

Louisiana New Teacher Portfolio Handbook

Louisiana Teacher Assistance and Assessment Program

Cecil J. Picard
State Superintendent of Education

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I. Overview

What is the Louisiana New Teacher Portfolio?

In the May 2000 *Year One Report of the Governor's Blue Ribbon Commission on Teacher Quality*, the importance of the role of performance assessments was recognized. Responding to the recommendations of the Blue Ribbon Commission, the Louisiana Teacher Assistance and Assessment Program was revised to include the New Teacher Portfolio as a data collection source. All of the entries contained within the Louisiana New Teacher Portfolio become evidence that reflect the teacher's understanding and ability to effectively teach. The portfolio is a way to document not only what the new teacher and his/her students say and do, but it is also a reflection of the new teacher's thinking, decision-making, and professional development.

The New Teacher Portfolio contains four entries. *Entry A – The Work Sample*, is a one-to-six week body or unit of instruction focusing on one subject area for a group of students. The contents of the Work Sample includes: a description of the classroom context and the students being taught; the plans for instruction and assessment aligned with the learning outcomes desired; the teaching of the content; and the collection, interpretation, and reflection on evidence of student progress. *Entry B – Professional Development* includes the new teacher's Professional Growth Plan, *Entry C – School Improvement* consists of five artifacts that provide evidence for the new teacher's ongoing professional development, and *Entry D – Technology* documents the new teacher's integration of technology into instruction.

Note: The Work Sample must reflect the new teacher's teaching assignment in the assessment semester.

Where can you go for help?

Resources are available to assist you in preparing your portfolio. Do not hesitate to contact any one of the following for guidance in the completion of your portfolio.

School

- Mentor or Mentor Support Team
- Others, including educators holding National Board for Professional Teaching Standards Certification
- Administrators

School District

- District Contact Person for the Louisiana Teacher Assistance and Assessment Program

Web

- www.louisianaschools.net

How will your portfolio be evaluated?

The New Teacher Portfolio is a valuable source for collecting data about the new teacher's understanding of the Louisiana Components of Effective Teaching. The chart on the following pages indicates the attributes that will be assessed in whole or in part through assessor review of the portfolio and classroom observations.

Data Sources for the New Teacher's Assessment

Note: P=Portfolio and O=Classroom Observation.

Louisiana Components of Effective Teaching	Source	
	P	O
Domain I. Planning		
Component A. The teacher plans effectively for instruction		
IA1. Specifies learner outcomes in clear, concise objectives	X	
IA2. Includes activity/activities that develop objectives	X	
IA3. Identifies and plans for individual differences	X	
IA4. Identifies materials, other than standard classroom materials, as needed for the lesson	X	
IA5. States method(s) of evaluation to measure learner outcomes	X	
IA6. Develops an IEP and/or IFSP as needed for the lesson	X	
Domain II. Management		
Component A. The teacher maintains an environment conducive to learning		
IIA1. Organizes available space, materials, and/or equipment to facilitate learning		X
IIA2. Promotes a positive learning climate		X
Component B. The teacher maximizes the amount of time available for instruction.		
IIB1. Manages routines and transitions in a timely manner		X
IIB2. Manages and/or adjusts allotted time for activities planned		X
Component C. The teacher manages learner behavior to provide productive learning opportunities.		
IIC1. Establishes expectations for learning behavior.		X
IIC2. Uses monitoring techniques to facilitate learning.		X
Domain III. Instruction		
Component A. The teacher delivers instruction effectively.		
IIIA1. Uses technique(s) which develop(s) lesson objective(s)		X
IIIA2. Sequences lesson to promote learning		X
IIIA3. Uses available teaching material(s) to achieve lesson objective(s)		X
IIIA4. Adjusts lesson when appropriate		X
IIIA5. The teacher integrates technology into instruction	X	X
Component B. The teacher presents appropriate content.		
IIIB1. Presents content at a developmentally appropriate level	X	
IIIB2. Presents accurate subject matter		X
IIIB3. Relates relevant examples, unexpected situations, or current events to the content		X
Component C. The teacher provides opportunities for student involvement in the learning process		
IIIC1. Accommodates individual differences		X
IIIC2. Demonstrates ability to communicate effectively with students		X
IIIC3. Stimulates and encourages higher-order thinking at the appropriate development levels		X
IIIC4. Encourages student participation		X
Component D. The teacher demonstrates ability to assess and facilitate student academic growth.		
IIID1. Consistently monitors ongoing performance of students	X	X
IIID2. Uses appropriate and effective assessment techniques	X	
IIID3. Provides timely feedback to students	X	

