

UNIVERSITY OF LOUISIANA AT LAFAYETTE
College of Education - Unit Assessment Guide
For the College of Education - Initial Teacher Preparation Programs
Portals I, II and III

The College of Education at the University of Louisiana at Lafayette has been an accredited institution since 1954 by the National Council for Accreditation of Teacher Education (NCATE). To ensure a quality program of study for potential teachers and related personnel, a performance-based system of assessment is required. The assessment system designed by the College of Education at the University of Louisiana at Lafayette collects artifacts and various forms of data. These data are held in an assessment software system called PASS-PORT. PASS-PORT is a software program to which candidates subscribe either on a yearly basis or over the period of several years. All candidates in teacher education in the College of Education are **required to purchase** a subscription to PASS-PORT in order that they may successfully submit their artifacts for Unit Assessment. All education courses also require various hours for field experiences. Candidates must enter all field experience hours in PASS-PORT and bring verification to their prospective instructor/professor.

The College of Education has instituted a unit assessment system consisting of 4 portals. A “Portal” is an evaluation point at which the teacher candidate must demonstrate indicated proficiencies in order to exit the portal. Degree requirements for the College of Education indicate that teacher candidates must successfully complete the assessment system in order to be awarded the prospective degree.

A brief summary of the 4 portals are as follows:

- Portal I: Admission to the University
- Portal II: Admission to Professional Education
- Portal III: Admission to Clinical Experiences
- Portal IV: Exit from Program

This handbook outlines the requirements for Portals I, II, and III. The Portal IV requirements are set forth in an additional assessment guide which is distributed and discussed when entering clinical experiences.

All teacher candidates in the College of Education are required to participate in the Assessment System through the submission of data and artifacts through PASS-PORT.

PORTAL I – ADMISSIONS TO THE UNIVERSITY

Portal I consists of institutional requirements that are required to be accepted into the University of Louisiana at Lafayette.

The College of Education recognizes and accepts the institutional requirements and does not have any additional requirements beyond those required by the University. When candidates are

accepted into the University of Louisiana at Lafayette with no conditions or stipulations, they have successfully completed Portal I requirements.

PORTAL II – ADMISSION TO PROFESSIONAL EDUCATION PROGRAM

Portal II consists of completion of selected requirements for candidates to be admitted to the Teacher Education Program, commonly referred to as the Upper Division. While there may be other requirements for admission into the Teacher Education Program, candidates must successfully complete Portal II requirements in addition to any other University or College of Education requirements. Requirements for completion of Portal II are as follows:

- Passing Scores on Praxis I – Mathematics, Writing, and Reading or an ACT composite of 22 or above
- Completion of the Professional Conduct Form, the Teacher Candidate Dispositions Survey, and the Teacher Candidate Technology Integration Survey
- Successful Completion of EDFL 106 Introduction to Education: Teaching Philosophy Artifact
- Successful Completion of EDCI 100 Orientation to Teacher Education: Course Plan
- Successful Completion of all Field Experiences related to Education Courses.

EDFL 106 Introduction to Education: Philosophy of Education Artifact

Candidates in EDFL 106 are required to write a teaching philosophy paper to be submitted into Portal II. Below is the rubric which is used to assess the Philosophy of Education Artifact (paper).

UNIT PII: Philosophy of Education Rubric (UNIT-SP14)				
Attribute Being Measured / CF / Standards: Knowledge and Expertise in Practice				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Knowledge and Expertise in Practice CF, K-1, K-2, K-3, K-4, K-5, K-8, K-9 LCET, I-A-1, I-A-2, I-A-4, I-A-5, III-A-3, III-B-1, III-C-3, III-D-1, III-D-2	Philosophy lacks evidence of knowledge of theories of human development and learning. Methodologies, assessment and standards, education policy and law are not addressed.	Philosophy alludes to theories of human development and learning. Methodologies and assessment are briefly mentioned and no mention of standards, educational policy, and law.	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	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

