Electronic Portfolio Handbook

2007-2008 Edition

Southeastern Louisiana University
College of Education and Human Development

**Prepared for the Department of Teaching and Learning
by
The 2005-2006 Portfolio Committee**

Department of Teaching and Learning
Nikki Bray-Clark, Ph.D., Assistant Professor
Jacqueline M. Palka, Ed.D, Assistant Professor
Laurie Richter, Ph.D., Assistant Professor
Martha Thornhill, Ph.D., Associate Professor
Camille Yates, Ph.D., Assistant Professor

Department of English
Christine Mitchell, Ph.D., Assistant Professor

College of Education and Human Development
Flo Winstead, Ed.S., Director of Assessment and Program Evaluation

Overview of the Undergraduate Teacher Preparation Program

The teacher education program, housed in the College of Education and Human Development at Southeastern Louisiana University, provides an opportunity for candidates to progress through three distinct levels as they participate in a variety of professional experiences designed to facilitate their evolvement into competent, reflective educators. During the <u>Introductory Level</u>, candidates enroll in courses focusing on the foundations of education where they learn basic content knowledge. Candidates then move into the <u>Developing Level</u> where they are enrolled in education methods courses. These courses include diverse field experiences and opportunities to utilize the knowledge and skills vital to effective teaching. During the <u>Competency Level</u>, candidates participate in a semester of Student Teaching or Internship. This level allows them to broaden their base of experiences even further by providing sustained opportunities in additional field settings.

Candidates will develop an on-going professional portfolio throughout the three levels. This portfolio will provide them with the opportunity to demonstrate their competence in areas identified by both state and national entities who are focused on the creation of competent, reflective, caring educators. The College of Education and Human Development has considered standards/competencies/performance indicators developed by:

- the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC, a national body focused on new teacher development, has identified ten standards (along with supporting principles) which represent competencies critical to teacher effectiveness.
- the state of Louisiana who has identified the Components of Effective Teaching (LCET); these performance indicators provide benchmarks of effective teaching and were developed using the INTASC Standards as a model.
- various specific program associations (SPAs); SPAs would include standards developed by content specific associations such as special education, early childhood, elementary and middle school education, reading, mathematics, social studies, English, art, foreign language and physical education.

It is recommended that candidates and instructors refer to *How to Develop a Professional Portfolio: A Manual for Teach*ers (Campbell, Cignetti, Melenyzer, Nettles, and Wyman, 2004) for additional information on portfolio development.

Interstate New Teacher Assessment and Support Consortium (INTASC)

The College of Education and Human Development has adopted the INTASC standards as their knowledge base and has aligned all other relevant standards/competencies/performance indicators with these INTASC Standards. These standards have been used as a framework for program development and have been synthesized into all courses and field experiences. Candidate portfolios will provide an opportunity for demonstration of competency in the areas specified by these INTASC standards.

Principle 1: Knowledge of Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: Knowledge of Human Development and Learning
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle 3: Adapting Instruction for Individual Needs
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Multiple Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: Classroom Motivation and Management Skills
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: Communication Skills
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Instructional Planning Skills
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: Assessment of Student Learning
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: Professional Commitment and Responsibility
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: Partnerships
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Conceptual Framework of the College of Education and Human Development (COEHD)

Overview: The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and technology is emphasized throughout all programs in the educational unit. The Conceptual Framework is a living document that continuously evolves as opportunities and challenges emerge.

Components of the COEHD Conceptual Framework:

Knowledge of Learner (KL): Candidates' understanding of the learner which is necessary to provide effective and equitable instruction: The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Strategies and Methods(SM): Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals: The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Content Knowledge (CK): Candidates' thorough understanding of the content appropriate to the area of specialization: Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program

Professional Standards (PS): Established criteria that guide effective professionals in each discipline area: The educational unit is based on professional standards, enabling candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Professional **A**ccountability **S**upport **S**ystem Using a **P**ort**al** Approach (PASS-PORT)

The College of Education and Human Development (COEHD) is utilizing PASS-PORT, a web-based
system for collecting data on candidate performance. With PASS-PORT, candidates will be able to move
through the portals of the COEHD's assessment system. In addition, PASS-PORT will enable candidates
to create electronic portfolios that will contain lesson plans and other valuable artifacts. These artifacts
can be taken in CD format to job interviews and used in the classroom.   The College of Education and
Human Development will benefit from the use of PASS-PORT. Candidates' work will enable professors
to assess the strengths and weaknesses of the College's degree programs and make improvements. This
extensive use of technology is highly valued by NCATE (the National Council for the Accreditation of
Teacher Education) and this technology experience will stay with candidates as they move on in their
education career.

PASS-PORT is the electronic tool which allows candidates to create and upload artifacts that document
knowledge, skills, and dispositions (KSD), build electronic portfolios, and have artifacts and portfolios
routed to faculty for evaluation.

Evaluations in PASS-PORT
As candidates move through our degree programs in the three identified levels outlined in the COEHD
assessment system's portals, they will go through the following process for **each** portal:

    (a) enter professional development activity hours,
    (b) enter field experience data,
    (c) create unit artifacts that demonstrate KSD's,
    (d) submit artifacts for unit evaluation using the unit approved rubric, and
    (e) build and submit the portfolio in order to move through the portal

Professional Development Activities (PDAs)
PDAs are opportunities for candidates to identify resources and engage in activities that develop and
expand knowledge and skills through community service, service learning, conferences, lecture series,
workshops, and training. **A teacher education candidate is expected to "actively seek out opportunities
to grow professionally."** This is evident as candidates:
- ❖ identify resources in order to develop professional expertise (e.g., .national/state content standards,
  national/state professional organizations, educational journals, Internet sites, etc.),
- ❖ engage in professional development activities that expand existing understanding of teaching and
  learning concepts (e.g., observing teachers, planning for self-evaluation, using the Internet to locate
  instructional activities, joining pre-service teacher organizations, locating instructional techniques in
  educational journals, etc.), and
- ❖ **participate in professional development activities to enhance professional skills (e.g., attending
  meetings of professional organizations, attending conferences and lecture series, attending
  workshops and training sessions, serving on committees, service learning, etc.).**

Professional Development Activities are currently defined in three (3) distinct categories that you will be
using:
1. **Community Service** includes service learning activities, serving on committees, volunteering to
   assist civic/community organizations, etc.
2. **Conference** includes mini-conferences, meetings for professional organizations, lecture series, Mid-
   Semester Student Teaching Seminar, etc.
3. **Workshops/Training** generally includes information sessions that can be used by the candidate and
   is more focused on a specific skill or topic.

4. **Publications and Presentations** are NOT to be used by candidates for the purpose of documenting PDAs.

PDAs to be entered in PASS-PORT include **attendance and/or participation** in community service, service learning activities, conferences, lecture series, professional meetings, workshops, and training sessions sponsored by national, regional, state, and local organizations, as well as activities sponsored by the university, college, departments and/or required by course instructors. Many examples of PDAs are listed below:

Community Service/Service Learning
- ❖ School board meeting course assignment
- ❖ Serving on committees
- ❖ Joining and attending meetings of pre-service teacher organizations
- ❖ Instructor approved course assignments

Conference/lecture series
- ❖ Conversations on Diversity
- ❖ ASK-KHS Conference
- ❖ Showcase of "Best Practices in Teaching Writing"
- ❖ Annual Deep Delta Civil War Symposium
- ❖ Mid-Semester Student Teaching Seminar – 2 hours
- ❖ Instructor approved course assignments

Workshops/Training
- ❖ Dyslexia Workshop
- ❖ Annual Mock IEP
- ❖ Mock Interview Night – 1hour
- ❖ PASS-PORT sessions as approved by facilitator
- ❖ Instructor approved course assignments

PASS-PORT and Professional Development Activities (PDAs)
As candidates complete a professional development activity, they are required to enter it into PASS-PORT. They should not wait until the end of the semester. PDAs should be entered at the time of an activity. Candidates may not be required to participate in one each semester, but must complete the required number of hours in each portal.

	Introductory Level	Developing Level	Competency Level	Cumulative Total
Required PDA Hours	5*	10*	10*	25*

PASS-PORT and Field Experiences (FXs) *minimum requirements

As candidates complete the required field experiences in each course, they are required to enter them into PASS-PORT. They should not wait until the end of the semester. FXs should be entered on a weekly basis. The materials included in this handbook, faculty, Director of Assessment and Program Evaluation, and the PK-16 Field Experience Coordinator are available to help candidates with field experience questions.