Component D. The teacher demonstrates ability to assess and facilitate student academic growth. (continued)	P	O
IIID4. Produces evidence of student academic growth under his or her instruction	X	
Domain IV. Professional Development		
Component A. The experienced teacher plans for professional self-development		
Component B. The new teacher plans for professional self-development		
IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan	X	
IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them	X	
Domain V. School Improvement		
Component A. The teacher takes an active role in building-level decision making.		
VA1. Participates in grade level and subject area curriculum planning and evaluation	X	
VA2. Serves on task forces and/or committees	X	
VA3. Implements school improvement plan at the classroom level	X	
Component B. The teacher creates partnerships with parents/caregivers and colleagues.		
VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	X	
VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom	X	
VB3. Seeks community involvement in instructional program	X	

Portfolio at a Glance

The table below provides specific information on each attribute and the data that are used to provide a rating in your Portfolio.

Attribute	Portfolio Entry
IA1.	Work Sample A 2, Item 4 Review of Objectives on Lesson Plan
IA2.	Work Sample Lesson Plan Work Sample A 7, Item 3
IA3.	Work Sample A 1, Section II Work Sample A 2, Item 6
IA4.	Work Sample Lesson Plan Work Sample A 7, Item 3
IA5.	Work Sample A 3, Items 1, 2, and 3
*IA6.	Work Sample A 1, Section II Work Sample A 2, Item 6
IIIA5.	Portfolio Entry Form D, Items 1, 2, 3, and 4
IIIB1.	Work Sample A 1, Section II Work Sample A 2, Items 2, 6, and 7 Work Sample Lesson Plan
IIID1.	Work Sample A 2, Item 4 Work Sample A 3, Item 1
IIID2.	Work Sample A 3 Items 1, 2, 3 (and attachments)
IIID3.	Work Sample A 6, Item 1
IIID4.	Work Sample A 4 Work Sample A 5, Items 1, 2, 3, 4, and 5
IVB1.	Professional Development Portfolio Entry B Professional Growth Plan Items 9, 10, 13, 15, 16, and 17
IVB2.	Professional Development Portfolio Entry B Professional Growth Plan Items 10, 11, 16, 17, and 18
VA1.	School Improvement Portfolio Entry C 1 (and Artifact)
VA2.	School Improvement Portfolio Entry C 2 (and Artifact)
VA3.	School Improvement Portfolio Entry C 3 (and Artifact)
VB1.	Work Sample A 6, Items 1, 2, and 3
VB2.	School Improvement Portfolio Entry C 4 (and Artifact)
VB3.	School Improvement Portfolio Entry C 5 (and Artifact)

* Attribute IA6 is rated for Special Education 1 teachers only.

II. Getting Started

What are the steps you will take to develop your portfolio?

1. Read this document thoroughly.
2. Attend the orientation for new teachers in your district.
3. Work with your mentor and keep him/her updated on your progress.
4. Familiarize yourself with the forms that must be used when you develop your portfolio.
5. Duplicate or use additional pages for entry forms as needed.
6. Select a unit of study for the focus of your Work Sample. (Remember that you may plan and develop your Work Sample during the first year, but the Work Sample must reflect the third semester of your teaching assignment.)
7. Develop a timeline to work from, or use one provided by your mentor or principal.
8. Begin to collect required evidence and artifacts.
9. Write reflections as soon as possible after you have taught your unit/lessons and collected sample student work and other artifacts.
10. Ask others, especially your mentor, to review your work and to make suggestions.
11. Reread, revise, and edit.
12. Review the Final Checkpoints on page 75.
13. Complete the Candidate Information Sheet and assemble your portfolio.
14. Submit your portfolio to your principal by the designated deadline.

What are the suggestions for selecting artifacts for your portfolio?

New teachers must include artifacts that support their portfolio entries. The Portfolio Entry Form and the Artifact Verification Form have been designed to provide justification for the entry of the artifacts.

Evidence or artifacts included in the portfolio should be selected from the new teacher's classroom teaching and related professional development activities. Examples are listed below. The list is by no means all-inclusive. Among the many benefits of a portfolio is the flexibility and creativity it affords in its development. It is important to select the most appropriate examples of evidence. Both artifacts and attributes should be reviewed to ensure an appropriate match. Additional pointers about selecting artifacts are contained in later sections of this *Handbook*.

