

# Unit Evaluation of Artifacts in PASS-PORT

University of Louisiana at Lafayette

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# Background Information

## **Purpose of This Document**

The purpose of this document is to provide you information on the assessment tasks required of faculty and candidates to implement the College of Education's assessment system.

## **College of Education Assessment System and PASS-PORT**

PASS-PORT is *one element* of the overall College of Education assessment system. For our purposes, PASS-PORT is being utilized for *gathering performance data on candidates*. Refer to the assessment system matrix for more details concerning the overall assessment system.

PASS-PORT 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. Candidates can create two types of portfolios in PASS-PORT:

- *Working portfolios*: course-based portfolios designed to meet course requirements; and
- *Portal folios*: assessment portfolios required for movement through unit or program defined transition points (called portals in PASS-PORT).

## **Portal Evaluations in PASS-PORT**

As candidates move through our degree programs, they will go through the following process for **each** portal:

- (a) create unit artifacts that demonstrate KSDs,
- (b) submit artifacts for unit evaluation using the unit approved rubric, and
- (c) build and submit the portal folio in order to move through the transition point.

# Overall Process in Implementing Our Unit Assessment System

For PASS-PORT to be utilized for unit assessment, many unit decisions must be made. The implementation of an assessment system such as PASS-PORT is an iterative process that will continue into the future. The following describes the overall process:

| Phase   | Status  |
|---|---|
| <p><b>Phase 1: Definition of Transition Points</b><br/>The first task for the successful configuration and usage of PASS-PORT is definition of the transition points. Transition points are called portals in PASS-PORT. For each portal, the unit must define specific knowledge, skills, and dispositions that candidates must exhibit.</p> | Completed. Refer to Appendix A for a description of unit transition points.                   |
| <p><b>Phase 2: Determine Artifacts for PORTAL ASSESSMENT</b><br/>Next, decisions were made concerning specific artifacts that best demonstrate candidates possess the desired knowledge, skills, and dispositions articulated in phase 1.</p>   | Completed by the Rubric Creation Teams  |
| <p><b>Phase 3: Create Assessments</b><br/>Next, the <i>Rubric Creation Teams</i> created rubrics for evaluating the artifacts. One rubric was developed for each, along with the rating required for each item for automatic movement through the portal.</p>   | Completed by the Rubric Creation Teams  |
| <p><b>Phase 4: Configure PASS-PORT</b><br/>Once portal requirements, artifacts, and assessments were finalized by the unit, PASS-PORT configuration began. This included creating the rubrics, unit assessment items, and portal folio templates in PASS-PORT.</p>  | In process. We configured only those artifacts and rubrics used during the Summer 2004 pilot. |
| <p><b>Phase 5: Pilot Test</b><br/>During Summer 2004, two artifacts and rubrics were piloted in order to ensure the technical aspects of the process worked correctly.</p>  | Completed.  |
| <p><b>Phase 6: Implementation</b><br/>During Fall 2004, we will do the first college-wide implementation. The role of faculty is defined later in this document.</p>  | In process.   |
| <p><b>Phase 7: Ongoing Validation and Revision</b><br/>As we go forward we will modify our instruments and processes to ensure fairness, validity, and reliability.</p>   | On going.   |

**Note:** The proficiency committees will assume responsibility for these activities.

# Faculty Roles in Implementing PASS-PORT

All faculty play a role in the implementation of PASS-PORT. In order to help clarify the minimal activities you should do in PASS-PORT, the following levels of involvement have been defined.

## **Level 1: Require Data Collection of Field Experiences**

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### **Who**

All faculty in the College of Education

### **Faculty Responsibilities**

- Require your students to enter all field experiences in PASS-PORT
- Provide your students information on how they can receive help with PASS-PORT

### **Candidate Responsibilities**

- Each week, log into PASS-PORT and enter completed field experiences

### **Resources Available**

*Field Experience Data Collection Form*

Available at: [http://www.coe.louisiana.edu/field\\_exp\\_data\\_form.doc](http://www.coe.louisiana.edu/field_exp_data_form.doc) or in Appendix XX.

*PASS-PORT Candidate Manual* (Also available at Comp-u-copy)

<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>

### *Sample Text to Provide to Your Students*

#### **PASS-PORT**

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom. The College of Education will also benefit from your use of PASS-PORT. Your work, combined with other students' work, enables 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 you as you move on in your education career.

#### **Getting Help with PASS-PORT**

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254. Learning Center staff will be available to help you 8 am - 4 pm Monday - Thursday and 8 am - 3 pm on Fridays.

I also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

#### **PASS-PORT and Field Experiences**

As you complete your field experiences, you are required to enter them into PASS-PORT. Don't wait until the end of the semester. Enter them in each week. The learning materials indicated above, and the Learning Center staff, are available to help you with field experience questions.

## **Level 2: Evaluation of Unit Artifacts**

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### **Who**

Faculty that teach courses responsible for key unit artifacts

### **Faculty Responsibilities**

- Share the evaluation rubric with your students
- Require that your students "Submit for Review" required artifacts
- Log into PASS-PORT and complete the unit evaluation requests on your task list

### **Candidate Responsibilities**

- Upload the required artifact(s) into PASS-PORT
- "Submit for Review" required artifacts

### **Resources Available**

*PASS-PORT Candidate Manual* (Also available at Comp-u-copy)

<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>

*PASS-PORT Faculty Manual*

<http://pass-port.org/training/faculty/Faculty%20Manual/Faculty%20Manual.pdf>

# Course Handouts for Unit Evaluation

# EDFL 106: PASS-PORT Requirements (Candidates)

## WHAT IS PASS-PORT?

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## PASS-PORT REQUIREMENTS

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Philosophy of Education**

By the date specified by your professor, do the following: (a) upload your philosophy of education as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Career Plan**

By the date specified by your professor, do the following: (a) upload your career plan as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## HOW CAN I GET HELP WITH PASS-PORT?

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# EDFL 106: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

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Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

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**To Begin:**

**Go to UL Lafayette's PASS-PORT site:** <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Philosophy of Education**

**Requirement 3: Career Plan**

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 100: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

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

### **Requirement 1: Technology Skills Artifacts**

By the date specified by your professor, do the following: (a) upload the following as file artifacts in PASS-PORT:

- PowerPoint File Artifact,
- Word Processing File Artifact, and
- Database File Artifact

(b) *Submit for Review (Unit Evaluation)* of these files. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

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# EDCI 100: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

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Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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### **Requirement 1: Technology Skills Artifacts**

- PowerPoint File Artifact,
- Word Processing File Artifact, and
- Database File Artifact

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# KNES 400, EDFL 450, EDFL 459, SPED 423, SPED 494: PASS-PORT Requirements (Candidates)

## WHAT IS PASS-PORT?

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## PASS-PORT REQUIREMENTS

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Assessment: Planning for Assessment Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Assessment: Developing Instruments Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 4: Assessment: Analysis of Data Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## HOW CAN I GET HELP WITH PASS-PORT?

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# KNES 400, EDFL 450, EDFL 459, SPED 423, SPED 494: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

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### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Assessment: Planning for Assessment Artifact**

**Requirement 3: Assessment: Developing Instruments Artifact**

**Requirement 4: Assessment: Analysis of Data Artifact**

## **HOW CAN I GET HELP WITH PASS-PORT?**

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We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 430, EDCI 439, SPED 492: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

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## **PASS-PORT REQUIREMENTS**

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Classroom Management Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

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# EDCI 430, EDCI 439, SPED 492: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

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### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Classroom Management Artifact**

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# SPED 420: PASS-PORT Requirements (Candidates)

## WHAT IS PASS-PORT?

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## PASS-PORT REQUIREMENTS

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Classroom Management Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Lesson Plan: Collaboration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 4: Lesson Plan: Accommodations for Diverse Learners**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## HOW CAN I GET HELP WITH PASS-PORT?

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# SPED 420: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

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Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

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### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Classroom Management Artifact**

**Requirement 3: Lesson Plan: Collaboration**

**Requirement 4: Lesson Plan: Accommodations for Diverse Learners**

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# SPED 493: PASS-PORT Requirements (Candidates)

## WHAT IS PASS-PORT?

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## PASS-PORT REQUIREMENTS

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Lesson Plan: Collaboration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Lesson Plan: Accommodations for Diverse Learners**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## HOW CAN I GET HELP WITH PASS-PORT?

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# SPED 493: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

8. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
9. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
10. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
11. Click on **View/Download Artifact**.
12. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
13. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
14. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Lesson Plan: Collaboration**

**Requirement 3: Lesson Plan: Accommodations for Diverse Learners**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 450: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Classroom Management Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Lesson Plan: Collaboration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# EDCI 450: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Classroom Management Artifact**

**Requirement 3: Lesson Plan: Collaboration**

## **HOW CAN I GET HELP WITH PASS-PORT?**

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# KNES 301: PASS-PORT Requirements (Candidates)

## WHAT IS PASS-PORT?

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## PASS-PORT REQUIREMENTS

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Classroom Management Artifact**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Lesson Plan: Collaboration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 4: Lesson Plan: Accommodations for Diverse Learners**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## HOW CAN I GET HELP WITH PASS-PORT?

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: tlc@louisiana.edu. Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# KNES 301: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Classroom Management Artifact**

**Requirement 3: Lesson Plan: Collaboration**

**Requirement 4: Lesson Plan: Accommodations for Diverse Learners**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 352, EDCI 408, EDCI 422, EDCI 423, EDCI 426: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

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The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Lesson Plan: Collaboration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# EDCI 352, EDCI 408, EDCI 422, EDCI 423, EDCI 426: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Lesson Plan: Collaboration**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 427, KNES 306: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Lesson Plan: Accommodations for Diverse Learners**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# EDCI 427, KNES 306: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

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**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Lesson Plan: Accommodations for Diverse Learners**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# IRED 320, KNES 205: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Lesson Plan: Technology Integration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

### **Requirement 3: Technology Integration Project**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# IRED 320, KNES 205: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

---

**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Lesson Plan: Technology Integration**

**Requirement 3: Technology Integration Project**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# EDCI 449: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

---

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

### **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 handout *Creating Field Experiences* for details.

### **Requirement 2: Lesson Plan: Technology Integration**

By the date specified by your professor, do the following: (a) upload your artifact as a file artifact in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# EDCI 449: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

8. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
9. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
10. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
11. Click on **View/Download Artifact**.
12. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
13. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
14. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

---

**Requirement 1: Enter All Field Experiences in PASS-PORT**

**Requirement 2: Lesson Plan: Technology Integration**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# Student Teaching: PASS-PORT Requirements (Candidates)

## **WHAT IS PASS-PORT?**

---

The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance. With PASS-PORT, you will be able to move through your College of Education's assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.