Field Experiences	Introductory Level	Developing Level	Cumulative Total
Required hours in each level	50*	130*	180*

*minimum requirements

Alternative Certification	Introductory Level	Developing Level	Combination or Cumulative Total
Required hours in each level	45**	40**	85**

** Approximate number of hours depending on required courses in each major area of teacher certification

Student Teaching/Internship	Observation/Participation and/or Conference	Teaching	Cumulative Total
Required hours: Competency Level	90*	180*	270*

*minimum requirements

Creating Field Experiences

Each field experience should be entered as a new field experience unless no details of that experience have changed, and it is an extension of the same experience. In this case, multiple journal entries may be included on one field experience record. If the experience is at the same school, same teacher, **AND same group of students,** it can be entered as one experience. If this is the case, then enter the hours on a weekly basis.

1. Once you have accessed your PASS-PORT account, click the **ARTIFACTS** tab.
2. Click **Field Experiences**.
3. Click **INITIATE NEW FIELD EXPERIENCE** next to OPEN FIELD EXPERIENCES.
4. Click **Select** on the experience (INITIAL) you want to add.
5. Choose a date for this experience from the calendar. Click **Select**.
6. Choose a course from this experience from the drop-down menu. Click **Select**.
7. Choose the level for this experience from the drop-down menu.
   You can choose from Level 1: Observation, Level 2: Direct Teaching, and Level 3: Student teaching. Click **Select**.
8. Choose a site for this experience from the drop-down menu. Click **Select**.
9. Choose a contact for this experience from the drop-down menu.
   If the contact name you want does not appear in the drop-down menu, then enter the contact's name in the provided text box. Click **Select**.
10. Click **Edit Basic Info First**.
11. Enter number of participants in the text box.
12. Enter the number of hours and minutes.
13. Enter Hour/Period in the text box (optional).
14. Click **Save**.
15. Click **Edit** in front of Gender Composition (Required field) and enter the participant count for males and females for this experience totaling the number of participants *Continue this process for all data fields.*
16. Click **Save**.
17. Click **Complete Field Experience**.
    Your Field experience will now be listed under COMPLETED FIELD EXPERIENCES

Candidate's Field-Based Experience Information (CFBEI)*

Part I: To be completed by candidate

Name:_____ Course #:_____ Instructor:_____

School/Site:_____ Parish/District:_____

Teacher:_____ Grade:_____

Date:___ Time in: ____Time out:____   Date:___ Time in: ____Time out:____
Date:___ Time in: ____Time out:____   Date:___ Time in: ____Time out:____
Date:___ Time in: ____Time out:____   **Total Time in Field: _____hr._____min.**

Level 1(Observation/Participation):____   Level 2 (Direct Teaching/Tutoring):_____
One-on-one: ___   One-on-one: ___
Small Group: ___   Small Group: ___
Large Group: ___   Large Group: ___

Part II: Information to be found on Classroom Information form B (FBECI)
Indicate the number of students participating in the activity or being observed.
Please indicate a numerical value for each.

Total Number of Students:_____   Males:_____   Females:_____

Total Number of Students with Exceptionalities:_____

Indicate the number of students participating in the activity.

_____Autism _____Deaf/Blind _____ ESL   _____Developmental Delay
_____Gifted _____Hearing Impairment   _____Emotional Disturbance
_____Infant and Toddlers with Disabilities   _____Mental Disability
_____Other Health Impairment (may include ADD)   _____Multiple Disabilities
_____Specific Learning Disability   _____Orthopedic Impairment
_____Speech/Language Impairment   _____Talented
_____Traumatic Brain Injury   _____Visual Impairment
_____Temporary Disability (i.e., broken arm, broken leg, etc.)   _____Limited Proficiency

Grade Levels: Select the grade(s) of the participants:

_____Early Intervention (Birth to 3) _____Pre-K   _____Kindergarten
_____1st   _____2nd   _____3rd   _____4th
_____4.5   _____5th   _____6th   _____7th
_____8th   _____8.5   _____9th   _____10th
_____11th   _____12th   _____ Resource Room   _____Self-Contained Sp. Ed.

Ethnicity: Please indicate the number of students for each ethnicity within the class.

_____American Indian or Alaskan Native   _____Hispanic
_____Asian or Pacific Islander   _____Not Reported
_____Black, Non-Hispanic   _____White, Non- Hispanic
_____Foreign/Non-Resident Alien

Part III: To be completed by candidate and signed by the classroom teacher

Primary Subject: Choose the subject that was the primary focus of the experience.

_____Art/Music   _____Mathematics
_____Business   _____Science
_____Foreign Language   _____Social Studies
_____Health/PE   _____Special Education
_____Language Arts _____ Other:_____

Subject Observed/Taught: Indicate time spent in each subject

Art/Music   _____hrs.   _____min.
Business   _____hrs.   _____min.
Foreign Languages   _____hrs.   _____min.
Health/PE   _____hrs.   _____min.
Language Arts   _____hrs.   _____min.
Mathematics   _____hrs.   _____min.
Science   _____hrs.   _____min.
Social Studies   _____hrs.   _____min.
Special Education   _____hrs.   _____min.
Other   _____hrs.   _____min.   Specify:_____

_____   _____   _____
Teacher's Signature   Date   Candidate's Signature

Activity Description/Reflection:_____
(A brief summary is required for the journal entry in PASS-PORT.)

NOTE: To be completed by the candidate and used to enter data in PASS-PORT

HOW CAN I GET HELP WITH PASS-PORT?

You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- PASS-PORT Training and/or assistance: Dr John Fulwiler , Professor, Department of Educational Leadership and Technology, Office # 204, 549-5944 , john.fulwiler@selu.edu
- Field Experiences: Janis Vicknair, College of Education and Human Development, Southeastern Louisiana University, Hammond, LA 70402, Office # 201E, 549-5019 jvicknair@selu.edu
- Course Requirements: Assigned Instructor
- If you forget your password, click on "forgot Password" and a new temporary password will be e-mailed to you.
- We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at http://pass-port.org/training/candidate/ and/or download a copy of the *PASS-PORT Candidate Manual*

Resources Available

PORTFOLIO Handbook and other documents are posted on the Department of Teaching and Learning's home page under the student section and the CEDSAR web page.

PASS-PORT Candidate Manual
http://pass-port.org/training/candidate/Candidate%20Manual/Candidate%20Manual.pdf
Candidate Overview of PASS-PORT (textual and animated tutorial with audio)
http://pass-port.org/training/candidate/overview/index.html

PASS-PORT Candidate Frequently Asked Questions
http://pass-port.org/training/candidate/FAQs.doc

Campbell D.M., Cignetti, P.B.., Melenyzer, B.J., Nettles, D.H., and Wyman, R.M. (2004). *How to develop a professional portfolio: A manual for teach*ers (3rd ed.). Boston, MA: Pearson Education

The Undergraduate Teacher Preparation Portfolio

A portfolio is a purposeful, integrated collection of candidate work that exhibits candidate effort, progress, and achievement in one or more areas. The collection must be based upon performance standards and should include evidence of self-reflection on the part of the candidate and evidence of participation in selecting the contents and judging the merit of the portfolio (Paulson, 1991). The fundamental purposes of the portfolio are (1) to provide evidence that a candidate has met the performance outcomes and (2) to assess if the program is sufficiently addressing its outcomes. Additionally, the portfolio will (1) allow the candidate to demonstrate, through reflections, his/her understanding of how the artifacts contained in the portfolio meet the INTASC and LCET Standards; (2) provide a process by which a candidate can become a reflective practitioner to foster continuous improvement; and (3) document a candidate's growth from the Introductory Level (novice stage) to a level of competence as an educator, the Competency Level. Through the portfolio, the evaluators have an opportunity to identify areas for improvement at each level of assessment and can develop a plan for remediation. By completing and submitting a portfolio, undergraduates will gain an understanding that they are ultimately responsible for acquiring the knowledge and skills necessary for being an effective classroom teacher. Additionally, the portfolio could be used by undergraduates in job interviews, future teaching situations, and for admission into graduate programs. Furthermore, they will gain insights into a process that will foster their continuous improvement in the initial years of teaching and throughout their careers. Undergraduates will have an understanding of the

competencies that they are gaining during their degree program. Finally, it is hoped that by creating a portfolio, the candidate's sense of accomplishment will be heightened.