			to standards, education policy, and law.	serve as a driving force within the statement.
Attribute Being Measured / CF / Standards: Reflection				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Reflection CF, R-1, R-2, R-3 LCET, II-C-2, III-A-4, III-B-1, III-C-1, III-D-1, III-D-4	Philosophy lacks any mention of amending instructional practice. No reference to using student data to inform instructional decisions.	Philosophy mentions the need to consider instructional practices used to revise instruction. Refers to student data as a method to make instructional decisions.	Philosophy states the need to consider instructional practices used to adapt instruction. Identifies the importance of gathering information to shape instructional decisions.	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.
Attribute Being Measured / CF / Standards: Diversity				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Diversity CF, K-7, D-1, D-2, D-3, D-4, D-5 LCET, II-A-2, II-C-1, III-A-4, III-A-5, III-B-1, III-B-3, III-C-1, III-C-3, III-C-4	Philosophy does not include any reference to meeting the diverse, exceptional needs of students within the classroom. References to relevant and challenging learning experiences are not included.	Philosophy mentions that a variety of learner needs may be found 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.	Philosophy states accommodations to address students' 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.	Philosophy clearly describes methods to meet the diverse, 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.
Attribute Being Measured / CF / Standards: Professionalism				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Professionalism CF P-2, P-3, P-7 LCET, 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.
Attribute Being Measured / CF / Standards: Classroom Management / Discipline / Home Connection				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
Classroom Management / Discipline / Home Connection CF, K-6, D-1, D-4, D-5 LCET, II-A-2	Philosophy provides a limited reference to personal classroom management and discipline plan. No mention of making	Philosophy mentions the need for a classroom management and discipline plan. Refers to the importance of making a school and home	Philosophy identifies a personal plan to address classroom management and discipline. Makes statement concerning the importance of making the	Philosophy clearly explains a personal plan to address classroom management and discipline. Outlines potential methods to make the

	connections between school and home.	connection.	connections between school, home and the community.	connections between school, home, and the community.
Attribute Being Measured / CF / Standards: Technical Writing Skills				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
	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.
Attribute Being Measured / CF / Standards: Organization				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Statement is extremely disjointed, highly disorganized, and 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.
Attribute Being Measured / CF / Standards: Clarity				
	Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations
	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.

EDCI 100 Orientation to Teacher Education: Course Plan

Understanding and using technology is essential for a candidate's success not only in their college career but in their chosen teaching profession. EDCI 100, Orientation to Teacher Education, provides students with necessary knowledge and skills to

successfully utilize technology while also helping students prepare for all of the College requirements and plan for upcoming courses and exams to be successful in the College of Education. The course plan is a document required by all EDCI 100 candidates and must be submitted into Portal II. Below is a list of skills that are required for candidates to demonstrate in order to successfully pass the course plan.

Technology Skills - Margins

Set margins

Technology Skills - Fonts

Use different fonts and font styles or sizes

Technology Skills - Formatting

Format artifact using hanging indentions, setting tabs, changing alignments, header and footer

Technology Skills - Tables

Inserted Table(s) including required information per course plan and content requirements

Technology Skills - Art and Images

Incorporated WordArt, drawing, clipart or digital image

Curriculum Planning - Courses

Listed curriculum courses by semester

Curriculum Planning - Requirements

Listed requirements for: Upper Division and Student Teaching

Curriculum Planning - Requirements

Listed requirements for: Graduation and Certification

Praxis Exams

Listed curriculum appropriate Praxis exams and codes

PASS-PORT Portal and Course Artifacts

Listed Portals I, II, III, and IV artifact requirements

Successful Completion of All Field Experiences in Education Courses

All courses in Education require field experiences associated with the content of the course in which you apply your knowledge to real-life situations, materials, and/or data. The minimum required hours for each education course is listed in the course syllabi. All field experiences must be uploaded into PASS-PORT utilizing the approved templates found in the PASS-PORT system. Your instructor/professor will verify the hours. There are various methods which may be utilized for this purpose. Your instructor/professor

will provide additional information on how he/she will verify the hours in PASS-PORT and what you must do in order for this to happen.

PORTAL III – ADMISSION TO CLINICAL EXPERIENCES

In Portal III, candidates demonstrate their ability to perform necessary skills in preparation for clinical experiences. All teacher education candidates, including Non-Master's-Certification-Only candidates, complete Portal III requirements. Portal III consists of the following requirements; however, candidates may be required to submit additional requirements in order to be admitted into clinical experiences:

- Completion of the Professional Conduct Form, the Teacher Candidate Dispositions Survey, and the Teacher Candidate Technology Integration Survey
- Unit Lesson Plan Artifact
- Unit Assessment Artifact
- Unit Managing an Effective Learning Environment Artifact
- Successful completion of Praxis II – Content Exam
- Successful completion of Praxis II – Principles of Learning and Teaching (PLT) Exam
- Successful completion of field experience assigned in education courses

The above Portal III Unit requirements are required for all Portal III College of Education majors. Additional Portal III artifacts also known as SPA (Specialized Professional Associations) artifacts are also required, but differ based on individual majors. It is necessary for candidates to review their Portal III and make sure not only the Unit Artifacts are completed and passed for each specific course within the semester, but also the SPA artifacts are completed and passed for each specific course (based on major) within the semester the courses are taken.