## **PASS-PORT REQUIREMENTS**

---

### **Requirement 1: Enter Student Teaching Experience in PASS-PORT**

Log into PASS-PORT and create field experience entries to represent your student teaching experience. This process is easy and only takes a few minutes to complete. Refer to handout *Creating Field Experiences* for details.

### **Requirement 2: Resume**

### **Requirement 3: Philosophy**

### **Requirement 4: Classroom Discipline Plan**

### **Requirement 5: Lesson Plan Documenting Technology Integration**

### **Requirement 6: Lesson Plan Other**

### **Requirement 7: Unit Plan Showing Variance of Lesson for Individual Needs**

### **Requirement 8: Self Evaluation of a Lesson**

### **Requirement 9: Two Reflective Journals (Beginning and end of experience)**

**Note:** Place the two journal entries in one file for uploading.

### **Requirement 10: Evaluation Instruments**

By the date specified by your professor, do the following: (a) upload your artifacts as file artifacts in PASS-PORT, and (b) *Submit for Review (Unit Evaluation)*. Refer to the *Submitting for Unit Evaluation* handout.

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# Student Teaching: PASS-PORT Requirements (Faculty)

## **WHAT IS THE OVERALL PROCESS?**

---

Your students will upload the required artifacts for this course in to PASS-PORT and submit them to you for review. Each request from your students will appear on your "Task List" in PASS-PORT. You will click on each "task" which will display the artifact and the unit rubric for its evaluation. You will review the artifact and complete the rubric.

## **HOW DO I COMPLETE THE UNIT EVALUATION?**

---

### **To Begin:**

Go to UL Lafayette's PASS-PORT site: <http://ull.pass-port.org>

Enter the **username** and **password** that you've been given to **log in** to PASS-PORT.

1. On the main page visible upon logging in (My PASS-PORT tab), look in the **TASKS ASSIGNED TO ME** section.
2. Click on an underlined **UNIT ASSESSMENT OF ARTIFACT** that you see listed.
3. On the left-hand side, scroll down to the bottom of the Unit Assessment Artifact window.
4. Click on **View/Download Artifact**.
5. Select **Open** and view the document in the pop-up window. (You may choose to save the document for later referral.) After reviewing the student's document, you may minimize or close the window that contains the student's document.
6. Complete the rubric in the right hand window by selecting the appropriate radio buttons.
7. Click on **Submit** when complete.

**Continue the process to evaluate each artifact.**

## **PASS-PORT REQUIREMENTS**

---

**Requirement 1: Enter Student Teaching Experience in PASS-PORT**

**Requirement 2: Resume**

**Requirement 3: Philosophy**

**Requirement 4: Classroom Discipline Plan**

**Requirement 5: Lesson Plan Documenting Technology Integration**

**Requirement 6: Lesson Plan Other**

**Requirement 7: Unit Plan Showing Variance of Lesson for Individual Needs**

**Requirement 6: Self Evaluation of a Lesson**

**Requirement 9: Two Reflective Journals (Beginning and end of experience)**

**Requirement 10: Evaluation Instruments**

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Faculty Overview* located at <http://pass-port.org/training/faculty/>.

# Portal (Transition Point) Handouts

# Entering Portal II: Teacher Education Program

## **ADMISSION TO TEACHER EDUCATION PROGRAM (PORTAL II)**

---

In addition to the requirements for admission to teacher education program (upper division), you must create and submit a *portal folio* in PASS-PORT. This must be done the same semester you submit your application (i.e. the semester you will complete 45 hours of course work).

## **STEPS FOR CREATING AND SUBMITTING A PORTAL FOLIO IN PASS-PORT**

---

### **Creating the Portal Folio**

1. Go to <http://ull.pass-port.org>
2. Login using your Username and Password
3. Once logged in, click on the FOLIOS tab
4. Near the bottom of the page you will see a section called PORTAL FOLIOS. Click **CREATE FOLIO** to the right of PORTAL FOLIOS.  
*The appropriate portal folio template will be displayed.*

### **Adding an Artifact to a Portal Folio**

*You need to add artifacts to the portal folio to meet the requirements listed.*

1. Click **Add Artifact From Bin** to add the required artifact.  
*Your artifacts bin will appear in a pop-up window. An artifact can be added to a portal folio only after it has been evaluated.*
2. Navigate to the desired artifact and click **Add To Tab**  
*Note: If you have selected a Professional Development or Field Experience artifact, you will be asked to enter a name for the artifact. Type a name for the artifact in the Artifact name text box and then click **Save**.*

*Once the required artifacts have been added, a green check sign will be displayed before the Requirement Name. It will replace the red "cross" sign. This signifies that the artifact has passed evaluation and will contribute to a passing portal folio.*

### **Submitting your Portal Folio**

1. Navigate to the "Cover" of your current portal folio.
2. Click **Submit for Review** button

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# Entering Portal III: Student Teaching

## **ADMISSION TO STUDENT TEACHING (PORTAL III)**

---

In addition to the requirements for admission to student teaching, you must create and submit a *portal folio* in PASS-PORT. This must be done the same semester prior to student teaching.

## **STEPS FOR CREATING AND SUBMITTING A PORTAL FOLIO IN PASS-PORT**

---

### **Creating the Portal Folio**

1. Go to <http://ull.pass-port.org>
2. Login using your Username and Password
3. Once logged in, click on the FOLIOS tab
4. Near the bottom of the page you will see a section called PORTAL FOLIOS. Click **CREATE FOLIO** to the right of PORTAL FOLIOS.  
*The appropriate portal folio template will be displayed.*

### **Adding an Artifact to a Portal Folio**

*You need to add artifacts to the portal folio to meet the requirements listed.*

1. Click **Add Artifact From Bin** to add the required artifact.  
*Your artifacts bin will appear in a pop-up window. An artifact can be added to a portal folio only after it has been evaluated.*
2. Navigate to the desired artifact and click **Add To Tab**  
*Note: If you have selected a Professional Development or Field Experience artifact, you will be asked to enter a name for the artifact. Type a name for the artifact in the Artifact name text box and then click **Save**.*

*Once the required artifacts have been added, a green check sign will be displayed before the Requirement Name. It will replace the red "cross" sign. This signifies that the artifact has passed evaluation and will contribute to a passing portal folio.*

### **Submitting your Portal Folio**

1. Navigate to the "Cover" of your current portal folio.
2. Click **Submit for Review** button

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# Entering Portal IV: Exit from Program

## **EXIT FROM PROGRAM (PORTAL IV)**

---

By the date specified by the Office of Clinical Experiences, you must create and submit a *portal folio* in PASS-PORT. This must be done during your student teaching semester.

## **STEPS FOR CREATING AND SUBMITTING A PORTAL FOLIO IN PASS-PORT**

---

### **Creating the Portal Folio**

1. Go to <http://ull.pass-port.org>
2. Login using your Username and Password
3. Once logged in, click on the FOLIOS tab
4. Near the bottom of the page you will see a section called PORTAL FOLIOS. Click **CREATE FOLIO** to the right of PORTAL FOLIOS.  
*The appropriate portal folio template will be displayed.*

### **Adding an Artifact to a Portal Folio**

*You need to add artifacts to the portal folio to meet the requirements listed.*

1. Click **Add Artifact From Bin** to add the required artifact.  
*Your artifacts bin will appear in a pop-up window. An artifact can be added to a portal folio only after it has been evaluated.*
2. Navigate to the desired artifact and click **Add To Tab**  
*Note: If you have selected a Professional Development or Field Experience artifact, you will be asked to enter a name for the artifact. Type a name for the artifact in the Artifact name text box and then click **Save**.*

*Once the required artifacts have been added, a green check sign will be displayed before the Requirement Name. It will replace the red "cross" sign. This signifies that the artifact has passed evaluation and will contribute to a passing portal folio.*

### **Submitting your Portal Folio**

1. Navigate to the "Cover" of your current portal folio.
2. Click **Submit for Review** button

## **HOW CAN I GET HELP WITH PASS-PORT?**

---

You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

# Appendices

## **Appendix A: Portal Requirements for Undergraduate Programs**

In PASS-PORT transition points, called portals, define the requirements candidates must complete (or meet) in order to move through a transition point. The portals for the undergraduate teacher education program are the following:

### **PORTAL I: Admission to University**

- ACT or SAT scores
- High School Grade Point Average (HSGPA)

### **PORTAL II: Admission to Professional Education Program**

- Coursework progress
- Adjusted GPA
- PRAXIS I Scores
- Philosophy of Education Statement
- 30 Field Experience Hours
- Completion of Disposition Survey
- Career Plan
- Technology Skills Check

### **PORTAL III: Admission to Student Teaching**

- Coursework progress
- Content Specialty Area Grades
- Professional Education Grades
- Adjusted GPA
- PRAXIS II – Principles of Learning and Teaching
- PRAXIS II – Specialty Content Area Knowledge
- Assessment Artifacts
- Classroom Management Plan
- Lesson Planning Artifacts
  - One Emphasizing Collaboration
  - One Emphasizing Accommodations/Modifications for Diverse Learners
  - One Emphasizing Technology Integration
- Technology Integration Project
- Field Experience Reflective Journal
- IEP Case Study

### **PORTAL IV: Exit from Program**

- Sample Lesson Plans
- Observation of Teaching Reports
- Sample Assessment Artifacts
- Classroom Management Discipline Plan
- Student Teaching Reflection Documents
- Lesson Evaluation Reports
- Mid and Final Student Teaching Evaluation Form
- Graduation Certification
- Teacher Certification Application

Successful completion of the required elements of the portal folio results in movement through the portal.