To create the portfolio, candidates will select artifacts of various types that provide evidence of growth and achievement of the INTASC standards. Accompanying reflections will also provide evidence of continued development towards becoming effective educators. The cumulative portfolio will serve as an assessment tool for validating the successful completion of the undergraduate program. It is also recommended that candidates purchase and use *How to Develop a Professional Portfolio: A Manual for Teach*ers (Campbell, Cignetti, Melenyzer, Nettles, and Wyman, 2004). The third edition of this book will provide guidance in selecting and organizing appropriate artifacts for documentation of the INTASC Standards.

Initial certification candidates (undergraduate and Master of Arts) will submit a portfolio in order to progress to the next portal level. The portfolio portal levels are defined as follows:

Introductory Level: Candidates will develop and submit the Introductory Level portfolio during the semester in which they are enrolled in (or have successfully completed) the final Introductory Level course(s). Candidates who have questions concerning portfolio development may consult with members of the portfolio committee and/or the instructors of the Introductory Level courses.

Introductory Level Courses
- Elementary Education: EDUC 201/211 or 203/212, 307; EPSY 315
- Early Childhood: EDUC 201/211 or 203/212, 307; EPSY 315
- Special Education: EDUC 201/211 or 203/212; SPED 210, 363, 361, 440
- Secondary Education (English, Math, Science, Social Studies): EDUC 201/211 or 203/212, 407
- Kinesiology EDUC 201/211 or 203/212, KINL 215/216 or KINL 221, KIN 251, KIN 431 and a one hour KINL
- Art Education: : EDUC 201/211 or 203/212, EDUC 407 or ART 373/374
- Foreign Language Education: EDUC 201/211 or 203/212, 407
- Music Education: EDUC 201/211 or 203/212, 407, MUS 303/304
- MAT: MAT 610, 615, 620, 622, 623, 630

Successful completion of the Introductory Level portfolio is required before candidates may enroll in Developing Level courses.

Developing Level: Candidates will develop and submit the Developing Level portfolio during the semester in which they are enrolled in the capstone methods course (i.e., the final methods course before student teaching). The portfolio is a requirement of the Southeastern undergraduate teacher education program, rather than the capstone methods courses. Candidates who have questions concerning portfolio development may consult with members of the portfolio committee and/or the instructors of the Developing Level courses.

Developing Level Courses
- Elementary Education: EDUC 321, 415*
- Early Childhood: ECE 323,400,411,420*
- Special Education: SPED 440,441,465,495*
- English: EPSY 315 or 316; ENGL 467, 468; EDUC 490*
- Math: EPSY 315 or 316; MTED 365/375, EDUC 490*
- Science: EPSY 315 or 316; SCIE 300; EDUC 490*
- Social Studies: EPSY 315 or 316; HIST 321/322; EDUC 490*
- Kinesiology: EPSY 315 or 316; KIN 351; KIN 485/486* or KIN 460*

- Art Education: EPSY 315 or 316, ART 373,374, EDUC 490*
- Foreign Language Education EPSY 315 or 316, FLAN 401 or 403, EDUC 490*
- Music Education: EPSY 315 or 316, EDUC 313, EDUC 490*
- MAT: MAT 631, 636, 640, 642, 650, 651, 652, 660, 661, 670*

* capstone methods courses

Competency Level: The Competency Level portfolio will be developed and submitted during the Student Teaching or Internship semester(s).

Competency Level Courses
- Early Childhood: ECE 427
- Elementary Education: EDUC 427
- Special Education: EDUC 425; EDUC 436/437; EDUC 653
- Secondary Education: EDUC 486
- MAT: MAT 681, 683, 686, 687

Portfolio Evaluations

Evaluation of the Introductory Portfolio will occur once the candidate has successfully completed and/or is currently enrolled in those courses listed at the Introductory Level. Evaluation of the Developing Portfolio will occur during the semester in which the candidate is enrolled in the capstone methods course. A final, summative evaluation of the portfolio will take place during the student teaching semester or intern (Competency Level). Evaluation of each artifact within the portfolio constitutes the summative evaluation of the portfolio.

Rubrics: A rubric is included in the appendices for each artifact submitted with the expectations that are acceptable for each portfolio level (Introductory, Developing, and Competency). The rubric for the submission of each cumulative portfolio is also included.

Procedures

1. During the semester in which candidates enroll in EDUC 211 or MAT 610, candidates must attend a required PASS-PORT Portfolio Orientation Training that will familiarize them with the PASS-PORT portfolio requirements and ensure access to a PASS-PORT account.

2. While taking courses, candidates are to submit specified artifacts to the respective instructor of each identified course for evidence of their meeting the INTASC standards. Candidates are required to attend a second PASS-PORT training outside of class hours and are encouraged to attend a third PASS-PORT training.

3. Candidates will submit the final artifact (Reflective Summary) in each cumulative portfolio immediately prior to moving forward in their program for evaluation to the candidate's advisor by the Friday prior to the final week of classes. The only acceptable reason for turning a portfolio in late will be either documented cases of serious illness/injury or immediate family emergency.

4. All artifacts within the portfolio must receive an evaluation acceptable on each indicator on each rubric (see minimum score per item, per rubric, per level). Evaluations of artifacts are available immediately upon completion by the instructor in PASS-PORT under <u>Tasks Assigned to Me</u>. By clicking on the ALERT and *My Evaluations*, an electronic version may be printed and is automatically saved in your account.

5. If any artifact within the portfolio receives a rating that does not meet the minimum score, the candidate must resubmit the artifact for evaluation to the respective instructor. He/she will not be permitted to enroll in the next level of courses beyond the portal until an acceptable artifact is submitted for the specified portfolio level. If a candidate wishes to appeal the decision, the candidate should follow the appeal and grievances procedures of Southeastern Louisiana University.

6. If any item on the portfolio rubric is unacceptable, the candidate will not be permitted to enroll in the next level of program courses until he/she re-submits an acceptable portfolio. If the portfolio is unacceptable, it is returned to the candidate with comments. The candidate has one week to address the deficiencies and re-submit to the evaluator. The portfolio may only be re-submitted once. The evaluator will have until final grades are due to review and return the portfolio. If the portfolio is unacceptable a second time, the candidate will be referred to Teacher Development for remediation, then may resubmit in the following semester's timeline.

Electronics Portfolio Artifacts Overview
Introductory Portfolio Artifacts
1. Completed four pre-assessment surveys in PASS-PORT (Conceptual Framework, Technology, Diversity, Professional Attributes) These surveys are NOT placed in the portfolio.
2. Philosophy and Evaluation
3. Lesson Plan, Evaluation, Standards* Attached
4. Assessment Artifact, Evaluation, Standards* Attached
5. Reflections: write a reflective summary responding to the following question: ***What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance in relation to the conceptual framework. How does your description of an "effective educator" relate to the professional standards of your major?*** (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor
6. Field Experiences – Minimum of 50 hours documented (One experience must be placed in the folio with an attached standard*.)
7. Professional Development – Minimum of 5 hours documented (One activity must be placed in the folio with an attached standard*.)

*Standard: The   standard   refers   to   the   professional   standard   which   relates   to   your artifact/assignment   and   documents   accomplishment   of   that   standard.   The   professional standards embraced by the Department of Teaching and Learning are the INTASC: Interstate New Teacher Assessment and Support Consortium and the LCET: Louisiana Components of Effective Teaching. Your instructor will emphasize standards pertinent to specific assignments.

 Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

EDUC 201/203/MAT 610: PASS-PORT Requirements

Requirement 1: Complete Prospective Education Candidate Surveys: Conceptual framework, Technology, Diversity, and Dispositions
By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on each questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button. Refer to http://pass-port.org/training/candidate/

Requirement 2: Enter All Field Experiences in PASS-PORT (Use Form C)
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 3: Philosophy of Education
By the date specified by your instructor, do the following: (a) upload your philosophy of education as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

EDUC 211/212/MAT 610: PASS-PORT Requirements

Requirement 1: Complete Prospective Education Candidate Survey: Diversity
By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on the questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button. Refer to http://pass-port.org/training/candidate/

Requirement 2: Enter All Field Experiences in PASS-PORT
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

EDUC 307/407; SPED 361/440; MAT 630; MUS 303,304; KIN 215/216/221/251/431: PASS-PORT Requirements

Requirement 1: Enter All Field Experiences in PASS-PORT
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 2: Lesson Plan (selected from one of the courses listed on page 11)
By the date specified by your instructor upload your lesson plan as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

Requirement 3: Assessment Instrument (selected from one of the courses listed on page 11)
By the date specified by your instructor upload your assessment instrument as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

Developing Portfolio Artifacts/Requirements
1. Completed in PASS-PORT the LASS survey during the capstone methods course. This is NOT placed in the portfolio.
2. Classroom Management Plan, Evaluation , attached standard*
3. Louisiana Components of Effective Teaching (LCET) summative evaluation (2) and attached standard(s)*
4. Implemented Lesson Plan, Evaluation , attached standard*
5. Assessment Plan, Instrument, Impact on Student Learning, Evaluation, and attached standard*
6. Reflections: write a reflective summary responding to the following question: *What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance in relation to the conceptual framework. How does your description of an "effective educator" relate to the professional standards of your major?* (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor.
7. Field Experiences – Minimum cumulative total of 180 hours documented. (One experience must be placed in the folio with an attached standard*.)
8. Professional Development Activities – Minimum cumulative total of 15 hours documented. (One activity must be placed in the folio with an attached standard*.)

*Standard: The standard refers to the professional standard which relates to your artifact/assignment and documents accomplishment of that standard. The professional standards embraced by the Department of Teaching and Learning are the INTASC: Interstate New Teacher Assessment and Support Consortium and the LCET: Louisiana Components of Effective Teaching. Your instructor will emphasize standards pertinent to specific assignments.

Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

EPSY 315; SPED 363/365; MAT 622/623: PASS-PORT Requirements

Requirement 1: Enter All Field Experiences in PASS-PORT
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 2: Classroom Management Plan
By the date specified by your instructor upload your classroom management plan as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

EDUC 313/321/323/326/328/415*/490*; ECE 400/422*; SPED 495*; MAT 650/651/652/660/661*; MTED 365/375; SCIE 300; Secondary Content Methods Courses: PASS-PORT Requirements

Requirement 1: LASS Survey: By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on the questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button. Refer to http://pass-port.org/training/candidate/

Requirement 2: Enter All Field Experiences in PASS-PORT
As you complete each field experience, log into PASS-PORT and create a field experience artifact. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 3: Lesson Plan (selected from one of the courses listed on page 12 or 13)
By the date specified by your instructor upload your lesson plan as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

Requirement 4: View Evaluation of the Components of Effective Teaching (LCET) (selected from one of the capstone method courses listed on page 12 or 13)
You will be notified when your instructor has completed your evaluation of your teaching experiences. By the date specified by your instructor, do the following: (a) log in to PASS-PORT, (b) Click on ALERT, (c) Click on the purple button, *My Evaluations*. Click on View to see your evaluation. Your may print a copy for your records and close the window. Once you have viewed the evaluation, you should click once more on the ALERT from PASS-PORT and dismiss the ALERT. Refer to http://pass-port.org/training/candidate/

Requirement 5: Assessment/Impact on Student Learning (selected from one of the courses listed on page 12 or 13) By the date specified by your instructor upload your Assessment Artifact as a file artifact in PASS-PORT. Refer to http://pass-port.org/training/candidate/

Alternative Certification Candidates/K-12 Education Majors: Candidates in these programs may be eligible for a combination portfolio. This requires prior approval from the Teaching and Learning Department Head.

The Combination Portfolio is a combination of levels 1 and 2 and includes the artifacts listed below:

Introductory Portfolio Artifacts (level 1)
1. Philosophy and Evaluation
2. Lesson Plan, Evaluation, Standards Attached*
3. Assessment Artifact, Evaluation, Standards Attached*

Developing Portfolio Artifacts (level 2)
4. Classroom Management Plan, Evaluation, Standards Attached*
5. Louisiana Components of Effective Teaching (LCET) summative evaluation (2), Standards Attached*
6. Implemented Lesson Plan, Evaluation, Standards Attached*
7. Assessment Plan, Instrument, Impact on Student Learning, Evaluation, Standards Attached*

Cumulative Artifacts (levels 1 and 2)

8. Professional Development Activities – Minimum cumulative total of 15 hours documented (Two activities must be placed in the folio with an attached standard*.).
9. Field Experiences – Minimum cumulative total of field experiences documented (Two experiences must be placed in the folio with an attached standard*.) The number of required hours is determined by the number of field experience hours in each required course prior to student teaching or the internship.
10. Reflections: write a reflective summary responding to the following question: *What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance in relation to the conceptual framework. How does your description of an "effective educator" relate to the professional standards of your major?* (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor

*Standard: The standard refers to the professional standard which relates to your artifact/assignment and documents accomplishment of that standard. The professional standards embraced by the Department of Teaching and Learning are the INTASC: Interstate New Teacher Assessment and Support Consortium and the LCET: Louisiana Components of Effective Teaching. Your instructor will emphasize standards pertinent to specific assignments.

Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

Due Date: Friday before the final week of classes

Competency Portfolio Artifacts

1. Complete two post-assessment surveys in PASS-PORT (Technology and Diversity). This is NOT placed in the portfolio.
2. Field Experiences – Minimum of 180 Level 3 hours (direct teaching) [student teachers only]
3. Implemented Lesson Plan and LCET Evaluation
4. Videotaped Lesson Plan and Reflection/Critique
5. Assessment Plan, Instrument, Impact on Student Learning and Evaluation
6. Reflections of Learning and Evaluation of PART 2
   - PART 1: The reflective practice questionnaire consists of six (6) items and asks candidates to reflect on their source of greatest frustration and greatest success in relation to the Components of Effective Teaching. Items also ask the candidates to rank order areas in which they feel most and least prepared. Additionally, there are two items regarding principal impact and knowledge of the school improvement plan at the assigned cooperating school. This is NOT placed in the portfolio.
   - PART 2: Reflections: write a reflective summary responding to the following question: *What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance in relation to the conceptual framework. How does your description of an "effective educator" relate to the professional standards of your major?* (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor

Requirement 1: Complete Prospective Education Candidate Surveys By the 3rd week, log onto PASS-PORT and in your task bar do the following: (a) click on each questionnaire sent to you by the Director of Assessment and Program Evaluation, (b) complete the questionnaire, and (c) click on the submit button. Refer to http://pass-port.org/training/candidate/ (These are not placed in the portfolio, only completed)

Requirement 2: Enter All Field Experiences in PASS-PORT [Student teachers only] As you complete each field experience, log into PASS-PORT and create a field experience artifact on a **weekly** basis. This process is easy and only takes a few minutes to complete. Refer to http://pass-port.org/training/candidate/

Requirement 3: Implemented Lesson Plan and LCET Evaluation By mid-term, which will be the 7th week, the university supervisor/external assessor will observe and evaluate a lesson and input the evaluation into PASS-PORT. Once the observation has taken place, you should do the following: (a) upload the observed lesson plan as a file artifact in PASS-PORT, and (b) review your evaluation. Refer to http://pass-port.org/training/candidate/

Requirement 4: Video Critique By the 9th week, do the following: (a) upload your lesson plan and reflection/ critique of your videotaped lesson as a file artifact in PASS-PORT to be placed in your portfolio. Refer to http://pass-port.org/training/candidate/

Requirement 5: Assessment Plan, Instrument, Impact on Student Learning By the 12th week, do the following: (a) upload your assessment plan and supporting documents as a file artifact in PASS-PORT, and (b) submit for review to your university supervisor/external assessor.
Refer to http://pass-port.org/training/candidate/

Requirement 6: Reflections of Learning By the Friday of the final week of classes, log onto PASS-PORT and in your task bar do the following: PART 1- (a) click on the questionnaire sent to you, (b) complete the questionnaire, and (c) click on the submit button; PART 2 – (a) write a reflective summary responding to the following question: ***What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance. How does your description of an "effective educator" relate to the professional standards of your major?*** (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor. Refer to http://pass-port.org/training/candidate/

MAT Student Teachers, MAT Interns, ALT CERT Interns, and External Assessors

1. **Additional Requirement 7: Action Research Project** [MAT Students ONLY] By the Friday before the final week of classes, upload your action research project and the evaluation rubric in PASS-PORT to be placed in your portfolio. The Action Research Project and Graded Rubric were completed in MAT 670.

2. **External Assessors** will not be required to enter evaluations and review assignments in PASS-PORT. External assessors will be required to submit evaluations to Dr. Rebecca Day, Director, Office of Student Teaching.