Portal III Lesson Plan Artifact:

The *Portal III Lesson Plan Artifact* is evidence of a candidate's competence to plan instruction. The artifact requires the candidate to integrate knowledge and skills acquired throughout methodology and content courses into one artifact. Candidates will complete and submit the Lesson Plan Artifact according to their designated major. The chart below summarizes the required course for Lesson Plan Artifact submission by program:

LESSON PLAN ARTIFACT	
<i>PROGRAM</i>	<i>COURSE</i>
Early Childhood Education	EDCI 351
Non-Master's-Certification-Only Early Childhood	EDCI 353
Elementary Education (Grades 1-5)	EDCI 351
Non-Master's-Certification-Only Elementary Education Grades 1-5	EDCI 353

Middle School Education (Grades 4-8) Non-Master's-Certification-Only Middle School Grades 4-8	Completed in Focus Area: EDCI 422 or EDCI 424 or EDCI 352 or EDCI 423
Secondary Education (All areas of Concentration) Non-Master's-Certification-Only Secondary Education Grades 6-12 Non-Master's-Certification-Only Secondary Education	Completed in Subject Specific Methods Course: EDCI 448 or EDCI 452 or EDCI 453 or EDCI 454 or EDCI 463
Art/Music Majors	MUS Band/Orchestra 335/337 or 336/338; or Vocal 333/334; or Instrumental 335/336; or VIAR 216 (Elementary) and VIAR 315 (Secondary)
Kinesiology - Grades K-12 Non-Master's-Certification -Only Health and Physical Education K-12 th Grades Complete artifact for elementary AND secondary.	KNES 301/449
Special Education - Early Intervention	SPED, SPED

Lesson Plan Artifact

The instructor/professor for the above listed course may require additional elements for the lesson plan artifact you submit for unit assessment. The lesson plan artifact submitted for unit assessment will contain the below listed items as a minimum for submission. The below listed items serve as a guide and you should consult your instructor/professor for any additional requirements.

- **Your Name**
- **Title of Lesson** – What is the subject of the lesson?
- **Time** – How much time will be needed to accomplish this lesson?
- **Setting** – Age group/grade level of students you will be working with. Briefly list any other information that helps to “set the stage” for your lesson that would assist the person evaluating your lesson in understanding the context in which the lesson will occur.
 1. **Learner Outcomes/Objectives** – What will the student know or be able to do by the end of the lesson?
 2. **Standards Alignment** – What Louisiana Standards will be addressed in this lesson? This can be added to the end of each objective/learner outcome.

3. **Materials and Technologies** to be utilized in lesson – What resources or technologies will you employ throughout the delivery of this lesson?
4. **Preparation** – Are there any special room changes, etc... that needs to take place before or during the delivery of this lesson?
5. **Anticipatory Set** – What are you going to do to ensure that you have the attention and interest of the students you are teaching? Attention-getter and focuser. (“setting the stage” and providing a “hook”)
6. **Modeling** (if appropriate) – A demonstration of processes and/or description of information shared.
7. **Guided Practice** (if appropriate) – Help students to begin applying new skills or knowledge.
8. **Insert Activities/Procedures** – Includes activities that develop the objectives. State purpose for the activity and its connection to standards and GLEs.
9. **Monitoring** – How are you going to informally assess student progress and use that information?
10. **Collaborative Strategies** (if appropriate) – Students work in groups with specified tasks.
11. **Closure** – How will you “wrap things up”? Pull it together? How will you relate this to the next lesson you teach to these students?
12. **Assessment Plan**
13. **Individual Differences**
14. **Planning for Diversity**
15. **Feedback** - How and in what manner do you provide performance feedback to your students? Including verbal praise, oral feedback, daily or weekly correspondence with parents, progress reports or report cards, parent night, etc.

Assessment Criteria for the Lesson Plan Artifact:

The rubric below is utilized to assess the lesson plan artifact you submit. In order to successfully complete the lesson plan artifact for Portal III, you must obtain a rating of “Approaching Expectations” on 80% of the indicators.