## Appendix B: Undergraduate Courses Responsible for Unit Artifacts

### Portal II: Admission to Professional Education Program

In order to ensure that key artifacts that are destined for a portal evaluation are created and evaluated at appropriate points in a candidates program, key courses have been designated as having key responsibility in ensuring the artifacts are created.

| Artifact                          | PK-3                            | Elementary<br>1-6               | Middle School                   | Special Education  | Secondary                       | Kinesiology                     |
|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|
| Philosophy of Education Statement | EDFL 106                        | EDFL 106                        | EDFL 106                        | Mild Moderate: EDFL 106<br>Early Intervention: EDFL 106  | EDFL 106                        | EDFL 106                        |
| 30 Field Experience Hours         | EDFL 106                        | EDFL 106                        | EDFL 106                        | Mild Moderate: EDFL 106<br>Early Intervention: EDFL 106  | EDFL 106                        | EDFL 106                        |
| Disposition Survey                | Part of portal folio submission | Part of portal folio submission | Part of portal folio submission | Part of portal folio submission                          | Part of portal folio submission | Part of portal folio submission |
| Career Plan                       | EDFL 106                        | EDFL 106                        | EDFL 106                        | Mild Moderate: EDFL 106<br>Early Intervention: EDFL 106  | EDFL 106                        | EDFL 106                        |
|                                   |                                 |                                 |                                 |  |                                 |                                 |
| Technology Skills Check           | EDCI 100                        | EDCI 100                        | EDCI 100                        | Mild Moderate: EDCI 100<br>/ Early Intervention EDCI 100 | EDCI 100                        | EDCI 100                        |

**Portal III: Admission to Student Teaching, Unit Artifacts and Courses**

In order to ensure that key artifacts that are destined for a portal evaluation are created and evaluated at appropriate points in a candidates program, key courses have been designated as having primary responsibility in ensuring the artifacts are created.

| <b>Artifact</b>                                  | <b>PK-3</b>           | <b>Elementary 1-6</b>               | <b>Middle School</b>   | <b>Special Education</b>                                      | <b>Secondary</b>                             | <b>Kinesiology</b>    |
|--|-----------------------|-------------------------------------|--|---|--|-----------------------|
| Assessment: Planning for Assessment              | EDCI 411              | EDFL 459 (In Spring 2005, EDFL 456) | EDFL 459 (In Spring 2005, EDFL 456)                          | Mild Moderate: SPED 493 or 494 / Early Intervention: SPED 423 | EDFL 450 (In Spring 2005, EDFL 456)          | KNES 400              |
| Assessment: Developing Instruments               | EDCI 411              | EDFL 459 (In Spring 2005, EDFL 456) | EDFL 459 (In Spring 2005, EDFL 456)                          | Mild Moderate: SPED 493 or 494 / Early Intervention: SPED 423 | EDFL 450 (In Spring 2005, EDFL 456)          | KNES 400              |
| Assessment: Analysis of Data                     | EDCI 411              | EDFL 459 (In Spring 2005, EDFL 456) | EDFL 459 (In Spring 2005, EDFL 456)                          | Mild Moderate: SPED 493 or 494 / Early Intervention: SPED 423 | EDFL 450 (In Spring 2005, EDFL 456)          | KNES 400              |
| Classroom Management                             | EDCI 430              | EDCI 430                            | EDCI 439   | Mild Moderate: SPED 492 / Early Intervention SPED 420         | EDCI 450                                     | KNES 300/<br>EDCI 449 |
| Lesson Plan: Collaboration                       | EDCI 408              | EDCI 426 (Social Studies Methods)   | Subject Specific Methods Course (EDCI 352, 422, 423, or 424) | Mild Moderate: SPED 493 / Early Intervention SPED 420         | EDCI 450 and Subject Specific Methods Course | KNES 300              |
| Lesson Plan: Accommodations for Diverse Learners | EDCI 427              | EDCI 427                            | EDCI 427   | EDCI 427/ SPED 420/ SPED 493.                                 | EDCI 427                                     | KNES 300/<br>KNES 306 |
| Lesson Plan: Technology Integration              | IRED 320              | IRED 320                            | IRED 320   | IRED 320  | Subject Specific Methods Course and IRED 320 | KNES 205/<br>EDCI 449 |
| Philosophy of Education                          | EDFL 106;<br>EDCI 411 | EDFL 106                            | EDFL 106   | EDFL 106  | EDFL 106                                     | KNES 101              |
| Technology Integration Project                   | IRED 320              | IRED 320                            | IRED 320   | IRED 320  | IRED 320                                     | KNES 205              |

**Portal IV: Exit from Program Unit Artifacts and Courses**

In order to ensure that key artifacts that are destined for a portal evaluation are created and evaluated at appropriate points in a candidates program, key courses have been designated as having key responsibility in ensuring the artifacts are created.

| <b>Artifact</b>                       | <b>PK-3</b>           | <b>Elementary<br/>1-6</b> | <b>Middle School</b>  | <b>Special Education</b> | <b>Secondary</b>      | <b>Kinesiology</b>    |
|---------------------------------------|-----------------------|---------------------------|-----------------------|--------------------------|-----------------------|-----------------------|
| Sample Lesson Plan                    | University Supervisor | University Supervisor     | University Supervisor | University Supervisor    | University Supervisor | University Supervisor |
| Sample Assessment Artifacts           | University Supervisor | University Supervisor     | University Supervisor | University Supervisor    | University Supervisor | University Supervisor |
| Classroom Management Discipline Plan  | University Supervisor | University Supervisor     | University Supervisor | University Supervisor    | University Supervisor | University Supervisor |
| Student Teaching Reflection Documents | University Supervisor | University Supervisor     | University Supervisor | University Supervisor    | University Supervisor | University Supervisor |

## Appendix C: Field Experience Data Collection Sheet

**Note:** All fields noted with an \* are required for entry into PASS-PORT.

\*Name: \_\_\_\_\_ \*Date: \_\_\_\_\_

\*UL Lafayette Course: \_\_\_\_\_ \*Instructor: \_\_\_\_\_

\*Total Time in Observed Class: \_\_\_ hr \_\_\_ min. \*Time in: \_\_\_\_\_ Out: \_\_\_\_\_

\*School/Site: \_\_\_\_\_ Grade: \_\_\_\_\_

\*Teacher: \_\_\_\_\_

\*Level of Experience: (Circle one)  
 Level 1: Observation/One-one  
 Level 2: Small group/whole class  
 Level 3: Student teaching

Type of Activity: \_\_\_\_\_  
 \_\_\_\_\_

**Breakdown of participants:** Please indicate a numerical value for each.

\*Total Number of Students (Required): \_\_\_\_\_ Males: \_\_\_\_\_ Females: \_\_\_\_\_

Students with Exceptionalities (total): \_\_\_\_\_

**Indicate the number of students participating in the activity.**

|  |   |                             |
|--|---|-----------------------------|
| _____ Autism                                 | _____ Developmental Delay                       | _____ Emotional Disturbance |
| _____ Gifted                                 | _____ Hearing Impairment                        | _____ Visual Impairment     |
| _____ Infants and Toddlers with Disabilities | _____ Mental Disability                         | _____ Orthopedic Impairment |
| _____ Specific Learning Disability           | _____ Other Health Impairment (may include ADD) | _____ Multiple Disabilities |
| _____ Speech/Language Impairment             | _____ Traumatic Brain Injury                    | _____ Talented              |

**Grade Levels:** Select the grade(s) of the participants of the field experience.

|                        |                       |                        |                        |
|------------------------|-----------------------|------------------------|------------------------|
| _____ Pre-K            | _____ 1 <sup>st</sup> | _____ 2 <sup>nd</sup>  | _____ 3 <sup>rd</sup>  |
| _____ 4 <sup>th</sup>  | _____ 5 <sup>th</sup> | _____ 6 <sup>th</sup>  | _____ 7 <sup>th</sup>  |
| _____ 8 <sup>th</sup>  | _____ 9 <sup>th</sup> | _____ 10 <sup>th</sup> | _____ 11 <sup>th</sup> |
| _____ 12 <sup>th</sup> | _____ Special Ed.     | _____ College          | _____ Other            |

\***Primary Subject(Required):** Choose the subject that was the primary focus of the experience.

|                      |                         |
|----------------------|-------------------------|
| _____ Math           | _____ Science           |
| _____ Language Arts  | _____ Foreign Languages |
| _____ Art/Music      | _____ Health/PE         |
| _____ Business       | _____ Special Ed.       |
| _____ Social Studies | _____ Other: _____      |



## **Appendix D: Rubrics for Evaluation of Candidate Knowledge, Skills and Dispositions**

**Assessment: Planning for Assessment**

| <b>Element/Indicator</b>   | <b>Unsatisfactory</b>  | <b>Approaching Expectations</b>   | <b>Meets Expectations</b>   | <b>Exceeds Expectations</b>  |
|--|--|---|---|--|
| <i>Assessment Plan is linked to appropriate standards</i>                                  | No mention is made of standards upon which assessments are based, or the standards addressed are completely inappropriate    | The plan mentions a link to relevant standards, but offers little evidence of a meaningful connection between those standards and the purposes and approaches to assessment of learner outcomes                             | Identified learner outcomes and methods of assessing those outcomes are clearly and explicitly linked to appropriate standards (e.g., LA Content Standards)   | Assessment plan provides a sophisticated integration of relevant standards, and bases decisions regarding what to assess, and how to assess it, on well-reasoned arguments grounded in a clear understanding of the standards  |
| <i>Assessment Plan is developmentally appropriate</i>                                      | Assessment plan either fails to acknowledge group/individual developmental characteristics, or seriously misidentifies them. | Assessment plan acknowledges developmental characteristics of learners, but fails to provide more than a token mention of how assessments will actually address those characteristics, or how accommodations might be made. | The assessment plan incorporates methods and strategies that address the general developmental characteristics of the target learners, and acknowledges the need to adapt some assessment practices to the needs of learners that may have unique developmental needs | The assessment plan demonstrates a strong commitment to ensuring that the assessment of learner outcomes is based on methods and strategies that are developmentally appropriate and flexible enough to accommodate the variations in developmental characteristics likely to be found in the instructional setting. |
| <i>Assessment Plan incorporates a variety of formal and informal assessment techniques</i> | Assessment plan incorporates no variety in assessment methods or techniques  | Assessment plan incorporates some variety, but the rationale and connection to the target learner outcomes are weak.  | Assessment plan provides for a full variety of assessment methods that reflect the range of target learner outcomes   | Assessment plan not only incorporates a significant variety but does an effective job of demonstrating that all important learner outcomes are being assessed in the most relevant fashion to produce valid and reliable evidence of achievement   |
| <i>Assessment Plan</i>   | Focus of assessment is   | Assessment plan   | Assessment plan   | Focus of assessment is   |