3. MAT Interns and MAT Student Teachers will be required to use PASS-PORT as outlined in the Competency Portfolio Requirements.

4. All Interns should complete #'s 1, 3, and 4 during the first semester and #'s 5, 6, and 7 during the second semester.

5. All MAT Candidates will be prepared for oral defense of their program. Graduate committees will contact MAT candidates to schedule dates and times.

Glossary of Terms for Electronic Portfolio

ALERT: In PASS-PORT, a term to notify users that a task has been or needs to be completed.

Artifact: Products that provide evidence of the performance outcomes on which candidates will be assessed. These artifacts are examples of work naturally occurring in ongoing classes and provide the most accurate picture of student skills in practice. See pages 15, 18, and 19 of the Portfolio Handbook for examples of possible and appropriate artifacts.

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers; teachers continuing their professional development, or other professional school personnel. The term is used to distinguish them from the PK-12 school students with whom they interact.

Capstone Course: The education methods course taken the semester prior to student teaching.

COEHD Conceptual Framework: The guidelines by which candidates will be assessed in their progress through the program; the components of the framework include content knowledge, knowledge of the learner, professional standards, and strategies and methods; knowledge of technology and diversity is integrated into the framework.

COEHD: College of Education and Human Development, the one from which all education majors receive their degrees.

Competency Level: The portal of portfolio assessment that occurs in the semester of Student Teaching/Internship.

Conceptual Framework: In general, an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.*

Content Knowledge (CK): Candidates' thorough understanding of content appropriate to their area of specialization.

Developing Level: The portal of portfolio assessment that occurs in the semester of the capstone education methods course.

Direct Teaching: Level Two field experience; an activity where the candidate instructs students in a one-one-one, small group, or large group situation. The activity must be related to the University course in which the candidate is enrolled.

Dispositions: The values, commitments and professional ethics that influence behaviors towards students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth.*

Diversity: Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.*

Field Experiences: A variety of early and ongoing opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research; Field experiences may occur in off-campus settings such as schools, non-school sites, community centers, laboratories, or natural environments. There are three levels of field experiences:
1. Level One: Observation of classroom teachers and PK-12 students
2. Level Two: Direct teaching
3. Level Three: Student teaching or internship

INTASC: Interstate New Teacher Assessment and Support Consortium; a national body focused on new teacher development that has developed model performance-based standards and assessments for the licensure of teachers. These standards and assessments represent competencies critical to teacher effectiveness.

Internship: One year of full-time teaching in the area of certification. An internship is available only to graduate students in the MAT or other alternate certification program.

Interstate New Teacher Assessment and Support Consortium: See INTASC.

Introductory Level: The portal of portfolio assessment that focuses on the foundations of education and basic content knowledge. Candidates submit a portfolio prior to their first education methods course.

Knowledge of Learner (KL): Candidates' understanding of the learner necessary to provide effective and equitable instruction

KSD: Knowledge, skills, and dispositions, as they relate to the candidate's field of study

LCET: Louisiana Components of Effective Teaching.

Learners: Children or youth in PK-12 schools as distinguished from teacher education candidates; also referred to as "students."

Methods Courses: The penultimate courses required for candidates before student teaching. The courses focus on the development of materials, skills, and competencies to prepare candidates for the student teaching. Elementary education majors are required two methods courses; secondary education majors are required one education methods course, along with any others required by their content area department.

Observation: Level One field experience; activities in which the teacher candidate observes an experienced teacher to gain greater insight into classroom management, time management, classroom environments, teaching strategies, etc.

PASS-PORT: Professional Accountability Support System Using a Portal Approach; an electronic tool that allows candidates to create and upload artifacts that document KSD, build electronic portfolios, and have artifacts and portfolios routed to faculty for evaluation.

Portal: The transition point which candidates must exhibit specific knowledge, skills, and dispositions defined by the COEHD in order to proceed to the next level of a program.

Portfolio Levels: The three stages at which candidates submit portfolios for assessment. They include Introductory, Developing, and Competency levels.

Professional Development Activity (PDA): Opportunities for candidates to identify resources, engage and participate in activities that develop and expand knowledge and skills through community service, conferences, lecture series, workshops, and training.

Professional Standards (PS): Established criteria that guide effective professionals in each discipline area.

Reflection: A thoughtful and thought-provoking process of deriving meaning and knowledge from the experience that occurs before, during and after teaching. Reflection is a process of self-examination and self-evaluation.

Rubric: A guide used to score performance assessments in a reliable, fair, and valid manner; generally composed of dimensions for judging candidate's performance, a scale for rating performances on each dimension, and standards of excellence for specified performance levels.

Site: The name of the school or location which the candidate completes a field experience.

Site Contact: The name pf the person (teacher, supervisor, mentor) at the site (e.g., school) who is responsible for the group of students in the field experience.

SARTE: Selective Admission and Retention in Teacher Education; the standards by which candidates in COEHD are admitted to the teacher education program.

SPA: see Specialized Professional Association

Specialized Professional Association (SPA): National organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists).*

Standard: Statements of what candidates should know and be able to do. Different types of standards address various aspects important to learning:
- Content standards cover what candidates are to learn in various subject areas, such as mathematics and science.
- Performance standards specify what levels of learning are expected. (www.ascd.org)

Strategies and Methods (SM): Strategies and methods appropriate to each program within the educational unit necessary to develop effective professionals.

Student Teaching: The part of the professional field experience, organized and directed by the university, during which the candidate is placed in a public school under the direct supervision of a fully certified classroom teacher and university faculty member for one semester on an all-day basis.

Students: Children or youth in PK-12 schools as distinguished from teacher education candidates; also referred to as "learners."

Teacher Development Center: A resource area for pre-service teachers; The Center offers books and other materials to assist the pre-service teachers in for class assignments and lesson plans.

The Teacher Development Program: Provides assistance to pre-service teachers who need immediate intervention to prevent poor performance or possible failure during their teacher preparation. The complete description can be found at
http://www2.selu.edu/Academics/Education/TEC/TDevProg/TeacherDevelopmentProgram.htm

* Definitions come from www.ncate.org.

APPENDICES

PROSPECTIVE EDUCATION CANDIDATE (PEC) SURVEYS:

- **PEC: Conceptual Framework: The Effective Professional**
- **PEC: Essential Technology Knowledge and Skills That Influence Your Readiness for Teaching**
- **PEC: Dispositions (Professional Attribute and Characteristics Scale, State Standard B)**
- **PEC: Preparing for Diversity**

Other:

- **Louisiana Supplement Standards Survey (LASS)**
- **Reflective Practice: Part 1**
- **University Supervisor Evaluation**
- **Supervising Teacher Evaluation**
- **Basic Program Follow-up**
- **Course and Program Evaluation**

Rubrics Used for Evaluation of Candidate Knowledge, Skills and Dispositions

- **Philosophy**
- **Management Plan**
- **Assessment Instrument**
- **Lesson Plan**
- **Louisiana Components of Effective Teaching (LCET) Summative Evaluation**
- **Dispositions: Professional Attribute and Characteristics Scale**
- **Assessment Plan: Impact on Student Learning (Assignment and Rubric)**
- **Video Critique (Assignment)**
- **Evaluation Report of Teaching (Student Teachers/Interns only) See Student Teaching Handbook**
- **Final Report on Student Teaching/Internship/Practicum (Student Teachers/Interns only) See Student Teaching Handbook**
- **Portfolio Rubric (includes the Reflections of Learning: Reflective Summary rubric)**

PEC - Conceptual Framework: The Effective Professional

"The College of Education and Human Development's teacher
candidates become *Effective Professionals*."

Please describe what it means to be an *Effective Educator*.

A.   Foundations

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to demonstrate knowledge and appropriate use of hardware
                        components, software programs, and their connections.

___   ___   ___   2. I am able to use data input skills appropriate to the task.

___   ___   ___   3. I am able to comply with the laws and examine the issues regarding the use
                        of technology in society.

B. Information Acquisition

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to use a variety of strategies to acquire information from electronic
                        resources.

___   ___   ___   2. I am able to acquire electronic information in a variety of formats.

___   ___   ___   3. I am able to evaluate the acquired electronic information.

C. Solving Problems

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to use appropriate computer-based productivity tools to create and
                        modify solutions to problems.

___   ___   ___   2. I am able to use research skills and electronic communication, with
                        appropriate supervision, to create new knowledge.