UNIT PORTAL III: LESSON PLAN RUBRIC (Developing)

DOMAIN 1: PLANNING AND PREPARATION

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
1A: Knowledge of Content and Pedagogy	<p>In planning and practice, candidate makes content errors or does not correct errors made by students</p> <p>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Candidate displays said knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	
1B: Demonstrating Knowledge of Students	<p>DOES NOT MEET EXPECTATIONS</p> <p>Candidate demonstrates little</p>	<p>APPROACHING EXPECTATIONS</p> <p>Candidate indicates the importance of</p>	<p>MEETS EXPECTATIONS</p> <p>Candidates understand the</p>	<p>NOT OBSERVED</p>

	or no understanding of how students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding	understanding how students learn and the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	
1C: Setting Instructional Outcomes	DOES NOT MEET EXPECTATIONS Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	APPROACHING EXPECTATIONS Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.	MEETS EXPECTATIONS Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination.	NOT OBSERVED

		Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Outcomes take into account the varying needs of groups of students.	
1D: Demonstrating Knowledge of Resources	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
	Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	
1E: Designing Coherent Instruction	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the	Candidates coordinate knowledge of content, or students, and or resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.	

	allocations. Instructional groups do not support the instructional outcomes and offer no variety.	instructional outcomes, with an effort by the candidate at providing some variety.	The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.	
		The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	
1F: Designing Student Assessments	DOES NOT MEET EXPECTATIONS Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	APPROACHING EXPECTATIONS Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	MEETS EXPECTATIONS Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.	NOT OBSERVED

DOMAIN 3: INSTRUCTION				
3A:	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The candidate's explanation of the content contains major errors.</p> <p>The candidate's spoken or written language contains errors of grammar or syntax.</p> <p>The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p> <p>The candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The candidate's explanation of the content may contain minor errors, some portions are clear; other portions are difficult to follow.</p> <p>The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the</p>	<p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p> <p>The candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the candidate invites student intellectual engagement.</p> <p>Candidate's spoken and written language is clear and correct and uses vocabulary</p>	

3B: Questioning and Discussion Techniques	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	appropriate to the students' ages and interests. MEETS EXPECTATIONS	NOT OBSERVED
	Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.	Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.	
	Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.	Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.	
		Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	
3C: Engaging Students in Learning	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking	The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result	

	<p>the instructional outcomes or require only one response.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide student the time needed to be intellectually engaged.</p>	<p>being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	
3D: Using Assessment in Instruction	<p>DOES NOT MEET EXPECTATIONS</p> <p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>APPROACHING EXPECTATIONS</p> <p>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to</p>	<p>MEETS EXPECTATIONS</p> <p>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advanced learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of</p>	<p>NOT OBSERVED</p>

3E: Demonstrating Flexibility and Responsiveness	DOES NOT MEET EXPECTATIONS	diagnose evidence of learning.	learning.	NOT OBSERVED
	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.	Candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.	Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and	
	Candidate ignores student questions, when students experience difficulty, the candidate blames the students or their home environment.	Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	accommodating student questions, needs, and interests.	
			Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4A: Reflecting on Teaching	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instruction outcomes and can cite general references to support the judgment.	
	Candidate has no suggestions for how a lesson could	Candidate makes general suggestions about how lesson could be improved.		

	be improved.		Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	
4F: Showing Professionalism	DOES NOT MEET EXPECTATIONS Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations	APPROACHING EXPECTATIONS Candidate is honest in interactions with colleagues, students, and the public. Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students' being ill served by the school. Candidate's decisions and recommendations are based on professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by.	MEETS EXPECTATIONS Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Candidate is active in serving students, working to ensure that all students received a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision making. Candidate complies fully with school and district regulations.	NOT OBSERVED

Unit Assessment Artifact

Overview

Over the course of the semester, you will be developing sample materials to demonstrate your skills in planning for assessment, identifying and developing instructional objectives, constructing paper and pencil tests of simple learner outcomes (knowledge and basic comprehension) as well as more complex learner outcomes (interpretation, application, evaluation, synthesis/creating), creating performance assessment exercises to measure student application of skills, and analyzing and interpreting pre-test/post-test data to guide decision making for ensuring maximal student success.

You will create an assessment plan for a target instructional unit that identifies the key content, the associated Common Core State Standards, the instructional objectives, and an overview of how you will assess student learning outcomes, both formatively and summatively.