|   |  |   |   |  |
|---|--|---|---|--|
| <i>focuses on the promotion of learner growth and development</i> | entirely on status reporting, with no acknowledgement of promotion of growth and development as aims of assessment   | acknowledges promotion of learner growth and development, but fails to address how assessments would be used to achieve that aim  | addresses how assessments could be used to promote learner growth and development, but places more emphasis on grading functions of assessment than promotion of growth   | clearly on the promotion of learner growth and development   |
| <b>Overall Rating</b>   | The assessment plan is fatally flawed in one of the following ways- has no variety of assessments, fails to make meaningful connections between assessments and standards/objectives, is developmentally inappropriate | The assessment plan approaches minimum expectations in each of the following ways- shows some limited variety in approaches to assessment, attempts to link assessments to standards & objectives, and is at least marginally appropriate to the developmental characteristics of the grade level being assessed. | The assessment plan meets basic expectations in each of the following ways- incorporates a variety of assessment approaches, makes a basic connection between assessments and standards & objectives, and describes how developmental and special needs of students will be addressed | The assessment plan exceeds expectations in each of the following ways- a wide variety of assessment approaches, chosen to ensure the validity and reliability of assessment data, and to address needs of all students, are incorporated, assessments not only address standards & objectives, but are selected to provide comprehensive evidence of student achievement of those standards & objectives, developmental characteristics and learner needs are critical factors in the assessment plan |

### Assessment: Developing Assessment Instruments

| Element/Indicator   | Unsatisfactory  | Approaching Expectations  | Meets Expectations   | Exceeds Expectations  |
|---|---|---|--|---|
| <i>Sample assessment instrument is constructed in a technically sound manner</i>                          | Sample assessment has many major technical flaws in its construction  | Sample assessment is constructed in a fashion that is free of most major technical flaws, but does exhibit some less serious weaknesses in construction.  | Sample assessment has no serious technical flaws that would make it unsuitable for its intended use.   | Sample assessment has no discernable errors in construction   |
| <i>Sample assessment instrument focuses on relevant learner outcomes, linked to appropriate standards</i> | Sample assessment fails to focus on important learner outcomes. There is no discernable connection between the tasks of the assessment and relevant performance standards | Sample assessment focuses too much on learner outcomes that are easier to assess, but not the most important to assess. Some limited connection to relevant performance standards can be discerned. | Sample assessment focuses on most of the important learner outcomes. An attempt is made to link assessment tasks to relevant performance standards, although this is not uniformly achieved. | Sample assessment focuses on all relevant learner outcomes. Assessment tasks are clearly and directly linked to relevant performance standards.             |
| <i>Sample assessment instrument employs appropriate items/tasks for intended assessment target</i>        | Items/tasks included on the sample assessment are not appropriate for assessing the intended assessment targets.  | Some items/tasks are appropriate for measuring the intended outcomes, but a number of the items/tasks are not.  | Most items/tasks are well-suited for measuring the target outcomes   | All items/tasks included on the sample assessment are well-suited for measuring the target outcomes   |
| <i>Sample assessment instrument is appropriate for the developmental characteristics of the learners</i>  | The types of assessment tasks are entirely inappropriate for the developmental characteristics of the target learners.  | Some of the assessment tasks were developmentally appropriate but a number were inappropriate.  | Most of the assessment tasks included on the assessment instrument were suitable for the developmental characteristics of the target learners  | Assessment tasks included on the instrument were well-aligned with the developmental characteristics of the target learners                                 |
| <b>Overall rating</b>   | The sample assessment instrument is fatally flawed in at least one of the following ways that would make this instrument unusable- there are numerous and                 | The sample assessment instrument approaches minimal expectations in each of the following ways- there are some technical errors, however none would   | The sample assessment instrument meets basic expectations in the following ways- there are relatively few, minor technical errors,   | The sample assessment instrument exceeds expectations in the following ways- there are no major or minor technical errors, tasks are selected to ensure the |

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|  | serious technical flaws, the instrument is not aligned with instructional objectives, and is not developmentally appropriate | necessarily make the instrument unusable, alignment with instructional objectives is limited and inconsistent, the instrument is for the most part developmentally appropriate | tasks posed in the instrument are generally well-aligned with instructional objectives, with only a few minor instances of misalignment, and the instrument is well-matched to the developmental characteristics of students | best evidence of the achievement of instructional objectives, and the instrument not only reflects the developmental characteristics of the target learners, but also provides adaptations to the special needs of learners. |
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**Assessment: Analysis of Assessment Data**

| <b>Element/Indicator</b>   | <b>Unsatisfactory</b>   | <b>Approaching Expectations</b>   | <b>Meets Expectations</b>   | <b>Exceeds Expectations</b>   |
|--|---|---|---|---|
| <i>Analysis is based on all relevant data</i>                                    | Analysis focused entirely on one source of data to the exclusion of important information from other sources          | Analysis was based on some of the different data sources, but failed to take in to consideration other, important sources of information                    | Analysis was based on a consideration of most of the important data elements.   | Analysis employed all relevant data in an integrated and organized fashion.   |
| <i>Analysis reflects an awareness of limitations of data</i>                     | No acknowledgement is given to the inherent limitations or weaknesses of the data                                     | A general acknowledgement of the limitations of data is made, but interpretations don't take those limitations into consideration                           | Analysis addresses limitations in the data and interpretations mention the limitations, but don't indicate how those limitations affect decisions               | Analysis fully accounts for limitations associated with the data, interpretations are tempered by an awareness that conclusions are tentative, and strategies for dealing with those limitations are included |
| <i>Analysis demonstrates competence in the interpretation of assessment data</i> | Either the data hasn't been interpreted (only reported), or the interpretations offered are wrong                     | Interpretations are mostly correct, with only a few errors or omissions. Interpretations aren't integrated and tend to over-state the certainty of the data | Interpretation is somewhat piece-meal, but individual interpretations are correct, and some effort at integration of data is evidenced                          | Assessment data is interpreted thoroughly and correctly. Interpretations incorporate all relevant data and are tempered by an awareness of limits of the data   |
| <i>Relevant and appropriate conclusions are drawn from assessment data</i>       | Either no conclusions are drawn, or conclusions are incorrect and not justified by the data                           | Conclusions are offered, but they are very superficial, reflecting more technical meaning of the data than the significance of the information.             | Basically sound conclusions regarding student status and needs are presented, but are based on only some of the data and aren't supported with strong reasoning | Conclusions are well-supported by both the analysis of the data and strong reasoning.   |
| <b>Overall Rating</b>  | The sample analysis of assessment data is seriously flawed in at least one of the following ways- interpretations are | The sample analysis approaches expectations in each of the following ways- interpretations are mostly correct but   | The sample analysis meets expectations in each of the following ways- interpretations are correct, but not integrated, conclusions                              | The sample assessment analysis exceeds expectations in each of the following ways- analysis reflects a consideration of all data, with weighting  |

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|  | <p>totally wrong, conclusions drawn are totally wrong, no recognition of the concept of "error" in measurement is evidenced, critical data is ignored in analysis</p> | <p>limited, conclusions are fairly superficial and non-integrated, error is acknowledged but not accounted for meaningfully, and analysis &amp; interpretations address most of the relevant data</p> | <p>are basically appropriate but don't involve all the data, error is allowed for in analysis of data, but not in interpretations and conclusions</p> | <p>given to data based on its relevance, interpretation is of the data in its totality and not piece-meal, conclusions are grounded in the analysis and interpretations and are well-reasoned, and the concept of error in measurement is integrated into the analysis.</p> |
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### Lesson Planning: Collaboration

| Attribute Being Measured / CF / Standards  | Unacceptable   | Approaching Expectations   | Meets Expectations   | Exceeds Expectations   |
|--|--|--|--|--|
| <b>Curriculum standards and objectives</b><br>CF<br>K-2<br>K-4<br>K-8<br><br>LCET<br>I-A-1<br>III-C-3                                  | 1) The lesson is not focused and not connection to local or state standard/benchmarks.<br>2) Objective(s) is imprecise, unclear and written in terms of teacher behavior | 1) The lesson is loosely focused on a content area with limited connection to local or state standards/benchmarks.<br>2) Some of the objectives are clear and some not. Not all are stated in terms of student behavior. | .1) The lesson is focused on a content area and provides clear connections to local or state standards/benchmarks in some areas (not all) of the lesson.<br>2) Each objective is stated as student behavior and identifies learning that will take place in measurable and observable terms. | 1) The lesson is tightly focused on a content area and provides clear connections to local/state standards/benchmarks in all phases of the lesson plan.<br>2) All objectives are stated in terms of student behavior; identifies learning taking place; and is measurable and observable. At least one objective addresses higher order thinking skills. |
| <b>Instructional activities - introductory</b><br>CF<br>K-1<br>K-2<br>K-3<br>K-4<br><br>LCET<br>I-A-2<br>III-A-2<br>III-A-3<br>III-B-1 | The lesson is void of any introductory (i.e., initiation/set) activities.  | The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.   | Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or "bridging" value.  | Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.  |
| <b>Instructional activities- Learning</b><br>CF<br>K-1<br>K-2<br>K-3<br>K-4  | Activities are disconnected and not focused on the objective.  | Activities are connected to the objective but disconnected from one another.   | All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate.   | All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative and innovative.   |