___   ___   ___   3. I am able to use technology applications to facilitate evaluation of work, both
                        process and product.

D. Communication

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to format digital information for appropriate and effective
                        communication

___   ___   ___   2. I am able to deliver the product electronically in a variety of media.

___   ___   ___   3. I am able to use technology applications to facilitate evaluation of
                        communications, both process and product.

TEKS (Texan Essential Knowledge and Skills) Technology Applications

Professional Attributes and Characteristics Scale

> Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student typically displays. Please elaborate further in the comments section when additional feedback will help the student continue to progress.

1) Attendance	2) Punctuality
☐ Frequently absent ☐ Rarely absent ☐ Exemplary attendance	☐ Frequently late ☐ Generally punctual ☐ Always on time
3) Professional Appearance	**4) Oral Expression**
☐ Occasionally appears inappropriately/unprofessionally dressed ☐ Is usually dressed appropriately ☐ Always dresses/appears in a professional manner	☐ Makes frequent usage and/or grammatical errors ☐ Inarticulate ☐ Articulate ☐ Expressive, animated
5) Written Expression	**6) Tact/Judgement**
☐ Written work contains misspellings and/or grammatical errors ☐ Written work is often unclear and disorganized ☐ Written work is organized and clearly expresses ideas	☐ Thoughtless: Highly insensitive to others' feelings and opinions ☐ Somewhat or sometimes insensitive and undiplomatic ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly ☐ Diplomatic: Highly sensitive to others' feelings and opinions
7) Reliability/Dependability	**8) Self-Initiative/Independence**
☐ Sometimes fails to complete assigned tasks and duties ☐ Sometimes needs to be reminded to attend to assigned tasks/duties ☐ Responsible: Attends to assigned tasks/duties on schedule without prompting ☐ Self-starter: Perceives needs and attends to them immediately	☐ Passive: Depends on others for directions, ideas and guidance ☐ Has good ideas, works effectively with limited supervision ☐ Creative and resourceful; independently implements plans
9) Self-Confidence	**10) Collegiality**
☐ Anxious: Often appears self-conscious, nervous ☐ Arrogant: Has unfounded belief in abilities ☐ Usually confident – comfortable in classroom situations ☐ Realistically self-assured; competently handles class demands	☐ Often works in isolation ☐ Reluctant to share ideas and materials ☐ Willingly shares ideas and materials

11) Interaction with Students	12) Response to Students' Needs
☐ Can appear threatening or antagonistic towards students ☐ Shy: Hesitant to work with students ☐ Relates easily and positively with students ☐ Outgoing: Actively seeks opportunities to work with students	☐ Does not attempt to accommodate needs of unique learners ☐ Makes negative comments about students' ability to learn ☐ Usually accepts responsibility for all students' learning ☐ Consistently responds to the learning needs of all students
13) Response to Feedback	**14) Ability to Reflect and Improve Performance**
☐ Defensive: Unreceptive to feedback ☐ Receptive – but does not implement suggestions ☐ Receptive – and adjusts performance accordingly ☐ Solicits suggestions and feedback from others	☐ Reluctant to analyze performance ☐ Makes some effort to review skills ☐ Actively seeks ways to assess abilities ☐ Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics

Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
☐	☐	☐	**A. Commitment** – demonstrates genuine concern for students and is dedicated to the teaching profession.
☐	☐	☐	**B. Creativity** – seeks opportunities to develop imaginative instructional lessons.
☐	☐	☐	**C. Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary.
☐	☐	☐	**D. Integrity** – maintains high ethical and professional standards.
☐	☐	☐	**E. Organization** – is efficient, successfully manages multiple tasks simultaneously.
☐	☐	☐	**F. Perseverance** – strives to complete tasks and improve teaching skills.
☐	☐	☐	**G. Positive Disposition** – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable.

Enz, B.J., Freeman, D.J., & Cook, S.J. (1990). The professional attributes scale. In B.J. Enz, S.J. Cook, & B.J. Webber (eds.), The student teaching experience: A professional approach. Dubuque, IA: Kendall-Hunt Publishers.

Additionally candidates are asked to respond to the following two items on a six point scale with one being the least and six being the greatest:

Knowledge of School Improvement Planning:
1   2   3   4   5   6

Knowledge of Louisiana School and District Accountability System (LSDAS):
1   2   3   4   5   6

Knowledge of the Louisiana Educational Assessment Program (LEAP 21):
1   2   3   4   5   6

PEC: Preparing for Diversity

Define diversity

Define culture

Define racism

Mark the appropriate space that best reflects your positions on the statements listed.
1=none 2=some 3=much

Much	Some	None	
_____	_____	_____	1. Do you know what multicultural education means?
_____	_____	_____	2. Have you completed any projects or activities that included aspects of multicultural education?
_____	_____	_____	3. Have you seen any school classroom environments with instruction that appeared to be multicultural?
_____	_____	_____	4. Have you received instruction on how to plan and implement multicultural lessons?
_____	_____	_____	5. In school classrooms you have observed, did you hear any mention of the contributions of people from various racial, cultural, and economic groups?
_____	_____	_____	6. Have you examined any school curriculum materials, including textbooks, for bias?
_____	_____	_____	7. Have you participated in any discussions that have focused on how to adapt different teaching strategies to the various learning styles of your students?
_____	_____	_____	8. Have you considered your role as a teacher in school-community relations?
_____	_____	_____	9. Have you examined any test for cultural bias?
_____	_____	_____	10. Have you discussed the relationship between hidden curricula and unintended cultural bias?
_____	_____	_____	11. Have you completed any projects or activities that caused you to explore the relationship between instructional strategies and student self-esteem?
_____	_____	_____	12. Have you done any work outside formal university education or in-service workshops where you increased your awareness of multicultural education?
_____	_____	_____	13. Are you comfortable raising questions about multicultural issues (a) in groups of peers, (b) in your teaching, (c) in university or other formal educational settings?

Powell, R.R., Zehm, S.,& Garcia, J. (1996). *Field experience strategies for exploring diversity in schools.* New Jersey: Prentice –Hall, Inc.

Other: Louisiana Supplement Standards Survey (LASS)

Louisiana Supplement Standards Survey

Please rank your awareness, understanding and experience by circling ONE option for each statement below.

1 = Not Known   2 = Limited   3 =Adequate   4 = Well-Informed

1. I am aware of the Louisiana School and District Accountability
    System (LSDAS).   1   2   3   4

2. I am aware of the concept of school improvement for Louisiana
    schools   1   2   3   4

3. I read the School Report Card for the school in which I was
    assigned for my field-based experiences this semester.   1   2   3   4

4. I read the Principal's Report Card for the school in which I was
    assigned for my field-based experiences this semester.   1   2   3   4

5. I have planned and implemented instruction that correlates   1   2   3   4
    content standards/GLEs at my grade level to foster student success
    in preparation for LEAP 21, ITBS, and/or GEE.

6. I used the school information in my planning and teaching   1   2   3   4
    responsibilities this semester.

7. I feel prepared to address school improvement efforts,   1   2   3   4
    state testing, and the LSDAS in my student teaching/intern
    placement.

8.   As a teacher candidate, I am prepared to contribute to student   1   2   3   4
    achievement and school improvement in my various field-based
    placements.

9. On the back, (a) write a reflection about a teaching experience using your knowledge of the GLEs
    with students in your field-based teaching <u>and</u> (b) describe the impact on student achievement.

