

## Overview of the Undergraduate/Initial Teacher Preparation Program (Revised 7/07)

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

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

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

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

## **Professional Accountability Support System Using a Portal Approach (PASS-PORT)**

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

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

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

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

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

### **Professional Development Activities (PDAs)**

PDAs are opportunities for candidates to identify resources and engage in activities that develop and expand knowledge and skills through community service, service learning, conferences, lecture series, workshops, and training. A teacher education candidate is expected to "actively seek out opportunities to grow professionally." This is evident as candidates:

- ❖ identify resources in order to develop professional expertise (e.g., national/state content standards, national/state professional organizations, educational journals, Internet sites, etc.),
- ❖ engage in professional development activities that expand existing understanding of teaching and learning concepts (e.g., observing teachers, planning for self-evaluation, using the Internet to locate instructional activities, joining pre-service teacher organizations, locating instructional techniques in educational journals, etc.), and
- ❖ participate in professional development activities to enhance professional skills (e.g., attending meetings of professional organizations, attending conferences and lecture series, attending workshops and training sessions, serving on committees, etc.).

Professional Development Activities are currently defined in three (3) distinct categories:

1. **Community Service** includes service learning activities, serving on committees, volunteering to assist civic/community organizations, etc.
2. **Conference** includes mini-conferences, meetings for professional organizations, lecture series, etc.
3. **Workshops/Training** generally includes information sessions that can be used by the candidate and is more focused on a specific skill or topic.

PDAs to be entered in PASS-PORT include attendance and/or participation in community service, service learning activities, conferences, lecture series, professional meetings, workshops, and training sessions

sponsored by national, regional, state, and local organizations, as well as activities sponsored by the university, college, departments and/or required by course instructors. Examples are listed as follows:

**Community Service/Service Learning**

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

**Conference/lecture series**

- ❖ Conversations on Diversity
- ❖ Showcase of "Best Practices in Teaching Writing"
- ❖ ASK-KHS Conference
- ❖ Instructor approved course assignments

**Workshops/Training**

- ❖ Dyslexia Workshop
- ❖ Annual Mock IEP
- ❖ Mock Interview Night
- ❖ PASS-PORT sessions
- ❖ Instructor approved course assignments

**PASS-PORT and Professional Development Activities (PDAs)**

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

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

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

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

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

ALT CERT Candidates: Field Experiences	Introductory Level	Developing Level	Combination or Cumulative Total
Required hours in each level	45**	40**	85**

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

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

\*minimum requirements

## The Undergraduate Teacher Preparation Portfolio

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

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

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

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

### Introductory Level Courses

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

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

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

### **Developing Level Courses**

- Elementary Education: EDUC 321, 415\*
- Early Childhood: ECE 323,400,411,420\*
- Special Education: SPED 440,441,465,495\*
- English: EPSY 315 or 316; ENGL 467, 468; EDUC 490\*
- Math: EPSY 315 or 316; MTED 365/375, EDUC 490\*
- Science: EPSY 315 or 316; SCIE 300; EDUC 490\*
- Social Studies: EPSY 315 or 316; HIST 321/322; EDUC 490\*
- Kinesiology: EPSY 315 or 316; KIN 351; KIN 485/486\* or KIN 460\*
- Art Education: EPSY 315 or 316, ART 373,374, EDUC 490\*
- Foreign Language Education EPSY 315 or 316, FLAN 401 or 403, EDUC 490\*
- Music Education: EPSY 315 or 316, EDUC 313, EDUC 490\*
- MAT: MAT 631, 636, 640, 642, 650, 651, 652, 660, 661, 670\*

\* capstone methods courses

**Competency Level:** The Competency Level portfolio will be developed and submitted during the Student Teaching semester.

### **Competency Level Courses**

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

### **Portfolio Evaluations**

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

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

## Procedures

1. During the semester in which candidates enroll in EDUC 211, EDUC 212 or MAT 610, candidates must attend a required PASS-PORT Portfolio Orientation Training that will familiarize them with the PASS-PORT portfolio requirements and ensure access to a PASS-PORT account.
2. While taking courses, candidates are to submit specified artifacts to the respective instructor of each identified course for evidence of their meeting the INTASC standards. Candidates are required to attend a second PASS-PORT training outside of class hours and are encouraged to attend a third PASS-PORT training.
3. Candidates will submit the final artifact (Reflective Summary) in each cumulative portfolio immediately prior to moving forward in their program for evaluation to the candidate's advisor by the Friday prior to the final week of classes. The only acceptable reason for turning a portfolio in late will be either documented cases of serious illness/injury or immediate family emergency.
4. All artifacts within the portfolio must receive an evaluation acceptable on each indicator on each rubric (see minimum score per item, per rubric, per level). Evaluations of artifacts are available immediately upon completion by the instructor in PASS-PORT under Tasks Assigned to Me. By clicking on the **ALERT** and **My Evaluations**, an electronic version may be printed and is automatically saved in your account.
5. If any artifact within the portfolio receives a rating that does not meet the minimum score, the candidate must resubmit the artifact for evaluation to the respective instructor. He/she will not be permitted to enroll in the next level of courses beyond the portal until an acceptable artifact is submitted for the specified portfolio level. If a candidate wishes to appeal the decision, the candidate should follow the appeal and grievances procedures of Southeastern Louisiana University.
6. If any item on the portfolio rubric is unacceptable, the candidate will not be permitted to enroll in the next level of program courses until he/she re-submits an acceptable portfolio. If the portfolio is unacceptable, it is returned to the candidate with comments. The candidate has one week to address the deficiencies and re-submit to the evaluator. The portfolio may only be re-submitted once. The evaluator will have until final grades are due to review and return the portfolio. If the portfolio is unacceptable a second time, the candidate will be referred to Teacher Development for remediation, then may resubmit in the following semester's timeline.