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| LCET<br>I-A-2<br>III-A-2<br>III-A-3<br>III-B-1   |   |   |  |  |
| <b>Instructional activities – Concluding</b><br>(Concluding activities re-examine the important points of the lesson.)<br>CF<br>K-1<br>K-2<br>K-3<br>K-4<br><br>LCET<br>I-A-2<br>III-A-2<br>III-A-3<br>III-B-1 | The lesson contains no closure.                       | Closing activities are poorly developed and done primarily by the teacher.  | Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.  | Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.   |
| <b>Assessment &amp; methods of measurement</b><br>(assessment are ongoing and inform students)<br>CF<br>K-5<br>LCET<br>I-A-5<br>IV-D-1<br>IV-D-2<br>IV-D-3<br>IV-D-4   | Opportunities for student assessment are not provided | 1) Assessment opportunities are loosely defined and make limited connections to Louisiana Content Standards/ lesson objectives.<br>2) Assessment limited to pencil and paper tests. | 1) Assessment opportunities are identified and require students to apply knowledge/ demonstrate understanding of LA content standards. Provide limited evidence that students have achieved the lesson objective(s).<br>2) At least one non-paper/ pencil method of assessing student achievement (i.e., experiments, written or oral reports, demonstrations, | 1) Assessment opportunities are clearly identified and require students to critique, assess and/or draw conclusions as they relate to LA content standards. Provide clear evidence that students have achieved the lesson objective(s).<br>2) Two or more non-paper & pencil methods of measuring student achievement are included. (i.e., experiments, written or oral reports, demonstrations, projects, multimedia presentations, |

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|   |   |  | projects, multimedia presentations, concept mapping, journals, portfolios, etc.)  | concept mapping, journals, portfolios, etc.)   |
| <b>Lesson materials &amp; resources</b><br>(Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)<br><br>CF<br>K-3<br>LCET<br>I-A-4<br>III-A-3<br>III-B-3 | Materials necessary for both student and teacher use are not listed.  | A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable or included with the lesson plan.  | Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site or attached to the lesson plan. | All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying "the handout," it is referred to by name.                           |
| <b>Ease of Use</b><br>CF<br>R-1<br>R-2<br>R-3<br>LCET<br>III-A-2<br>III-A-3<br>III-B-1  | The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use. | The scope of the lesson is challenging because it is time intensive and materials intensive.   | The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.   | The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has provided reflective comments about his/her experiences.                 |
| <b>Collaboration, Explorations, and Extensions</b><br>CF<br>K-3<br>D-1<br>D-2<br>D-3<br>D-4   | 1) Direct or whole group instructions dominates learning experiences.<br>2) Exploration and extension activities have not been identified for this lesson.  | 1) Collaborative learning allows only a few students to develop teamwork, communication, and problem solving skills.<br>2) Exploration and extension activities are suggested but have not | 1) Collaborative learning allows most/many students to develop teamwork, communication, and problem solving skills.<br>2) Exploration and extension activities are identified and described.                                | 1) Collaborative learning allows all students opportunities to develop teamwork, communication, and problem solving skills.<br>2) Exploration and extension activities challenge students to |

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| LCET<br>II-A-2<br>II-C-2<br>III-C-3<br>III-C-4  |   | been developed.   |  | further investigation and/or apply standards in new and different ways.  |
| <b>Overall Rating</b>   | <p>The candidate has produced a lesson plan that is seriously flawed and fails to meet even the most basic levels of collaboration and extension of learning.. There is little evidence that the candidate possesses even basic understanding of learner needs and development, There is no or inappropriate references to the LA Content Standards in the lesson plan and there is no indication that pedagogy and resources used to meet the objective.</p> | <p>The candidate has produced a lesson plan that is weak, but does demonstrate some limited evidence of the necessary skills and understanding. There are flaws in the use of collaborative and extension skills for the lesson, reflects limited understanding of learner needs and development, LA Content Standards are references but are not clearly evident throughout the lesson plan, and there is limited command of pedagogy and resources to meet the objective.</p> | <p>The candidate has done a competent job of developing a lesson plan that shows solid, but basic incorporation of collaborative and extension skills. The lesson is somewhat engaging and challenging, reflects a reasonably understanding of learner needs and development, addresses LA Content Standards in a mechanical manner, and show a basic command of pedagogy and resources to meet the objective.</p> | <p>The candidate has done a masterful job of developing a collaborative lesson plan that extends planning in the areas of teamwork, communication, problem solving, and provides clear opportunities to extend learning experiences for students. The lesson is highly engaging and challenging, reflects a clear understanding of learner needs and development, embodies and integrates LA content standards, and demonstrates a command of pedagogy and resources beyond the norm to meet the identified objective.</p> |
| <p><b>Notes:</b>To pass through portal 3, the candidate must earn ratings of MEETS EXPECTATIONS or higher for the following indicators;</p> <ol style="list-style-type: none"> <li>1. Curriculum Standards and Objectives</li> <li>2. Instructional Activities Introductory</li> <li>3. Instructional Activities Learning</li> <li>4. Instructional Activities Concluding</li> <li>5. Assessment &amp; Methods of Measurement</li> <li>6. Lesson Materials and Resources</li> </ol> <p>The candidate must earn ratings of APPROACHING EXPECTATIONS or higher for the following indicators:</p> <ol style="list-style-type: none"> <li>1. Ease of Use</li> <li>2. Collaboration, Explorations, and Extensions</li> </ol> |   |   |  |  |

*Adapted from the Louisiana State Lesson Plan Rubric, Louisiana Department of Education.*

### Lesson Planning: Accommodations for Diverse Learners

| Attribute Being Measured / CF / Standards  | Unacceptable  | Approaching Expectations   | Meets Expectations   | Exceeds Expectations   |
|--|---|--|--|--|
| <b>Curriculum standards and objectives</b><br>CF<br>K-2<br>K-4<br>K-8<br><br>LCET<br>I-A-1<br>III-C-3                                  | 1) The lesson is not focused and not connection to local or state standard/benchmarks.<br>2)Objective(s) is imprecise, unclear and written in terms of teacher behavior | 1) The lesson is loosely focused on a content area with limited connection to local or state standards/benchmarks.<br>2) Some of the objectives are clear and some not. Not all are stated in terms of student behavior. | .1) The lesson is focused on a content area and provides clear connections to local or state standards/benchmarks in some areas (not all) of the lesson.<br>2) Each objective is stated as student behavior and identifies learning that will take place in measurable and observable terms. | 1) The lesson is tightly focused on a content area and provides clear connections to local/state standards/benchmarks in all phases of the lesson plan.<br>2) All objectives are stated in terms of student behavior; identifies learning taking place; and is measurable and observable. At least one objective addresses higher order thinking skills. |
| <b>Instructional activities - introductory</b><br>CF<br>K-1<br>K-2<br>K-3<br>K-4<br><br>LCET<br>I-A-2<br>III-A-2<br>III-A-3<br>III-B-1 | The lesson is void of any introductory (i.e., initiation/set) activities.   | The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.   | Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or "bridging" value.  | Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.  |
| <b>Instructional activities- Learning</b><br>CF<br>K-1   | Activities are disconnected and not focused on the objective.   | Activities are connected to the objective but disconnected from one another.   | All activities are aligned with the objective(s), build upon each other, are appropriately paced,  | All activities are aligned with the objective(s), build upon each other, are appropriately paced,  |

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| <p>K-2<br/>K-3<br/>K-4</p> <p>LCET<br/>I-A-2<br/>III-A-2<br/>III-A-3<br/>III-B-1</p>  |  |   | <p>and developmentally appropriate.</p>   | <p>and developmentally appropriate. The activities are engaging, creative and innovative.</p>   |
| <p><b>Instructional activities – Concluding</b><br/>(Concluding activities re-examine the important points of the lesson.)<br/>CF<br/>K-1<br/>K-2<br/>K-3<br/>K-4</p> <p>LCET<br/>I-A-2<br/>III-A-2<br/>III-A-3<br/>III-B-1</p> | <p>The lesson contains no closure.</p>                       | <p>Closing activities are poorly developed and done primarily by the teacher.</p>   | <p>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.</p>  | <p>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.</p>   |
| <p><b>Assessment &amp; methods of measurement</b><br/>(assessment are ongoing and inform students)<br/>CF<br/>K-5<br/>LCET<br/>I-A-5<br/>IV-D-1<br/>IV-D-2<br/>IV-D-3<br/>IV-D-4</p>  | <p>Opportunities for student assessment are not provided</p> | <p>1) Assessment opportunities are loosely defined and make limited connections to Louisiana Content Standards/ lesson objectives.<br/>2) Assessment limited to pencil and paper tests.</p> | <p>1) Assessment opportunities are identified and require students to apply knowledge/ demonstrate understanding of LA content standards. Provide limited evidence that students have achieved the lesson objective(s).<br/>2) At least one non-paper/ pencil method of</p> | <p>1) Assessment opportunities are clearly identified and require students to critique, assess and/or draw conclusions as they relate to LA content standards. Provide clear evidence that students have achieved the lesson objective(s).<br/>2) Two or more non-paper &amp; pencil methods of measuring student</p> |

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|   |   |   | assessing student achievement (i.e., experiments, written or oral reports, demonstrations, projects, multimedia presentations, concept mapping, journals, portfolios, etc.)   | achievement are included. (i.e., experiments, written or oral reports, demonstrations, projects, multimedia presentations, concept mapping, journals, portfolios, etc.)      |
| <b>Lesson materials &amp; resources</b><br>(Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)<br><br>CF<br>K-3<br>LCET<br>I-A-4<br>III-A-3<br>III-B-3 | Materials necessary for both student and teacher use are not listed.  | A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable or included with the lesson plan. | Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site or attached to the lesson plan. | All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying "the handout," it is referred to by name.           |
| <b>Ease of Use</b><br>CF<br>R-1<br>R-2<br>R-3<br>LCET<br>III-A-2<br>III-A-3<br>III-B-1  | The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use. | The scope of the lesson is challenging because it is time intensive and materials intensive.  | The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.   | The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has provided reflective comments about his/her experiences. |
| <b>Student centered and Accommodations/modifi</b>   | 1) The lesson is not appealing to students,   | 1) The lesson is relevant and appealing with  | 1) The lesson is relevant and appealing with  | 1) The lesson is relevant, appealing, supports   |

