

Overview of the Undergraduate Teacher Preparation Program (Revised June 2008)

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

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

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

Interstate New Teacher Assessment and Support Consortium (INTASC)

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

Principle 1: Knowledge of Subject Matter

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

Principle 2: Knowledge of Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle 3: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: Classroom Motivation and Management Skills

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

Principle 6: Communication Skills

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

Principle 7: Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: Professional Commitment and Responsibility

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

Principle 10: Partnerships

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

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

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

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

Strategies and Methods(SM): Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals: The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective

problem-solving processes require the effective professional to consider and integrate complex information. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

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

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

Professional **A**ccountability **S**upport **S**ystem Using a **P**ortal 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 move through the portals of the COEHD's assessment system. In addition, PASS-PORT enables candidates to create electronic portfolios that 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 benefits from the use of PASS-PORT. Candidates' 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 technological 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 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) reflect on the teaching and learning process, and
- (f) build and submit the portfolio in order to move through the portal

Professional Development Activities (PDAs)

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

- ❖ identify resources in order to develop professional expertise (e.g., national/state content standards, national/state professional organizations, educational journals, Internet sites, etc.),

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

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

1. **Community Service** includes service learning activities, serving on committees, volunteering to assist civic/community organizations, etc.
2. **Conference** includes mini-conferences, meetings for professional organizations, lecture series, Mid-Semester Student Teaching Seminar, etc.
3. **Workshops/Training** generally includes information sessions that can be used by the candidate and is more focused on a specific skill or topic.
4. **Publications and Presentations** are NOT to be used by candidates for the purpose of documenting PDAs.

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

Community Service/Service Learning

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

Conference/lecture series

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

Workshops/Training

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

PASS-PORT and Professional Development Activities (PDAs)

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

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

* minimum requirements

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 Director of FXs are available to help candidates with field experience questions.

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

*minimum requirements

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

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

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

*minimum requirements

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, candidates seeking initial certification 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 candidates 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. Candidates 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 teacher education program. It is also recommended that candidates purchase and use *How to Develop a Professional Portfolio: A Manual for Teachers* (Campbell,

Cignetti, Melenzyer, 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 the instructors of the Introductory Level courses and/or an advisor. Successful completion of the Introductory Level portfolio is required before candidates may enroll in Developing Level courses. The portfolio is due the Friday before the final week of classes.

Introductory Level Courses

- Art Education: : EDUC 201/211 or 203/212, EDUC 407 or ART 373/374
- Early Childhood: EDUC 201/211 or 203/212, 307; EPSY 315
- Elementary Education: EDUC 201/211 or 203/212, 307; EPSY 315
- Family and Consumer Science: EDUC 203/212, 407; FCS 470
- Foreign Language Education: 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
- MAT: MAT 610, 615, 620, 622, 623, 630
- Music Education: EDUC 201/211 or 203/212, 407, MUS 303/304
- Secondary Education (English, Math, Science, Social Studies): EDUC 201/211 or 203/212, 407
- Special Education: EDUC 201/211 or 203/212; SPED 210, 363, 361, 440

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 teacher education program, rather than the capstone methods courses. Candidates who have questions concerning portfolio development may consult with an advisor the instructors of the Developing Level courses. The portfolio is due the Friday before the final week of classes.

Developing Level Courses

- Art Education: EPSY 315 or 316, ART 373,374, EDUC 490*
- Early Childhood: ECE 323,400,411,420*
- Elementary Education: EDUC 321, 415*
- English: EPSY 315 or 316; ENGL 467, 468; EDUC 490*
- Family and Consumer Science: Content methods; EPSY 315 or 316, FCS 472, EDUC 490*
- Foreign Language Education EPSY 315 or 316, FLAN 401 or 403, EDUC 490*
- Kinesiology: EPSY 315 or 316; KIN 351; KIN 485/486* or KIN 460*
- MAT: MAT 631, 636, 640, 642, 650, 651, 652, 660, 661, 670*
- Math: EPSY 315 or 316; MTED 365/375, EDUC 490*
- Music Education: EPSY 315 or 316, EDUC 313, EDUC 490*
- Science: EPSY 315 or 316; SCIE 300; EDUC 490*
- Social Studies: EPSY 315 or 316; HIST 321/322; EDUC 490*
- Special Education: SPED 440,441,465,495*

* capstone methods courses

Competency Level: Successful completion of the Developing Level portfolio is required before candidates may enroll in Competency Level courses. The Competency Level portfolio will be developed and submitted during the Student Teaching or Internship semester(s).

Competency Level Courses

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

Portfolio Evaluations

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

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

Procedures

1. During the semester in which candidates enroll in EDUC 212/212 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 encouraged to attend a second and third PASS-PORT training outside of class hours.
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. **Due Date: Friday before the final week of classes**
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 or approaching expectations, the candidate will not be permitted to enroll in the next level of program courses until he/she re-submits an acceptable portfolio. Each rubric item must have a rating of “meets expectations” for the portfolio to be acceptable. If the portfolio is unacceptable, it is returned to the candidate with comments. The candidate has one week to address the deficiencies and re-submit to the evaluator. The portfolio may only be re-submitted once. The evaluator will have until final grades are due to review and return the portfolio. If the portfolio is unacceptable a second time, the candidate will be referred to Teacher Development for remediation, then may resubmit in the following semester’s timeline.

Electronics Portfolio Artifacts Overview

Introductory Portfolio Artifacts

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

Developing Portfolio Artifacts/Requirements

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

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

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

Introductory Portfolio Artifacts (level 1)

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

Developing Portfolio Artifacts (level 2)

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

Cumulative Artifacts (levels 1 and 2)

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

Competency Portfolio Artifacts

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

***Standard:** The standard refers to the professional standard which relates to your artifact/assignment and documents accomplishment of that standard. The professional standards embraced by the Department of Teaching and Learning are the **INTASC: Interstate New Teacher Assessment and Support Consortium** and the **LCET: Louisiana Components of Effective Teaching**. Your instructor will emphasize standards pertinent to specific assignments. All 10 INTASC standards must be referenced by the completion of the competency portfolio.

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

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

1. **Additional Requirement 7: Action Research Project** [MAT Students ONLY] By the Friday before the final week of classes, upload your action research project and the evaluation rubric in PASS-PORT to be placed in your portfolio. The Action Research Project and Graded Rubric were completed in MAT 670.
2. **External Assessors** will not be required to enter evaluations and review assignments in PASS-PORT. External assessors will be required to submit evaluations to Dr. Rebecca Day, Director, Office of Student Teaching.
3. MAT Interns and MAT Student Teachers will be required to use PASS-PORT as outlined in the Competency Portfolio Requirements.
4. All Interns should complete #'s 1, 3, and 4 during the first semester and #'s 5, 6, and 7 during the second semester.
5. All MAT Candidates will be prepared for oral defense of their program. Graduate committees will contact MAT candidates to schedule dates and times.

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."

PASS-PORT Assistance: Ms. Flo Winstead, **College of Education and Human Development**
Phone: 985- 549-5019 **E-mail:** mwinstead@selu.edu **Office:** TEC 201B

Artifacts and Portfolio Assistance: Contact your advisor or the course instructor