- | | |
|---|--|
| <ul style="list-style-type: none">■ Instructional materials■ Teacher-made assessment materials■ Classroom management plan (per Professional Growth Plan)■ Classroom rules■ Parent communications/log■ Samples of student work*■ Teacher journals and/or logs■ Video and audio tapes* | <ul style="list-style-type: none">■ Photographs of student activities, classroom, etc.■ Student, parent, colleague surveys■ Log of professional activities■ Record of community activities■ Awards, recognitions, etc.■ Certificates and/or awards from participation in meetings and workshops■ Communication with peers, administrators, and other professionals |
|---|--|

Videotapes as Artifacts

Capturing teaching on videotape effectively requires thoughtful preparation and planning. The mentor or mentor support team member should be available to provide assistance should the new teacher decide that he/she wants to include a videotape in his/her portfolio. Tips for successful videotaping follow:

<ul style="list-style-type: none">■ Get parental permission forms signed and returned before videotaping. (A sample of the parental release form is found on the next page.)■ Contact the media specialist to reserve the needed equipment and to learn about the operation of the equipment.■ Find a volunteer to videotape the class. This could be the mentor or mentor support team member, another teacher, a reliable student, or even a parent volunteer. He/she may need some time to become familiar with the camera equipment. (Note: Warn the camera operator that his voice may be heard on video.)■ Inform the principal of the schedule for the videotaping so that he/she may assist by avoiding unnecessary interruptions on the school intercom system.	<ul style="list-style-type: none">■ Secure high quality, blank videotapes. Shorter tapes generally offer better quality than those of longer duration.■ Keep the lens cap on the camera when the camera is not being used. This prevents excess light from entering the lens.■ Keep the camera and tapes away from magnetic fields.■ Cameras should not be used in extreme heat or cold. Let the camera adjust to room temperature for about thirty minutes.■ Consider the composition of the picture. Clutter can be a problem in classrooms; remove items that may detract from the message/image. Consider the background.■ Plan to wear a color that will be flattering.
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Student Release Forms

After deciding to include samples of student work and/or a videotape/audiotape as part of the portfolio, the mentor should assist the new teacher in developing a plan for informing the parents/guardians/caregivers of all students. Permission to videotape or to include student work as artifacts in the portfolio should be obtained. A [sample](#) Student Release Form may be found on the following page. Student Release Forms are not submitted with the portfolio, but should remain on file with the new teacher.

Sample Student Release Form

Date

Dear Parent/Guardian:

This year I am involved in the process of creating a portfolio as part of my work in the Louisiana Teacher Assistance and Assessment Program. The portfolio documents my teaching knowledge and skills.

I have decided to include a video of my class and my teaching in the portfolio. I would also like to include samples of student work as evidence of my teaching practices. My development of the portfolio will be shared with my mentor and my administrator, who will handle the material confidentially.

Please indicate below if it is permissible to include your child on videotape, to use his/her work, and to use his/her first name only in my documentation. Please return this letter to me by _____.

Thank you for your cooperation and assistance.

Sincerely,

_____ Yes, you have my permission

_____ No, you do not have my permission

Parent/Guardian Signature

Date

Artifact Verification Forms

Artifacts for Entry C – School Improvement must be accompanied by an Artifact Verification Form. After selecting artifacts to document one’s involvement with school improvement, the mentor should assist the new teacher in obtaining the necessary Artifact Verification Form(s). A sample Artifact Verification Form is below. Refer to the Appendices for an additional copy of the form.

Sample Artifact Verification Form

Artifact Verification Form	
Teacher Name: _____	
Are the artifacts and portfolio entry forms submitted in this portfolio the work of this teacher?	
_____ Yes _____ No _____ Don't Know	
How do you know that these items have been prepared by this teacher and are not the work of someone else?	
_____	_____
Signature	Date
_____	(____) _____
Title or Position	Telephone Number

What are the format requirements for your portfolio?

What you will need

- 3-ring binder, 1" with clear plastic pocket
- Four dividers, one for each section of your portfolio
- Plastic sleeve for holding artifacts (video and/or audiotapes)*

Directions

- Label the four dividers as indicated below for each section:
 - Entry A The Work Sample
 - Entry B Professional Development
 - Entry C School Improvement
 - Entry D Technology
- Complete the following forms.
 - Candidate Information Sheet (See next page.)
 - Mentor Signature Sheet (See following pages.)
- Duplicate portfolio entry forms. (See Appendices.)
- Obtain signatures on Artifact Verification Forms. (See Appendices.)
- Obtain parent/guardian signatures on Student Release Forms. (See Appendices.)
- For the order of inclusion of specific items in your portfolio, refer to the Final Checklist on page 41.

***Note:** Video and/or audiotapes are not required. If the teacher selects either a video or audiotape as an artifact, they should be submitted in a plastic sleeve or "zippered pocket" within the binder.

Candidate Information Sheet

Complete this page and include it as the first page of your portfolio.

Name: _____ Social Security Number: _____

Current Teaching Assignment: _____

LEA/School System: _____

School Name: _____

School Address: _____

School Telephone: _____

Home Address: _____

E-mail Address: _____

I verify that this portfolio contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators.

Signature

Date

Mentor Signature Sheet

Complete this page and include it as the second page of your portfolio.

