my high school video & TV production students.* In my video production course, there are a diverse group of learners with varying ability levels. A niche has been

			found for students from the Life Skills program. It is important that learning and content are both as differentiated as possible. In every lesson, students are presented the same content in multiple formats to accommodate those with multiple cues. When content is presented, there are slides visually in front of the class, audibly explained, as well as on paper for those students to follow at their own pace. Students also know that if they would like to review content before or after class to become more familiar with it, they can head to our class Google Site. In this artifact, students are presented with information with definitions, visuals, and a worksheet that will help guide them through the class discussion. This accommodates learner differences as it allows students to have a tangible visual of the lesson in front of them.
	18. Design digital learning environment.	White_Artifact#3	*Students in this artifact are my high school video & TV production students.* For high school video & TV production courses & club, I created a website and it is utilized by students in the matrix of the program. In this digital learning environment I designed where students are able to review materials, classwork, homework, and resources that are readily available to them. Regarding this artifact, students are aware that this website is a 'one stop shop' for them to access all old, current, and new class content in this digital learning environment.

6. Facilitator	19. Facilitate and guide learning as students take ownership of their learning goals.	White_Artifact#2	*Students in this artifact are my high school video & TV production students.* The course is generally reliant on the technology in the room and the in-house TV studio to advance and hone production skills. Opportunities had to be designed for students to be able to excel in video production at home, some having limited resources. In collaboratively working with our students and the Senior Class Council our course was able to produce the 20 Days of Seniors. The 20 Days of Seniors featured a new video each night either from parents, staff, students or organizations that's genius were part of in high school. students were able to take ownership of their learning goals and hone their video production skills from home as I facilitated and guided their learning in this endeavor. This artifact, which is one of twenty, is a collaborative effort by students throughout the course of this endeavor. It truly was student led as they curated a list of celebrities from whom they would like a 'shout-out'. Myself and a co-teacher worked with these students to find sponsors for the celebrities as well as editing them together.
	20. Manage the use of technology for learning in a nontraditional classroom setting.	White_Artifact#1	*Students in this artifact are my high school video & TV production students.* Students in the video & TV production course walk into a TV studio on their first day of class. This can be both exciting and overwhelming to see all of the various technology that is in front of them. In this nontraditional

			classroom setting, it can be difficult for students to acclimate to the environment. In this artifact you will see 2 ways that this criterion is met. The first is that students are explained each and every role that they may have in that studio. It peaks their excitement as well as gives them an opportunity to see the potential responsibilities in the course. Additionally, students are provided with a 'Rotating Roles' schedule. In the initial project, every student will fulfill every role. This is a way that I manage the students getting acclimated to the technology as well as develop an understanding on how to use the technology.
	21. Create opportunities for students to use a design process and/or computational thinking.	White_Artifact#8	*Students in this artifact are grade 4 students in my S.T.E.A.M class* As 21st century learners, students are encouraged to engage in creative, collaborative, critical thinking, and communicative activities. In doing this in a STEAM class students focus on the 4Cs through a math and science perspective. The 4th grade design challenge provided opportunities for students to use a design process in developing their spacecraft. In this artifact, students were able to plan and execute different phases of their spacecraft. With each stage, they were able to further understand the design process.
	22. Model and nurture creativity.	White_Artifact#13	*Students in this artifact are my high school video & TV production students.* At the start of virtual learning, students were wishing

			assignments had a larger 'purpose' beyond that of simply earning a grade. Sparked from an office hours conversation, students and I designed an opportunity for peers to create 'video' read alouds for younger grades in the Plainedge school community. This helped to assess their at-home video editing capabilities as well as providing that sense of purpose that they had been longing for. In this artifact, you will see the modeled video that I created, You Don't Want A Unicorn, as an example for the students as they were each guided to create their own.
7. Analyst	23. Provide alternative ways for students to show competency.	White_Artifact#8	*Students in this artifact are grade 4 students in my S.T.E.A.M class* Some students excel in the arts, some students excel in the humanities, some in the sciences. Some students are great test-takers, some are not. Though the design challenge had different phases to highlight the design process, it also allowed for students to excel in different modalities. They were able to express their strengths through curating research, analysis, drawing, creativity, engineering, and their presentation skills. In this artifact students are able to show competency in multiple ways. As students are working cooperatively and groups are many tasks that have to be completed with multiple final steps before they can proceed. they were able to work together cooperatively to achieve these goals.

	24. Use assessment data to inform and guide instruction based on individual student needs.	White_Artifact#14	*Students in this artifact are my high school video & TV production students.* It is important that students are able to show proficiency in multiple ways, so it is more common that we will assess students qualitatively as opposed to quantitatively. At the culmination of each project, in addition to a graded rubric, there is a peer review assessment. Videos are evaluated by the rest of the class. This formative assessment throughout the progression of the course not only allows for peer review, it allows me to see which aspects of video production students are better honing in on and grasping. In this artifact, you will see a section for qualitative remarks by students that informs me and allows me to guide instruction based on individual student needs.
	25. Provide opportunities for students to reflect on their own learning data.	White_Artifact#14	*Students in this artifact are my high school video & TV production students.* At the culmination of each project when students submit their final videos, they are first reviewed by myself and my co-teacher. We then show them to the entire class for students to fill out a Google form evaluating their peers as well as their own work. The data from this evaluation form is anonymously sent To the students to allow them to reflect on their own learning data. This classwide peer review process truly has benefited students as they not only are we able to see how they can better their own videos but really hone in on the details of their peers. This artifact contains the form as well as the data

			collected by students, for students, that allows them to reflect on their work going forward.