## Electronic Portfolio Artifacts Overview

### Introductory Portfolio Artifacts

1. Philosophy and Evaluation
2. Lesson Plan, Evaluation, Standards\* Attached
3. Assessment Instrument Artifact, Evaluation, Standards\* Attached
4. Reflections: Should include a reflective summary of each of the two artifacts (Lesson Plan, Assessment Instrument) submitted in relation to the INTASC or LCET standards\* attached.
5. Field Experiences – Minimum of 50 hours documented (One experience must be placed in the folio with an attached standard\*.)
6. Professional Development – Minimum of 5 hours documented (One activity must be placed in the folio with an attached standard\*.)

**Note:** For each required artifact, review the evaluation rubric to ensure your artifact meets expectations  
**These rubrics can be found on the Department of Teaching and Learning home page under the Student Section link to PASS-PORT in the electronic portfolio guidelines.**

### Developing Portfolio Artifacts

1. Classroom Management Plan and Evaluation, Standards Attached\*
2. Louisiana Components of Effective Teaching (LCET) summative evaluation (2), Standards Attached\*
3. Implemented Lesson Plan, Evaluation (1), Standards Attached\*
4. Assessment Plan Artifact (Plan, Instrument, Results, Impact on Student Learning), Evaluation, Standards Attached\*
5. Reflections: Should include a reflective summary of each of the four artifacts (Classroom Teaching Observation, Lesson Plan, Assessment Plan, Classroom Management) submitted in relation to the standards attached.
6. Field Experiences – A cumulative total number of hours documented in field experiences (One experience must be placed in the folio with an attached standard.)
7. Professional Development Activities – A cumulative number of total hours documented. (One activity must be placed in the folio with an attached standard.)

**Note:** For each required artifact, review the evaluation rubric to ensure your artifact meets expectations  
**These rubrics can be found on the Department of Teaching and Learning home page under the Student Section link to PASS-PORT in the electronic portfolio guidelines.**

### Competency Portfolio Artifacts

1. Complete two post-assessment surveys in PASS-PORT (Technology and Diversity).
2. Field Experiences – Minimum of 180 Level 3 hours (direct teaching) [student teachers only]
3. Implemented Lesson Plan and LCET Evaluation
4. Assessment Plan, Instrument, Impact on Student Learning and Evaluation
5. Videotaped Lesson Plan and Reflection/Critique
6. Reflections of Learning (Parts 1 and 2) and Evaluation of PART 2

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

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

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

**Introductory Portfolio Artifacts (level 1)**

1. Philosophy and Evaluation
2. Lesson Plan, Evaluation, Standards Attached
3. Assessment Artifact, Evaluation, Standards Attached

**Developing Portfolio Artifacts (level 2)**

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

**Cumulative Artifacts (levels 1 and 2)**

8. Professional Development Activities – Minimum cumulative total of 15 hours documented (Two activities must be placed in the folio with an attached standard.).
9. Field Experiences – Minimum cumulative total of field experiences documented (Two experiences must be placed in the folio with an attached standard.) The number of required hours is determined by the number of field experience hours in each required course prior to student teaching or the internship.

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

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

10. Reflections: Write a reflective summary responding to the following question: *What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance. How does your description of an “effective educator” relate to the professional standards of your major and the Conceptual Framework of the COEHD?* (b) upload your reflection as a file artifact in PASS-PORT, and (c) submit for review to your advisor

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

**Due Date:** Friday before the final week of classes

## **MAT Student Teachers, MAT Interns, Alt Cert Interns, and External Assessors**

1. **Additional Requirement 8: Action Research Project** [MAT Students ONLY] By the Friday before the final week of classes, upload your action research project and the evaluation rubric in PASS-PORT to be placed in your portfolio. The Action Research Project and Graded Rubric were completed in MAT 670.
2. **Additional Requirement 10: Oral Defense** [MAT Students ONLY]
3. **External Assessors** will not be required to enter evaluations and review assignments in PASS-PORT. External assessors will be required to submit evaluations to Dr. Rebecca Day, Director, Office of Student Teaching.
4. MAT Interns, MAT Student Teachers, and ALT CERT Interns will be required to use PASS-PORT as outlined in the Competency Portfolio Requirements.
5. All MAT Candidates will be prepared for oral defense of their program. Graduate committees will contact MAT candidates to schedule dates and times.
6. All MAT and ALT CERT **Interns** will complete the competency portfolio during the 2 semester internship.

**Attaching Standards to Artifacts: Before a standard can be attached to an artifact, the artifact must be added to the portfolio in the appropriate tab.**

### **Steps:**

1. Open portfolio.
2. Select artifact tab.
3. Click on “add artifact from bin.”
4. Once artifact has been added, you will be able to see “add standards.”
5. Click “add standards.”
6. In drop down box, “Select a standard body from the list below” select “INTASC New Teacher Assessment and Support Consortium.”
7. The body will pop up and you are to select the appropriate standard.
8. Click “add” button. The standard should be displayed in the Connected Standards screen.
9. Click “save.”