

- 1. Attend a Training Session:** All initial certification (undergraduate and MAT) teacher education candidates are required to attend an Introductory PASS-PORT Training session. These are scheduled in classes as requested by the instructor and outside class time session. Graduate student training is left to the discretion of the instructor.

**Faculty Member's Role(s):** Communicate to candidates the training dates, times, schedules, and/or direct them to the NEWS section in PASS-PORT and the web.
- 2. Graduate/Undergraduate:** At the beginning of the semester candidates should log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check for additional requests throughout the semester. EDUC 201 and MAT 610 candidates should be sent the PEC instruments (Conceptual Framework, Technology, and Dispositions) and MAT 610 and EDUC 211 candidates should be sent the PEC instrument (Diversity) for completion by the end of 3<sup>rd</sup> week of the semester. Graduate students entering a degree program are required to complete the MPEC instruments (Conceptual Framework, Technology, Diversity, Dispositions)

**Faculty Member's Role(s):** 1) Send the questionnaire/survey 2) Monitor/ensure completion of questionnaire s
- 3. Graduate/Undergraduate:** All courses requiring field experiences should require candidates to use PASS-PORT to enter field experiences. If an undergraduate course (e.g. COM 210, SPED 210) is taken prior to the candidate enrolling in EDUC 201, Form C should be completed and held for later use to enter the collected data into PASS-PORT.

**Faculty Member's Role(s):** Monitor candidates' field experience data
- 4. Graduate/Undergraduate:** As candidates complete any professional development activity, they are required to enter it into PASS-PORT. These activities may or may not be a course requirement and are generally done outside of class (workshops, board meetings, seminars, lectures, trainings, conferences, community service).

**Faculty Member's Role(s):** Monitor candidates' professional development activities
- 5. Undergraduate/Initial:** Artifacts to be uploaded currently include the philosophy, classroom management plan, lesson plan, assessment instrument, implemented lesson plan, and an administered assessment. Any course which requires one of these assignments should also require candidates to upload the file in PASS-PORT. Other assignments that the instructor or candidate feels appropriate and useful may also be uploaded in the artifact bin.

**Graduate:** The uploading of artifacts is left to the discretion of the instructor or as outlined in specific programs.

**Faculty Member's Role(s):** Communicate to candidates any required artifact to be uploaded
- 6. Undergraduate/Initial:** Review evaluations of the philosophy, classroom management plan, lesson plan, assessment instrument, implemented lesson plan, an administered assessment and the Louisiana Components of Effective Teaching (LCET) once completed by the instructor: (a) log in to PASS-PORT, (b) Click on **ALERT** from PASS-PORT and dismiss the message, (c) Click on the purple button, *My Evaluations* and click on "View" to see the evaluation.

**Faculty Member's Role(s):** Complete a faculty-to-candidate evaluation
- 7. Graduate/Undergraduate: Create and Maintain Electronic Portfolio:** Throughout the program the candidate should maintain required folio artifacts and evaluations referencing appropriate standards. The cumulative folio consists of three levels outlined in the portfolio handbook.

**Faculty Member's Role(s):** 1) Complete appropriate evaluations of artifacts 2) Communicate portfolio requirements