Holistic Rating Scale: Philosophy

Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations	Introductory Minimum Score	Competency Minimum Score
The philosophy lacks evidence of an effective educator in terms of the purpose of education, classroom organization, behavior management, the role of the teacher, motivation, instructional approaches, and assessment. There is no connection to the conceptual framework or only a reference to the term. The structure of the paper has little or no organization, and there are more than 5 error types in writing mechanics.	The philosophy alludes to an effective educator in terms of the purpose of education, classroom organization, behavior management, the role of the teacher, motivation, instructional approaches, and assessment. There is a general connection to the components of the conceptual framework. The structure of the paper is somewhat organized, and there are less than 5 error types in writing mechanics.	The philosophy refers to an effective educator in terms of the purpose of education, classroom organization, behavior management, the role of the teacher, motivation, instructional approaches, and assessment with in-depth explanation. There is a clear connection to all specific components of the conceptual framework. The paper is well organized and, coherent and there are no more than 2 error types in writing mechanics.	The philosophy refers to an effective educator in terms of the purpose of education, classroom organization, behavior management, the role of the teacher, motivation, instructional approaches, and assessment with in-depth explanation in a reflective manner. There is a clear connection to all specific components of the conceptual framework. The paper is well organized and, coherent and there are no more than 2 error types in writing mechanics.	Approaching Expectations	Meets Expectations

Comments:

Holistic Rating Scale: Assessment Instrument

Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations	Introductory Level: Minimum Score Per Item
The assessment artifact lacks evidence of instructional alignment. The assessment artifact lacks clear, concise directions and does not relate point value of assessment items.	The assessment artifact attempts to illustrate instructional alignment. The assessment artifact contains directions; but are not clear or concise. Point value is included, but does not support sound assessment value.	The assessment artifact illustrates strong instructional alignment. The assessment artifact has clear and concise directions. Point value is included and supports strong assessment value. Construction supports strong validity and reliability.	The assessment artifact illustrates strong instructional alignment. The assessment artifact has clear and concise directions. Point value is included and supports strong assessment value. Construction supports strong validity and reliability. A reflective summary focuses on how the assessment will influence future instruction.	Meets Expectations
Comments:				

Holistic Rating Scale: Classroom Management Plan

	Unacceptable	Approaching Expectations	Developing Level: Meets Expectations	Exceeds Expectations
Classroom Procedures: What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.	Procedures meet less than half of the requirement	Procedures meet half of the requirement	Procedures meet most of the requirement	Procedures meet all of the requirement
Classroom Rules: What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?	Classroom rules reflect little or no understanding of the lesson/or subject matter	Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management
Consequences: What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort.	Consequences lack clarity and are not well understood	Consequences are and are somewhat understood	Consequences are provided and an attempt is made to make them manageable	Consequences are clear and well understood
Individual and Group Motivation and Rewards: What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group?	Plan is ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan is somewhat ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.	Plan is very effective in demonstrating student's understanding of motivations, rewards, and punishments.
Preventive and Supportive Discipline: Which techniques (minimum of 4) will you use to prevent discipline problems? Why?	There are no techniques provided to prevent discipline problems.	There is a slight attempt to provide techniques but they are inadequate.	For the most part, the techniques to prevent discipline problems are provided.	Four or more techniques are given to prevent discipline problems and a well constructed and sound rationale is also provided.
Parental Involvement: How will you involve parents in your classroom? How will you communicate student progress? School events?	There are no examples used to address parental involvement, communications, and awareness	Insufficient examples used to address parental involvement, communications, and awareness	Some examples are used to address parental involvement, communications, and awareness	Very effective examples are used to address parental involvement, communications, and awareness
Application: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior.	Application does not follow the student's management model	Application follows model and addresses inappropriate but fails to address response to the appropriate behavior	Application follows model and addresses appropriate behavior	Application follows model, addresses appropriate behavior and provides insight in to changing behavior
Classroom Arrangement: Attach sketch and explanation	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations
Structure & Writing: Your narrative explanation describing and applying your model should be well written and organized	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.

Lesson Plan Rubric

Lesson Plan Title: _____Submitted By:_____ Revised: Spring 2006

Subject Area: _____ Grade Level: _____Duration of Lesson: _____

	Unacceptable (U)	Approaching Expectations (A)	Meets Expectations (M)	Exceeds Expectations (E)	Minimum Score Per Item		
					Intro	Dev	Comp
Objectives:	The objective (s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. The number of objectives is unrealistic within the scope of the lesson.	Each objective is stated in terms of **student outcomes** and identifies the learning that will take place.	Each objective is clearly stated in terms of **student outcomes** and addresses the learning that will take place. Each objective is measurable and observable.	M	M	M
State Content Standards/ Benchmarks/ Grade Level Expectations:	The lesson provides no connection to state content standards/ benchmarks/ GLE's	The lesson provides some connections to state content standards/ benchmarks/ GLE's	The lesson provides connections with significant and clear references to state content standards/ benchmarks/ GLE's	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan procedure.	A	M	M
Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation:	The lesson is void of any introductory activities.	The lesson introduction is somewhat disconnected from the objectives and distracts students from learning.	Opening activities set the stage for the lesson and are connected to the states objectives, but lack in motivation or transition value.	Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning.	A	M	M
Procedures Activities, Experiences, Concept Development:	Learning experiences are disconnected and not focused on the objectives.	Learning experiences are connected to the objectives but disconnected from one another.	All experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.	All experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other.	A	M	M
Closure/ Confirming:	The lesson contains no closure.	Closing activities are minimally developed and done primarily by the teacher.	Closing activities are minimally developed and done primarily by the teacher.	Closing activities are minimally developed and done primarily by the teacher.	A	M	M

	Unacceptable (U)	Approaching Expectations (A)	Meets Expectations (M)	Exceeds Expectations (E)	Minimum Score Per Item		
					Intro	Dev	Comp
Assessment/ Evaluation:	Opportunities for student assessment are not provided.	Assessments are identified and make limited connections to the Louisiana Content Standards.	Assessments are identified and require students to apply knowledge or demonstrate understanding of LA Content Standards. Provide limited evidence that students have achieved the stated objectives.	Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives.	A	M	M
Materials/ Resources/ References:	Materials/resources/ references necessary for student and teacher use are not listed.	An incomplete list of student and/or teacher materials/resources/references are provided.	Materials/resources/references necessary for both students and teacher to complete the lesson are listed and are made available.	All necessary materials/resources/ references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing).	M	M	M
Integration of Technology into Planning or Implementation:	The lesson does not provide for any technology-connected experiences or technology is not used in planning.	Technology-connected learning experiences are limited to enrichment or extension activities or technology is limited in planning.	Technology is integrated into the lesson to improve the quality of student work or provides use of technology as a source to enhance the lesson.	A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student.	A	M	M
Student Centered:	There is no evidence of student choice and/or opportunities for students to work collaboratively.	Student choice and/or collaboration is limited to one part of the lesson.	The lesson considers student interest and provides opportunities for student choice and/or collaboration.	The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration.	A	M	M
Diverse Learner Needs/ Accommodations/ Individual Differences:	There is no variety in approaches to learning and instructional opportunities that are adapted to learners from diverse backgrounds.	Instructional design is for learners with varied learning styles.	Instructional design is developmentally appropriate for learners with varied learning styles and diverse needs.	Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs).	A	M	M

Parish Site _____

CIRCLE your certification area: ELEMENTARY   SECONDARY   MILD/MODERATE

CIRCLE your program area: UNDERGRADUATE   ALT/MAT

Louisiana Supplement Standards Survey

Please rank your awareness, understanding and experience by circling ONE option for each statement below.

1 = Not Known   2 = Limited   3 =Adequate   4 = Well-Informed

1. I am aware of the Louisiana School and District Accountability System (LSDAS).   1   2   3   4

3. I am aware of the concept of school improvement for Louisiana schools   1   2   3   4

3. I read the School Report Card for the school in which I was assigned for my field-based experiences this semester.   1   2   3   4

4. I read the Principal's Report Card for the school in which I was assigned for my field-based experiences this semester.   1   2   3   4

5. I have planned and implemented instruction that correlates content standards/GLEs at my grade level to foster student success in preparation for LEAP 21, ITBS, and/or GEE.   1   2   3   4

7. I used the school information in my planning and teaching responsibilities this semester.   1   2   3   4

7. I feel prepared to address school improvement efforts, state testing, and the LSDAS in my student teaching/intern placement.   1   2   3   4

9.   As a teacher candidate, I am prepared to contribute to student achievement and school improvement in my various field-based placements.   1   2   3   4

9. On the back, (a) write a reflection about a teaching experience using your knowledge of the GLEs with students in your field-based teaching <u>and</u> (b) describe the impact on student achievement.