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| <p><b>ations for Diverse Learners</b><br/> (The course of instructions responds to student needs, interest, and provides student decision making regarding their learning. Accommodation changes <b>do not</b> include the information or the amount of information learned, or performance criteria. Modification changes <b>do</b> include instructional level, content, and performance criteria.)<br/> CF<br/> D-1<br/> D-2<br/> D-3<br/> D-4<br/> D-5<br/> LCET<br/> I-A-3<br/> III-A-4<br/> III-B-1<br/> III-C-1</p> | <p>no evidence of student choice or flexibility in pacing, topic, resources, or product.<br/> 2) Individual needs are not addressed, no modifications for diverse populations.</p>  | <p>limited student choice and flexibility.<br/> 2) Limited use of diversity strategies, not enabling students to attain learning objectives.<br/> 3) Modification(s) is/are not well articulated and minimal in application and conception.</p>             | <p>evidence of instructional flexibility/accommodation of student interests and learning modes.<br/> 2) Evidence of diverse learning strategies to meet the needs of students enabling them to attain the learning objectives. Includes at least one modification for students with exceptionalities.</p> | <p>student choice, and encourages student creativity. At least one section is open-ended allowing students to take responsibility for learning.<br/> 2) Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. Includes modifications for students with exceptionalities.</p> |
| <p><b>Overall Rating</b></p>   | <p>The candidate has produced a lesson plan that is seriously flawed and fails to meet even the most basic levels of modification and accommodating diverse learners in the classroom. There is little evidence that the candidate possesses even basic</p> | <p>The candidate has produced a lesson plan that is weak, but does demonstrate some limited evidence of the necessary skills and understanding of modification and accommodation strategies. There are flaws in the use of these skills for the lesson,</p> | <p>The candidate has done a competent job of developing a lesson plan that shows solid, but basic attempt to modify and accommodate learning experiences to meet the needs of diverse learners in the classroom. The lesson is somewhat engaging and challenging, reflects a</p>                          | <p>The candidate has done a masterful job of developing a lesson plan that extends planning to modify and accommodate meaningful learning experiences to meet the needs of diverse learners in the classroom. The lesson is highly engaging and challenging, reflects a clear understanding of learner needs and</p>  |

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|  | understanding of learner needs and development, There is no or inappropriate references to the LA Content Standards in the lesson plan and there is no indication that pedagogy and resources used to meet the objective. | reflects limited understanding of learner needs and development, LA Content Standards are references but are not clearly evident throughout the lesson plan, and there is limited command of pedagogy and resources to meet the objective. | reasonably understanding of learner needs and development, addresses LA Content Standards in a mechanical manner, and show a basic command of pedagogy and resources to meet the objective. | development, embodies and integrates LA content standards, and demonstrates a command of pedagogy and resources beyond the norm to meet the identified objective. |
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**Notes:** To pass through portal 3, the candidate must earn ratings of MEETS EXPECTATIONS or higher for the following indicators;

1. Curriculum Standards and Objectives
2. Instructional Activities Introductory
3. Instructional Activities Learning
4. Instructional Activities Concluding
5. Assessment & Methods of Measurement
6. Lesson Materials and Resources

The candidate must earn ratings of APPROACHING EXPECTATIONS or higher for the following indicators:

1. Ease of Use
2. Student Centered & Accommodations/Modifications for Diverse Learners

*Adapted from the Louisiana State Lesson Plan Rubric, Louisiana Department of Education.*

### Lesson Planning: Technology Integration

| Attribute Being Measured / CF / Standards  | Unacceptable  | Approaching Expectations   | Meets Expectations   | Exceeds Expectations   |
|--|---|--|--|--|
| <b>Curriculum standards and objectives</b><br>CF<br>K-2<br>K-4<br>K-8<br><br>LCET<br>I-A-1<br>III-C-3                                  | 1) The lesson is not focused and not connection to local or state standard/benchmarks.<br>2)Objective(s) is imprecise, unclear and written in terms of teacher behavior | 1) The lesson is loosely focused on a content area with limited connection to local or state standards/benchmarks.<br>2) Some of the objectives are clear and some not. Not all are stated in terms of student behavior. | .1) The lesson is focused on a content area and provides clear connections to local or state standards/benchmarks in some areas (not all) of the lesson.<br>2) Each objective is stated as student behavior and identifies learning that will take place in measurable and observable terms. | 1) The lesson is tightly focused on a content area and provides clear connections to local/state standards/benchmarks in all phases of the lesson plan.<br>2) All objectives are stated in terms of student behavior; identifies learning taking place; and is measurable and observable. At least one objective addresses higher order thinking skills. |
| <b>Instructional activities - introductory</b><br>CF<br>K-1<br>K-2<br>K-3<br>K-4<br><br>LCET<br>I-A-2<br>III-A-2<br>III-A-3<br>III-B-1 | The lesson is void of any introductory (i.e., initiation/set) activities.   | The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.   | Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or "bridging" value.  | Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.  |
| <b>Instructional activities- Learning</b><br>CF<br>K-1<br>K-2<br>K-3   | Activities are disconnected and not focused on the objective.   | Activities are connected to the objective but disconnected from one another.   | All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate.   | All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities  |

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| <p>K-4</p> <p>LCET<br/>I-A-2<br/>III-A-2<br/>III-A-3<br/>III-B-1</p>  |  |   |   | <p>are engaging, creative and innovative.</p>   |
| <p><b>Instructional activities – Concluding</b><br/>(Concluding activities re-examine the important points of the lesson.)<br/>CF<br/>K-1<br/>K-2<br/>K-3<br/>K-4</p> <p>LCET<br/>I-A-2<br/>III-A-2<br/>III-A-3<br/>III-B-1</p> | <p>The lesson contains no closure.</p>                       | <p>Closing activities are poorly developed and done primarily by the teacher.</p>   | <p>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.</p>  | <p>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.</p>   |
| <p><b>Assessment &amp; methods of measurement</b><br/>(assessment are ongoing and inform students)<br/>CF<br/>K-5<br/>LCET<br/>I-A-5<br/>IV-D-1<br/>IV-D-2<br/>IV-D-3<br/>IV-D-4</p>  | <p>Opportunities for student assessment are not provided</p> | <p>1) Assessment opportunities are loosely defined and make limited connections to Louisiana Content Standards/ lesson objectives.<br/>2) Assessment limited to pencil and paper tests.</p> | <p>1) Assessment opportunities are identified and require students to apply knowledge/ demonstrate understanding of LA content standards. Provide limited evidence that students have achieved the lesson objective(s).<br/>2) At least one non-paper/ pencil method of assessing student</p> | <p>1) Assessment opportunities are clearly identified and require students to critique, assess and/or draw conclusions as they relate to LA content standards. Provide clear evidence that students have achieved the lesson objective(s).<br/>2) Two or more non-paper &amp; pencil methods of measuring student achievement are included.</p> |

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|   |   |   | achievement (i.e., experiments, written or oral reports, demonstrations, projects, multimedia presentations, concept mapping, journals, portfolios, etc.)   | (i.e., experiments, written or oral reports, demonstrations, projects, multimedia presentations, concept mapping, journals, portfolios, etc.)                                |
| <b>Lesson materials &amp; resources</b><br>(Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)<br><br>CF<br>K-3<br>LCET<br>I-A-4<br>III-A-3<br>III-B-3 | Materials necessary for both student and teacher use are not listed.  | A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable or included with the lesson plan. | Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site or attached to the lesson plan. | All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying "the handout," it is referred to by name.           |
| <b>Ease of Use</b><br>CF<br>R-1<br>R-2<br>R-3<br>LCET<br>III-A-2<br>III-A-3<br>III-B-1  | The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use. | The scope of the lesson is challenging because it is time intensive and materials intensive.  | The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.   | The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has provided reflective comments about his/her experiences. |
| <b>Integration of Technology into Lesson Plan</b> (Does technology support instructional  | Technology is not included.   | The inclusion of technology is clearly an "add-on," not complementing the   | Technology is integrated into the lesson to improve the quality of student work and/or  | A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the  |

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| <p>activity? Technology is used as a tool to compliment learning activities.</p> <p>CF<br/>K-3<br/>K-7<br/>LCET<br/>I-A-4<br/>III-A-3<br/>III-A-5</p>      |  | <p>learning activities.</p>  | <p>presentation.</p>   | <p>effectiveness of the lesson and the learning of the student.</p>  |
| <p><b>State K-12 Educational Technology Standards</b></p> <p>CF<br/>K-2<br/>K-3<br/>K-4<br/>LCET<br/>I-A-1<br/>I-A-2<br/>I-A-4<br/>III-A-3<br/>III-A-5</p> | <p>The lesson provides no connection to the state technology standards and performance indicators.</p>   | <p>The lesson provides little connection to the state technology standards and performance indicators.</p>   | <p>The lesson provides significant and clear references to the state technology standards and performance indicators.</p>  | <p>Emphasis on the technology standards and performance indicators are clearly seen through the major components of the lesson plan.</p>   |
| <p><b>Overall Rating</b></p>   | <p>The candidate has produced a lesson plan that is seriously flawed and fails to meet even the most basic levels of incorporating technology to support student learning. There is little evidence that the candidate possesses even basic understanding of learner needs and development, There is no or inappropriate</p> | <p>The candidate has produced a lesson plan that is weak, but does demonstrate some limited evidence of the necessary skills and understanding of incorporating technology to support student learning. There are flaws in the use of technology for the lesson, reflects limited understanding of learner needs and development, LA</p> | <p>The candidate has done a competent job of developing a lesson plan that shows solid, but basic incorporation of technology. The lesson is somewhat engaging and challenging. It reflects a reasonably understanding of learner needs and development, addresses LA Content and technology standards in a mechanical manner, and shows a basic</p> | <p>The candidate has done a masterful job of developing an integrated technology lesson plan that extends planning to enhance student learning and product development for students. The lesson is highly engaging and challenging, reflects a clear understanding of learner needs and development, embodies and integrates LA content and technology standards, and demonstrates a command</p> |

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|  | references to the LA Content and technology standards in the lesson plan and there is no indication that pedagogy and resources used to meet the objective. | Content and technology standards are references but are not clearly evident throughout the lesson plan, and there is limited command of pedagogy and resources to meet the objective. | command of pedagogy and resources to meet the objective. | of pedagogy and resources beyond the norm to meet the identified objective. |
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**Notes:** To pass through portal 3, the candidate must earn ratings of MEETS EXPECTATIONS or higher for the following indicators;