The chart below summarizes the required course for the Assessment Artifact submission by program:

ASSESSMENT ARTIFACT	
<i>PROGRAM</i>	<i>COURSE</i>
Early Childhood Education	EDCI 411
Non-Master's-Certification-Only Early Childhood Elementary Education (Grades 1-5)	EDFL 456
Non-Master's-Certification-Only Elementary Education Grades 1-5	EDFL 456
Middle School Education (Grades 4-8)	EDFL 456
Non-Master's-Certification-Only Middle School Grades 4-8	EDFL 456
Secondary Education (All areas of Concentration)	EDFL 456
Non-Master's-Certification-Only Secondary Education Grades 6-12	EDFL 456
Art/Music Majors	MUS Band/Orchestra 335/337 or 336/338; or Vocal 333/334; or Instrumental 335/336; VIAR 315 or EDFL 456
Kinesiology - Grades K-12	KNES 301/449
Non-Master's-Certification -Only Health and Physical Education K-12 th Grades Complete artifact for elementary AND secondary.	KNES 301/449
Special Education - Early Intervention	SPED, SPED

Special Education - Mild/Moderate	
Non-Master's-Certification-Only Special Education Mild/Moderate Grades 1-12	SPED, SPED

Guidelines

Part I: This section contains these three elements:

1. Content Outline for Unit Topic

Prepare a brief outline and a projected timeline of topics to be included in the unit. In outline form, list the headings of the topics to be considered in the unit. The unit should span approximately 10 instructional days.

2. CCSS/GLEs

List the CCSS/GLEs that are pertinent to your unit topic in this section. Place the citation code after the statement of each standard listed. These will help you in developing instructional objectives which serve as the backbone for your *Paper and Pencil test* items and the *Performance Task* you will design for your unit.

Refer to the Louisiana Department of Education website for the Common Core standards: <http://www.doe.state.la.us/> or www.corestandards.com.

Example

Standard Statement	Standard Citation
Analyze the relationship between a primary and secondary source on the same topic.	RH. 6-8.9

3. List of Instructional Objectives with standard reference citation

The instructional objectives must be correlated to the CCSS.

- A minimum of **two objectives** must be included for each level of Bloom's taxonomy.
- **At the end of each objective, include the appropriate standard citation which supports that objective.**
- Emphasis should be placed on higher order thinking skills: analysis, evaluation, and synthesis.

Part II: Paper-and-Pencil Test

1. This is a sample objective paper-and-pencil test aligned with the instructional objectives for the unit. The sample test must include:

- Alternative-response items, short answer items, matching items, multiple choice items
- Interpretive Exercises
- Restricted-response essay with sample response and rubric for grading
- Extended-response essay with sample response and rubric for grading

Guidelines for Paper and Pencil Test

Heading Upper Left: Put your Name in the **upper left** on the first page of the test

Center: Put the Subject Area, Title of Unit Topic, and Grade level in the **top center of page 1.**

- Label and bold **each section of questions** (Alternative Response, Matching, Multiple Choice, Essays, etc.)
- Include clear and concise **directions** at the beginning of each set of questions.
- Indicate the **number of points each item** is worth in each section. Place this number after the section title or at the end of the directions.
- **Highlight or bold the correct answer for all items on the test.** This includes highlighting correct responses to the interpretive exercise items.
- Include a **sample response to each essay** question.
- Include a **rubric for grading each essay question.**

2. Table of Specifications

- a. List revised Bloom's Taxonomy across the top.
- b. List subtopics from the Content Outline down the column at the left.
- c. Place the number of test items related to each subtopic in the appropriate cell in the table.
- d. Complete the table with appropriate sums and percentages.
- e. Each question on the test must be aligned with an instructional objective for the unit. If more than one objective applies, select the one representing the highest level of thinking.

Part III: Performance-based Assessments

You must **include one performance-based task** that students will complete during this unit of study. The task must be linked to at least one of the higher-order instructional objectives. Incorporating technology in the task is greatly encouraged. Guidelines pertaining to the Performance task will be discussed in class.

Key components of the performance task include:

- Overview with description of the task
- Objective(s) supporting the Performance Task
- Instructions written expressly for the student
- Materials needed to complete task, those supplied by teacher and those the student must obtain
- Timeline for completing the task
- Checkpoints for providing feedback and "checking-in" with students on their progress
- Total Points of Performance task
- 2 Rubrics for scoring the task, one holistic and one analytic

Part IV: Case Study

You will receive a simulated data set of pre- and post- assessment results.