Southeastern Louisiana University

LCET Summative Evaluation Report of Teaching
(Revision: August 2006)

Candidate's Name _____ W# _____
Course Number _____ Instructor _____ Date _____
School Name/Code _____ Grade Level _____
Content _____

Directions: *Please evaluate the candidate in each of the areas below.*
Developing Level: **Methods 1 - 80% of total possible points in each domain**
Methods 2 – 80% of total possible points in each domain

The scale is: *1 – Has not developed or used this skill*
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately
4 – Uses this skill competently with frequency
5 – Uses this skill proficiently with consistency

PLANNING: The teacher plans effectively for instruction.					
1. Specifies learner outcomes in clear, concise objectives	1	2	3	4	5
2. Includes activity/activities that develop(s) objectives	1	2	3	4	5
3. Identifies and plans for individual differences	1	2	3	4	5
4. Identifies materials, other than standard materials, as needed for lesson	1	2	3	4	5
5. States method(s) of evaluation to measure learner outcomes	1	2	3	4	5
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs	1	2	3	4	5
7. Plans for the use of technology	1	2	3	4	5

Comments:

MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.					
1. Organizes available space, materials, and/or equipment to facilitate learning	1	2	3	4	5
2. Promotes a positive learning climate	1	2	3	4	5
3. Manages routines and transitions in a timely manner	1	2	3	4	5
4. Manages and/or adjusts allotted time for activities planned	1	2	3	4	5
5. Establishes expectations for learner behavior	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning	1	2	3	4	5

Comments:

INSTRUCTION: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.

	1	2	3	4	5
1. Initiates lesson effectively	1	2	3	4	5
2. Uses technique(s) which develop(s) lesson objective(s)	1	2	3	4	5
3. Uses a variety of teaching materials to achieve lesson objective(s)	1	2	3	4	5
4. Sequences lesson to promote learning	1	2	3	4	5
5. Adjusts lesson when appropriate	1	2	3	4	5
6. Integrates technology into instruction	1	2	3	4	5
7. Presents content at a developmentally appropriate level	1	2	3	4	5
8. Presents accurate subject matter	1	2	3	4	5
9. Relates examples, unexpected situations, or current events to the content	1	2	3	4	5
10. Integrates content across the curriculum	1	2	3	4	5
11. Accommodates individual differences	1	2	3	4	5
12. Demonstrates ability to communicate effectively with students	1	2	3	4	5
13. Exhibits enthusiasm toward the subject content	1	2	3	4	5
14. Stimulates and encourages higher order thinking at the appropriate developmental levels	1	2	3	4	5
15. Uses effective questioning techniques	1	2	3	4	5
16. Utilizes appropriate motivational techniques	1	2	3	4	5
17. Encourages student participation	1	2	3	4	5
18. Utilizes an effective lesson closure	1	2	3	4	5
19. Uses wait time	1	2	3	4	5

Comments:

ASSESSMENT PLAN

1.   **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

The Table should include:
   A) Type of assessments (e.g., pre, formative, or post).
   B) The learning objectives; these are specific to the learning activities.
   C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

Type of Assessments	Learning Objectives	Format of Assessment
1. Pre Assessment		
2. Post Assessment		

2.   **Provide a narrative description which:**

   • Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,

   • Explains why you have chosen each of these assessments to attain your stated learning objectives,

   • Provides assessment instructions that are understood by all students,

   • Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,

   • Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3.   **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

Reprinted from Oklahoma Teacher Enhancement Program

Analyzing the Results:
Used to show the learning gain made by each student from pre- to post- assessment

Students	Pre Assessment	Post Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Reprinted from Louisiana Assistance & Assessment Program

Reflecting on the Impact of Instruction

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?

2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?

3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.

4. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?

5. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

Reprinted from Louisiana Assistance & Assessment Program

ASSESSMENT PLAN RUBRIC- Methods courses

The scale is:
  1 – Has not developed or used this skill
  2 – Is beginning to incorporate this skill
  3 – Uses this skill appropriately
  4 – Uses this skill competently with frequency
  5 – Uses this skill proficiently with consistency

ASSESSMENT: The teacher assesses student progress.					
1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4	5
2. Uses appropriate and effective assessment technique(s)	1	2	3	4	5
3. Utilizes a variety of formal and informal assessment techniques to monitor student learning	1	2	3	4	5
4. Consistently monitors ongoing performance of students	1	2	3	4	5
5. Provides timely feedback to students regarding their progress	1	2	3	4	5
6. Produces evidence of student academic growth under his/her instruction	1	2	3	4	5
7. Interprets and utilizes standardized/non-standardized test results	1	2	3	4	5

ASSESSMENT PLAN RUBRIC- Student Teaching/Internship

The scale is:
  1 – Has not developed or used this skill
  2 – Is beginning to incorporate this skill
  3 – Uses this skill appropriately and competently
  4 – Uses this skill consistently with a high degree of competence and confidence

1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4
2. Uses appropriate and effective assessment technique(s)	1	2	3	4
3. Produces evidence of student academic growth under his/her instruction	1	2	3	4
4. Interprets and utilizes standardized/non-standardized test results	1	2	3	4

Comments:

Reflection and Critique of Videotaped Lesson

Name:_____   Date of Lesson: _____

Upload a <u>copy of the lesson</u> plan for the videotaped lesson. View the videotaped lesson and evaluate yourself in each of the areas below for the overall lesson utilizing the following scale:

1 - Unsatisfactory   2 - Less than Adequate   3 - Satisfactory   4 - Very Good   5 – Excellent
Type the corresponding number in the column to the right of each indicator.

I. INSTRUCTION:	1 2 3 4 5
A. Initiates the lesson effectively	
B. Clearly states the lesson purpose	
C. Uses a variety of activities to achieve lesson objectives	
D. Uses a variety of materials other than the textbook, workbook, etc.	
E. Presents accurate subject content	
F. Sequences the lesson to promote learning	
G. Monitors to facilitate learning	
H. Accommodates individual differences	
I. Encourages higher order thinking through questioning, activities, etc.	
J. Encourages student participation	
K. Gives clear directions	
L. Maintains student interest	
M. Communicates effectively	
N. Provides for lesson closure	

II. ASSESSMENT:	1 2 3 4 5
A. Provides timely feedback	
B. Uses a variety of formal and informal assessment methods	
C. Measures learner outcomes	

III. MANAGEMENT:	1 2 3 4 5
A. Promotes a positive learning environment	
B. Maximizes the amount of time available for instruction	
C. Monitors for appropriate behavior	
D. Carries out routines effectively	

Reflection and Critique of Videotaped Lesson Cont'd

IV. ANALYSIS: Comment on one aspect of the lesson that presented a challenge to you
(such as classroom management, meeting individual needs, etc.) How did   your lesson impact
student learning?

V. REFLECTION: State what you would do the same or differently the next time you teach.
How will this impact student learning?

**VI. SUMMARY COMMENTS ON THE STUDENT TEACHER'S REFLECTION AND
CRITIQUE**

A. **Supervising Teacher**

B. **University Supervisor**

Criteria	Unacceptable		Meets Expectations Introductory Level Developing Level	Exceeds Expectations	Minimum Score Per Item
	Unacceptable	Approaching Expectations			
Artifacts	Artifacts show little to no knowledge of content or no description of the importance of each artifact.	Artifacts show some candidate progress, some knowledge of content and a statement of the importance of each artifact.	Artifacts show candidate progress, knowledge of content and a description of the importance of each artifact.	Artifacts show substantial candidate progress, extensive knowledge of content and detailed descriptions of the importance of each.	Meets Expectations
Standards	Does not connect to appropriate standards of major, or few artifacts connect to standards.	Some artifacts connect to appropriate standards, but either a) does not justify reasons for choosing standards, or b) an understanding of the standards is not indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; clear understanding of the standards is indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; articulately explains all standards attached.	Meets Expectations
Reflections	Describes an effective educator.	Describes an effective educator; describes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Clearly describes an effective educator using the components of our conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Precisely describes an effective educator using the components of our conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance; makes generalizations about teaching and learning.	Meets Expectations
Organization/ Mechanics	There are more than five writing error types; sentences are poorly structured.	There are no more than five error types in grammar, punctuation, and spelling; simple sentence structure and length; simple language	There are no more than two error types in grammar, punctuation, and spelling; sentence structure and length are adequate	There are no errors in grammar, punctuation, and spelling; wide variety of sentence structure and length	Meets Expectations

Portfolio: Reflections of Learning Rubric

Field Experiences or Clinical Practice	The required hours are not documented in PASS-PORT	**Meets Expectations** The total required hours are documented in PASS-PORT. (Interns are exempt from this indicator)	Required field experience hours are documented in PASS-PORT or an uploaded CHART. An example of one field experience is included in a Field Experience tab.	Meets Expectations
Professional Development Activities	Required hours are not documented in PASS-PORT	**Meets Expectations** Required hours are documented in PASS-PORT.	Required hours are documented in PASS-PORT and an example is included in the Professional Development Activity Tab.	Meets Expectations