1. Curriculum Standards and Objectives
2. Instructional Activities Introductory
3. Instructional Activities Learning
4. Instructional Activities Concluding
5. Assessment & Methods of Measurement
6. Lesson Materials and Resources

The candidate must earn ratings of APPROACHING EXPECTATIONS or higher for the following indicators:

1. Ease of Use
2. Integration of Technology into Lesson Plan
3. State K-12 Educational Technology Standards

*Adapted from the Louisiana State Lesson Plan Rubric, Louisiana Department of Education.*

**Classroom Management Plan: Maintaining An Appropriate Classroom Environment Rubric**

| Attribute Being Measured / CF / Standards  | Unacceptable   | Approaching Expectations  | Meets Expectations   | Exceeds Expectations  |
|--|--|---|--|---|
| <p><b>Prevention Techniques</b><br/>                     LCET 2.1, 2.3,3.1, 3.2<br/>                     CF K1,2; R3; D1; P1,2,4</p> | <p>Failure to include one or more of the five elements identified as a means of preventing problems.</p> | <p>All elements are present, but two or more lack either completeness or depth of exposition.</p> | <p>All elements are present, but one lacks either completeness or depth of exposition.</p> | <p>(1) Identifies developmentally appropriate management procedures and provides examples of how the procedures may be used.<br/>                     (2) Explain and give examples of procedures to engender mutual respect. (3) Identify strategies to use a team approach to prevention including colleagues and family members.<br/>                     (4) Describe the importance of consistency in teaching behaviors and cite examples of problems that could result from a lack of consistency.<br/>                     (5) Explain the importance of demonstrating enthusiasm for teaching, subject matter, and students.</p> |

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| <p><b>Maximize learning opportunities</b><br/>LCET 2.2, 2.3, 3.1<br/>CF K2; D2,3</p> | <p>Failure to include one or more of the four elements.</p> | <p>All elements are present, but two or more lack either completeness or depth of exposition.</p> | <p>All elements are present, but one lacks either completeness or depth of exposition.</p> | <p>(1) Identifies several developmentally appropriate motivational strategies. (2) Explains and gives examples of the value of “bell to bell” instruction for positive classroom management. (3) Explains the importance of and provides examples of transitioning from one type of activity to another with minimum disturbance. (4) Explain the importance of and cite examples of effective time management within the prescribed instructional time frame.</p>   |
| <p><b>Crisis Management</b><br/>LCET 2.3<br/>CF K1; R3</p>                           | <p>Failure to include one or more of the four elements.</p> | <p>All elements are present, but two or more lack either completeness or depth of exposition.</p> | <p>All elements are present, but one lacks either completeness or depth of exposition.</p> | <p>(1) Compile a list of several crisis situations that could develop within the classroom where s/he may teach. (2) Select an appropriate school and explain the school’s policies and appropriate action relative to crisis management. (3) Explains, with rationale, what the appropriate response(s) would be when a student who has been excluded for disciplinary reasons returns to the classroom. (4) Develops a plan using positive and negative consequences to deal with disruptive students.</p> |

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| <b>Resources</b>      | Failure to include two or more of the five resource types. | Includes four of the five resource types with multiple entries in each type used. | Includes all five resource types, but one or more lacks either multiple sources or contains sources of questionable value. | Has multiple high quality listings for (1) technology sources, (2) journal articles, (3) books, (4) policy manuals or other school, district or state generated publications, and (5) human resources. |
| <b>Overall Rating</b> |  |   |  |  |

**Notes and Suggestions**

- 1) It is expected that the artifact be a paper written by the candidate in their classroom management course (EDCI 430, 450, etc.)
- 2) The resource section relates to the sources expected within the bibliography of the paper.
- 3) With the exception of resources all attributes must be at least "approaching expectation".

**Philosophy of Education**

| Attribute Being Measured / CF / Standards  | Unacceptable  | Approaching Expectations  | Meets Expectations   | Exceeds Expectations  |
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| <p><b>Knowledge and Expertise in Practice</b></p> <p>CF<br/>K-1<br/>K-2<br/>K-3<br/>K-4<br/>K-5<br/>K-8<br/>K-9<br/>LCET<br/>I-A-1<br/>I-A-2<br/>I-A-4<br/>I-A-5<br/>III-A-3<br/>III-B-1<br/>III-C-3<br/>III-D-1<br/>III-D-2</p> | <p>Philosophy lacks evidence of knowledge of theories of human development and learning. Methodologies, assessment and standards, education policy and law are not addressed.</p> | <p>Philosophy alludes to theories of human development and learning. Methodologies and assessment are briefly mentioned and no mention of standards, educational policy, and law.</p> | <p>Philosophy refers to various theories of human development and learning. It identifies methodologies of best practice and addresses assessment as a monitoring tool to inform instruction, and makes reference to standards, education policy, and law.</p> | <p>Philosophy states theories of human development and learning. Methodologies of best practice are clearly expressed, examples of assessment are incorporated, and standards, education policy, and law serve as a driving force within the statement.</p> |
| <p><b>Reflection</b></p> <p>CF<br/>R-1<br/>R-2<br/>R-3<br/>LCET<br/>II-C-2<br/>III-A-4<br/>III-B-1<br/>III-C-1<br/>III-D-1<br/>III-D-4</p>   | <p>Philosophy lacks any mention of amending instructional practice. No reference to using student data to inform instructional decisions.</p>                                     | <p>Philosophy mentions the need to consider instructional practices used to revise instruction. Refers to student data as a method to make instructional decisions.</p>               | <p>Philosophy states the need to consider instructional practices used to adapt instruction. Identifies the importance of gathering information to shape instructional decisions.</p>  | <p>Philosophy clearly explains how reviewing practices used can impact instruction and student achievement. Discusses the importance of gathering and using student data to inform instructional decisions.</p>   |
| <p><b>Diversity</b></p> <p>CF<br/>K-7</p>  | <p>Philosophy does not include any reference to meeting the</p>   | <p>Philosophy mentions that a variety of learner needs may be found</p>   | <p>Philosophy states accommodations to address students'</p>   | <p>Philosophy clearly describes methods to meet the diverse,</p>  |

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| D-1<br>D-2<br>D-3<br>D-4<br>D-5<br>LCET<br>II-A-2<br>II-C-1<br>III-A-4<br>III-A-5<br>III-B-1<br>III-B-3<br>III-C-1<br>III-C-3<br>III-C-4 | diverse, exceptional needs of students within the classroom. References to relevant and challenging learning experiences are not included.              | within a classroom setting. Suggests that responsive teaching behaviors might meet these needs. Alludes to the need for relevant and challenging instruction within a classroom setting.     | diverse and exceptional needs. Identifies responsive, teaching behaviors to meet a variety of student needs. States the importance of relevant and challenging learning experiences for all students.                                     | exceptional needs of potential students within a classroom. Explains the use of a variety of responsive teaching behaviors to meet this variety of needs. Makes a case for including relevant and challenging learning experience for all students.  |
| <b>Professionalism</b><br>CF<br>P-2<br>P-3<br>P-7<br>LCET<br>IV-A  | Philosophy makes no reference to continuing growth as a professional. Behaviors and attitudes of an effective teacher are not addressed.                | Philosophy mentions professional growth as a way to sustain learning with limited reference to how this might occur. Behaviors and attitudes of an effective teacher are globally addressed. | Philosophy states areas for desired continued professional growth and alludes to ways this might occur, such as collaborating with fellow teachers, attending workshops, etc. Identifies behaviors and attitudes of an effective teacher. | Philosophy clearly delineates a plan for continued professional growth and how he/she plans to achieve this growth, such as pursuing further degrees, attending conferences, working with a mentor, etc. The qualities of an effective teacher are explained and established as a personal goal. |
| <b>Classroom management/discipline/home connection</b><br>CF<br>K-6<br>D-1<br>D-4<br>D-5<br>LCET<br>II-A-2                               | Philosophy provides a limited reference to personal classroom management and discipline plan. No mention of making connections between school and home. | Philosophy mentions the need for a classroom management and discipline plan. Refers to the importance of making a school and home connection.  | Philosophy identifies a personal plan to address classroom management and discipline. Makes statement concerning the importance of making the connections between school, home and the community.   | Philosophy clearly explains a personal plan to address classroom management and discipline. Outlines potential methods to make the connections between school, home, and the community.  |

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| <b>Technical Writing Skills</b>   | Numerous instances of spelling, grammatical, and syntax errors, many of which are very serious   | Some instances of spelling, grammatical, or syntax errors, but of which only a few are major  | Very few instances of spelling, grammatical, or syntax errors, none of which are major   | Extremely polished example of writing. Free of all technical writing errors  |
| <b>Organization</b>   | Statement is extremely disjointed, highly disorganized, almost impossible to follow  | Statement is somewhat disjointed and lacks an overall sense of organization, but can be followed  | Statement is reasonably well-organized and flows reasonably well, not especially difficult to follow   | Statement is exceptionally well-organized, possesses a clear overall focus, is extremely easy to follow and understand   |
| <b>Clarity</b>  | None of the ideas communicated in the statement have been expressed in a clear or coherent fashion   | The many of the ideas being communicated are being expressed somewhat clearly, but others are not   | Most of the ideas are communicated in a reasonably clear fashion   | The entire statement is clear, coherent, and reflects a deep understanding of the ideas being expressed  |
| <b>Overall Rating</b>   | The candidate has produced a philosophy that is seriously flawed and fails to meet even the most basic levels of best practices. There is little evidence that the candidate possesses even basic understanding of an effective teacher and written expression skills obstruct the content flow. | The candidate has produced a philosophy that is weak, but does demonstrate some limited evidence of the necessary understanding. Indicators allude to best practices and written expression contains some fundamental errors, making this a less effective paper. | The candidate has done a competent job of expressing his/her philosophy of teaching, including some examples to illustrate beliefs and plans for life-long learning. Suggested ways to address each indicator are shared and written expression is well planned. | The candidate has done a masterful job of developing his/her philosophy of teaching, extending and describing methods and plans to achieve each of the five indicators. Examples and plans are flawlessly incorporated within the philosophy, demonstrating effective teaching disposition, plans as a life-long learner, and mastery in written expression. |
| <b>Notes:</b> Indicators 1, 3, 4, 6, 7, 8 be at Meeting Expectations to pass through portal 3. Indicators 2 and 5 can be at Approaching Expectations. |  |   |  |  |