- You will complete a table which will help you analyze and draw conclusions regarding student performance. Your analysis will include examining the attainment of objectives, examining individual student performance, and examining overall class performance.
- The original data chart and the table you completed must be included in your final Unit Assessment Plan along with the responses to the questions in the Case Study.

Part V: Assessment Narrative

- **Briefly introduce your topic.** Tell why you selected this topic.
- **Informal/Formative Assessment Techniques:** List and briefly describe a minimum of **four informal** assessment techniques you would utilize throughout the unit.
- Explain **summative assessments** that will be used with your unit.
- Include a brief description of your **performance task**.
- Explain any **accommodations** to assessments that you would make for students with special needs. Identify at least **two** special needs situations in your narrative. Describe the accommodations you will make for these students.
- Write a **conclusion** for your narrative.

Assessment Criteria for the Assessment Artifact:

The rubric below is utilized to evaluate the assessment artifact you submit. In order to successfully complete the assessment artifact for Portal III, you must obtain a rating of “Approaching Expectations” on 80% of the indicators.

UNIT PORTAL III: ASSESSMENT RUBRIC

1F: Designing Student Assessments	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use</p>	<p>Candidate’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.</p>

		assessment results to plan for future instruction for the class as a whole.	Candidate intends to use assessment results to plan for future instruction for groups of students.
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3B: Questioning and Discussion Techniques	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.</p>	<p>Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>
3D: Using Assessment in Instruction	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment</p>	<p>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of</p>	<p>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advanced learning.</p>

	criteria and do not engage in self-assessment.	the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.
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4B: Maintaining Accurate Records	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>Candidate's system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Candidate's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>

Managing an Effective Learning Environment

The learning environment can either support or detract from the efforts of the teacher to provide learning opportunities for all students. When teachers consciously develop a plan for setting up the classroom and consistently apply this plan, classrooms become more effective places for students to learn. Such an environment maximizes the amount of learning occurring, minimizes the frequency of behavior problems, and creates a positive and safe place for students.

Candidates will complete and submit the Managing an Effective Learning Environment Artifact according to their designated major. The chart below summarizes the required course for Management Artifact submission by program:

MANAGING AN EFFECTIVE LEARNING ENVIRONMENT ARTIFACT	
<i>PROGRAM</i>	<i>COURSE</i>
Early Childhood Education	EDCI 430
Non-Master's-Certification-Only Early Childhood Elementary Education (Grades 1-5)	EDCI 430
Non-Master's-Certification-Only Elementary Education Grades 1-5	EDCI 430
Middle School Education (Grades 4-8)	EDCI 439
Non-Master's-Certification-Only Middle School Grades 4-8	EDCI 439
Secondary Education (All areas of Concentration)	EDCI 450
Non-Master's-Certification-Only Secondary Education Grades 6-12	EDCI 450
Art/Music Majors	EDCI 450
Kinesiology - Grades K-12	KNES 301/449
Non-Master's-Certification -Only Health and Physical Education K-12 th Grades Complete artifact for elementary AND secondary.	KNES 301/449
Special Education - Early Intervention	SPED, SPED
Special Education - Mild/Moderate	SPED, SPED
Non-Master's-Certification-Only Special Education Mild/Moderate Grades 1-12	SPED, SPED

The Plan for Managing an Effective Learning Environment should address motivational strategies, instructional routines, transitions and diversity.

The following provides a brief description of each of the areas to be addressed in the plan:

A. Motivational Strategies

Motivation is one part of managing an effective classroom. Motivation can be defined as a process that is either from within or influenced by external factors which directs behavior so that there is enthusiasm, direction, and perseverance to achieve a task or goal.

Strategies can be defined as the specific methods, processes, activities, or steps employed by the teacher to accomplish the objectives and achieve the desired outcome(s).

Therefore, motivational strategies should be specific methods, processes, activities, or steps employed by the teacher which encourages behavior that is enthusiastic, focused, and persistent so as to achieve a task or goal.

B. Instructional Routines

Instructional Routines of teaching refer to a standard operating procedure to achieve a certain task. These procedures enable one to create an effective learning environment in which the students are knowledgeable about classroom procedures and teacher expectations. Routines are like scripted segments of behavior that help teacher and students move toward a shared goal. Routines serve two important purposes: first they ease the task of planning by providing a framework that allows the teacher time to select content and monitor student performance. Secondly, once familiar with procedures and expectations, students are less anxious about their work. When students know the guidelines for acceptable behavior, the length of the activity, and the means of feedback, they can focus on learning tasks. There are four types of routines:

1. **Activity routines** – established procedures to help organize activities (duration of lesson, location, teacher expectations).
2. **Instructional routines** – procedures used during instructional techniques and methods (questioning, monitoring attention and giving feedback, giving instructions, pacing how to have a discussion, varying instruction and media, showing enthusiasm)
3. **Management routines** – procedure to maintain order and coordinate to student behavior (seating arrangements, classroom arrangements)
4. **Executive planning** – procedures for preparing instructional plans (sequence, maintaining student attention and involvement, maintaining individual accountability)

C. Transitions

- Transitions are movements from one activity to another. Providing smooth transitions are an important part of managing lesson delivery and effective classroom management.

- A smooth transition allows one activity to flow into another without any breaks in the delivery of the lesson. Smooth transitions contribute to student learning by using instructional time effectively and keeping students engaged in the learning process with minimal disruption. Transitions that are not smooth create gaps in the delivery of the lesson and increase the opportunity for disorder and misbehavior.
- Teachers should prepare students for upcoming transitions, establish efficient transition routines, and clearly define the boundaries of lessons.
- **Effective teachers prepare for smooth transitions, which reduce the potential for disorder and maximize instructional time.**

D. Diversity in Managing an Effective Classroom

A teacher with a well-managed classroom supports and celebrates all dimensions of diversity as significant characteristics of an individual. These characteristics include race, culture, ethnicity, gender, language, class (SES), age, ability (learning needs), and affection. Teachers must *teach* students that everyone possesses these characteristics at some level, and create a learning community to help students relate better with those who may exhibit these characteristics in different ways. Gay (2000) identifies this as building relational competencies: knowing, valuing, doing, caring, and sharing power, resources, & responsibilities.

Assessment Criteria for the Managing an Effective Learning Environment Artifact:

The rubric below is utilized to assess the Managing an Effective Learning Environment artifact you submit. In order to successfully complete the Managing an Effective Learning Environment artifact for Portal III, you must obtain a rating of “Approaching Expectations” on 80% of the indicators.

PORTAL III: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT RUBRIC

2A: Creating an Environment of Respect and Rapport	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are	Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’	Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the candidate. Interactions among

	<p>characterized by sarcasm, put-downs, or conflict.</p> <p>Candidate does not deal with disrespectful behavior.</p>	<p>ages, cultures, and developmental levels.</p> <p>Candidates rarely demonstrate disrespect for one another.</p> <p>Candidates attempt to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>students are generally polite and respectful.</p> <p>Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>
2B: Establishing a Culture for Learning	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by candidate or students.</p> <p>The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The candidate conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>
2C: Managing	DOES NOT MEET	APPROACHING	MEETS

Classroom Procedures	EXPECTATIONS	EXPECTATIONS	EXPECTATIONS
	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The candidate's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>
2D: Managing Student Behavior	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>There appear to be no established standard of conduct and little or no candidate monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The candidate monitors student behavior against established standards of conduct.</p> <p>Candidate response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>
2E: Organizing Physical Space	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS

	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The candidate's use of physical resources, including computer technology is moderately effective.</p> <p>Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students, candidate ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Candidate makes effective use of physical resources, including computer technology.</p>
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3B: Questioning and Discussion Techniques	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.</p>	<p>Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>

3C: Engaging Students in Learning	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>

*****Please note the UNIT Artifacts are required by all College of Education candidates. Immediately following the UNIT Artifacts are SPA (Specialized Professional Associations) Artifacts required specifically by your major. Your specific major and portal will determine the SPA artifacts that you are required to complete. For specific information on each SPA artifact, contact your professor/instructor in the course the specific artifact is required.**

Successful Completion of All Field Experiences in Education Courses

All courses in Education require field experiences associated with the content of the course in which you apply your knowledge to real-life situations, materials, and/or data. The minimum required hours for each education course is listed in the course syllabi. All field experiences must be uploaded into PASS-PORT utilizing the approved templates found in the PASS-PORT system. Your instructor/professor will verify the hours. There are various methods which may be utilized for this purpose. Your instructor/professor will provide additional information on how he/she will verify the hours in PASS-PORT and what you must do in order for this to happen.

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