**Technology Integration Project: Webquest Rubric**

| Attribute Being Measured / CF / Standards  | Unacceptable  | Approaching Expectations   | Meets Expectations  | Exceeds Expectations  |
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| <p><b>Navigation &amp; Flow</b>CF-K7</p>   | <p>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</p> <p>There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p> | <p>There are a few places where the learner can get lost and not know where to go next.</p> <p>There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p> | <p>Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</p> <p>No mechanical problems noted.</p> <p>Site contains a minimum of 10 internal and external links.</p> | <p>Navigation is highly intuitive and user-friendly. There is always more than one option for navigation. All the links and targets are explicit, effective and enhance the overall quality.</p> <p>No mechanical problems noted.</p> <p>Pictures and text are exceptionally formatted, the mechanical aspects are superb</p> |
| <p><b>Motivational Effectiveness of Introduction</b><br/>LCET<br/>II-A-2, II-C-1<br/>III-C-4</p> | <p>The introduction is purely factual, with no appeal to relevance or social importance</p>   | <p>The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</p>   | <p>The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describes a compelling question or problem.</p>  | <p>The compelling question or problem in the introduction captures students interest entirely and motivates them strongly for an educationally valuable problem-solving activity</p>  |
| <p><b>Cognitive Effectiveness of the Introduction</b><br/>LCET<br/>III-B-1<br/>CF-K7</p>         | <p>The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>   | <p>The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>  | <p>The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.</p>   | <p>The introduction builds on learner's prior knowledge and scaffolding of prior knowledge is integrally interwoven in the introduction. The problem is age appropriate</p>   |

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| <p><b>Connection of Task to Standards</b><br/>CF-K4</p>   | <p>The task is not related to standards.</p>  | <p>The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>                  | <p>The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>   | <p>The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards and clearly exceeds the number of required standards as specified in the instructions. The final product encompasses several subjects thus employing an inter-discipline approach</p> |
| <p><b>Cognitive Level of the Task</b><br/>LCET<br/>I-A-3, III-A-2<br/>III-B-1, III-C-3<br/><br/>CF-K2, CF-K3<br/>CF-K8, CF-D2</p> | <p>Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>   | <p>Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p> | <p>Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.</p> | <p>Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task thoroughly describes the activity's end product and applies the higher levels of cognitive processes as outlined in Bloom's Taxonomy.</p>   |
| <p><b>Clarity of Process</b><br/><br/>LCET<br/>II-A-1<br/>II-C-1</p>  | <p>Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.</p> | <p>Some directions are given, but there is missing information. Students might be confused.</p>  | <p>Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.</p>  | <p>The process of the quest is explained in unequivocally clear and detailed steps. All students would know exactly what to do next</p>  |
| <p><b>Strategies</b><br/><br/>LCET<br/>I-A-3</p>  | <p>Few steps, no separate roles assigned.<br/><br/>The process lacks</p>  | <p>Some separate tasks or roles assigned. More complex activities</p>  | <p>Different roles are assigned to help students understand different perspectives</p>  | <p>The process offers a variety of strategies to the students which engages them in effective</p>  |

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| <p>III-A-5<br/>III-C-1</p> <p>CF-K2, CF-K6<br/>CF-K7, CF-D2<br/>CF-D4, CF-P2</p> | <p>strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p> | <p>required.</p> <p>Strategies provided are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p> | <p>and/or share responsibility in accomplishing the task.</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and promote higher-level thinking.</p> | <p>cooperative learning groups through authentic life situations, provides opportunities to gain necessary skills to complete the task, and activities involve multiple disciplines which engage problem solving and higher order thinking skills.</p>                                |
| <p><b>Quantity of Resources</b></p> <p>LCET<br/>I-A-4</p>                        | <p>Resources provided are not sufficient for students to accomplish the task.</p> <p>OR</p> <p>There are too many resources for learners to look at in a reasonable time.</p>   | <p>Moderate number of on-line resources used.</p>   | <p>Many resources provided including off-line resources.</p> <p>The varied resources provide enough meaningful information for students to think deeply.</p>   | <p>The varied resources provide enough meaningful information for students to think deeply.</p> <p>The numerous resources provide a choice for students to gather necessary information to complete the quest from a variety of sources using electronic and traditional formats.</p> |
| <p><b>Quality of Resources</b></p> <p>LCET<br/>III-B-2</p> <p>CF-K7</p>          | <p>Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>   | <p>Some links carry information not ordinarily found in a classroom.</p> <p>There is some connection between the resources and the information needed for</p>   | <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>There is a clear and meaningful connection between all the resources and the information needed for</p>   | <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>The resources provide trustworthy and valid information. The resources have been clearly analyzed for</p>  |

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|   |  | students to accomplish the task. Some resources don't add anything new.   | students to accomplish the task. Every resource carries its weight.   | reliability and authenticity.   |
| <b>Clarity of Evaluation Criteria</b><br><br>LCET<br>I-A-5<br><br>CF-K5<br>CF-K7<br>CF-R2 | Criteria for success are not described.  | Criteria for success are at least partially described.  | Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.<br><br>The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.  | Criteria for success are clearly stated in the form of a rubric.<br><br>The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.<br><br>The rubrics clearly state the goals and value of the final product(s) and stimulate students to enhance the quality of the final product(s).  |
| <b>Overall Rating</b>   | The candidate received one or more indicators marked as unacceptable. The product produced is seriously flawed and fails to meet even the most basic requirements. | The candidate received at least 7 of the 10 indicators marked as approaching expectations. The product produced is weak but does demonstrate some limited evidence of the necessary skills and understanding required in creating a Webquest. | The candidate received at least 7 of the 10 indicators marked as meeting expectations or exceeding expectations. The product produced demonstrates knowledge of basic mechanical and technical skills necessary to create a Webquest. The product is somewhat engaging and challenging, reflects a reasonably sound appreciation for the developmental characteristics of learners, addresses the Louisiana Content | the candidate received 9 of the 10 indicators marked as exceeding expectations. The candidate has done a masterful job of developing a project that showcases an advanced level of sophistication with the mechanical and technical aspects of the process, is highly engaging and challenging for the student, reflects a clear understanding of the learner developmental characteristics, embodies the Louisiana Content Standards in a thoroughly |

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|  |  |  | Standards, shows a basic understanding of the pedagogical aspects of the project, and does a reasonably effective job in utilizing resources. | integrated fashion, shows superior command of pedagogy, and utilizes resources in a highly skillful fashion. |
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Original WebQuest rubric by Bernie Dodge



## Submitting for Unit Evaluation

### STEPS

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#### Uploading File Artifact to PASS-PORT

First, you must upload your file artifact (e.g. philosophy of education, lesson plan) to your account in PASS-PORT.

1. Go to the UL Lafayette PASS-PORT address: <http://ull.pass-port.org>
2. Sign in using your UL UCS Username
3. Click on the **Artifact Tab**.
4. Click on the blue – **File Artifacts** – button.
5. Click on **Upload File Here**.
6. Click on **Browse**. Locate the file that you need to send to your teacher for evaluation. (Select it)
7. Type a File Nickname.
8. Click **Submit**.

#### Submitting for Evaluation

Now, you can submit your artifact for review by your course instructor.

9. In the Artifact area, look at the links under your File's name and locate the link: **Submit for Review**. (Click on the link.)
10. Click in the radio button next to the **Unit Assessment** area.
11. Click **Next**.
12. Click on the arrow of the drop-down menu to **select the name of the Assessment Requirement**.
13. Click **Next**.
14. Click on the arrow of the drop-down menu to **select the name of your teacher**.
15. Click **Next**.
16. Type a note. (This is required. You may choose to say hello!)
17. Click **Next**.
18. Click **Finish**.

### YOU ARE DONE!

### HOW CAN I GET HELP WITH PASS-PORT?

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You can receive help in using PASS-PORT at the Learning Center, located on the 2<sup>nd</sup> floor of Lee Hall, Room 213, 482.5254, Email: [tlc@louisiana.edu](mailto:tlc@louisiana.edu). Staff can also provide you your **username** and reset your **password**. Learning Center staff will be available to help you 8 am - 4 pm Monday – Thursday and 8 am - 3 pm on Fridays.

We also recommend that you go through the on-line *PASS-PORT Candidate Overview* located at <http://pass-port.org/training/candidate/> and get a copy of the *PASS-PORT Candidate Manual* (purchase at Comp-u-copy or download from <http://pass-port.org/training/candidate/>).

## 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.*

### STEPS

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1. Go to the UL Lafayette PASS-PORT address: <http://ull.pass-port.org>
2. Login in using your username and password.
3. Click the **ARTIFACTS** tab.
4. Click **Field Experiences**.
5. Click **INITIATE NEW FIELD EXPERIENCE** next to OPEN FIELD EXPERIENCES.
6. Click **Select** in front of the experience you want to add.
7. Choose a date for this experience from the drop-down menu.
8. Click **Select**.
9. Choose a course from this experience from the drop-down menu.
10. Click **Select**.
11. Choose the level for this experience from the drop-down menu.  
*You can choose from Level 1: Observation, one-on-one, Level 2: Small group, whole class, and Level 3: Student teaching.*
12. Click **Select**.
13. Choose a site for this experience from the drop-down menu.
14. Click **Select**.
15. 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.*
16. Click **Select**.
17. Click **Edit Basic Info First**.
18. Enter number of participants in the text box.
19. Enter the number of hours and minutes.
20. Enter Hour/Period in the text box (optional).
21. Click **Save**.
22. Click **Edit** in front of Gender Composition (Required field).
23. Enter the participant count for males and females for this experience totaling the number of participants.
24. Click **Save**.
25. Click **Edit** in front of Exceptionality Composition.  
*Continue this process for all data fields.*
26. Click **Complete Field Experience**.  
*Your Field experience will now be listed under COMPLETED FIELD EXPERIENCES.*