Candidate Name

Social Security Number

Mentor Signature:

I have reviewed this portfolio with the candidate. To the best of my knowledge, the portfolio represents the authentic work of this teacher.

Name of Mentor (printed)

Signature

Date

E-mail Address: _____

III. Portfolio Assembly

Entry A. The Work Sample

Entry A — The Work Sample is a one- to six-week body/unit of instruction in one subject area for one class. Teachers of PreK- 3 are required to develop Work Samples in language arts or mathematics, unless the teacher has a unique teaching situation. The Work Sample must reflect the new teacher’s teaching assignment in the assessment semester. The Work Sample includes 1) plans for instruction and assessment that are aligned with the learning outcomes desired; 2) the teaching of the content; and 3) the collection, interpretation, and reflection upon evidence of student progress toward attainment of the desired learning outcomes. Entry A — The Work Sample consists of the following forms.

Forms	Description of Form
A1. Teaching Context	Completing this form of the Work Sample provides detailed information about the students, the class, and the school that will be useful in planning instruction. Knowing contextual detail is the first step in planning and conducting effective instruction; i.e., instruction that produces high achievement.
A2. Describing the Work Sample	After selecting the content (topic, knowledge, skills) for the Work Sample, a description should be written. The description must include the length of the unit (number of days/class periods), the objectives, a plan for accomplishing the objectives, a plan for accommodating individual differences, and any additional adjustments made. It is important to remember that the objectives selected for the Work Sample should relate directly to the Louisiana Content Standards, the school improvement plan, and/or an analysis of student data.
A3. The Assessment Plan	The third form of the Work Sample provides information about the assessment plan; the pre- and post-assessments; and the alignment of objectives, assessments, and instruction.
A4. Analyzing the Results	Reflection about students' performance should include pre- and post-assessment results to determine student gains in knowledge or skills.
A5. Reflecting on the Impact of Instruction	This form will be used to describe the impact on student achievement through an analysis of and a reflection upon student performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve student achievement.
A6. Communicating and Follow-Up	This form will be used to describe the feedback about the work sample to students, parents/caregivers, and colleagues.
A7. Work Sample Lesson Plan	The final section, A7, is a lesson plan and a Lesson Plan Portfolio Entry Form that will be used to provide data related to one of the lessons that will be taught as part of the Work Sample.

The following pages and the Appendices contain the necessary forms that comprise Entry A. Preceding each form are the directions for completion.

A 1. Teaching Context

Please complete the following information about your class.

I. Class/Classroom Information

Grade levels in class (list all that apply _____ _____)	Ages in class (list all that apply _____ _____)
# Students enrolled _____	# Typically Present _____
Time available each day to teach entire class _____	
Place a \checkmark beside the phrase that describes the resources (equipment, technology, and supplies) available for this class. <input type="checkbox"/> well-equipped/supplied <input type="checkbox"/> adequately equipped/supplied <input type="checkbox"/> poorly equipped/supplied	
Place a \checkmark beside the phrase that describes the number of teaching interruptions. <input type="checkbox"/> few <input type="checkbox"/> some <input type="checkbox"/> many	
Place a \checkmark beside the phrase that describes the types of help available to you. <input type="checkbox"/> instructional assistant(s) <input type="checkbox"/> parent volunteers <input type="checkbox"/> peer (student) tutors <input type="checkbox"/> resource teachers <input type="checkbox"/> other (Please specify.) _____	

II. Individual Differences

Indicate the # of students in each category below. _____ ESL _____ # with IEPs or IFSPs _____ # with 504 modifications _____ Title I _____ Gifted _____ Other
Indicate the # of students for each pattern of achievement. _____ Low _____ Average _____ High
Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below. _____ Ages _____ Languages _____ Cultures _____ Achievement/Developmental Levels
Enter the appropriate label(s) for the # of students with each learning style listed below. None (0) Few (1-3) Many (more than 3) _____ Print _____ Aural _____ Interactive _____ Visual _____ Haptic _____ Kinesthetic _____ Olfactory _____ Other
Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.

A 2. Describing The Work Sample

The Work Sample and the objectives that you select must be directly related to the Louisiana Content Standards. Refer to the Louisiana Department of Education's *Bulletin 1967, The Louisiana K-3 Reading And Mathematics Initiative, The Louisiana English/Language Arts Content Standards*, and *The Louisiana Mathematics Frameworks* for instructional guidelines, content emphasis, objectives, and ideas for instruction at each grade level.

Directions for Completing A2

1. List all subject areas included in the Work Sample. Note: Teachers of **PreK-3** are required to develop Work Samples for language arts or mathematics.
2. Describe the content (topic, knowledge, skills) of the Work Sample.
3. Indicate the intended number of days or class periods for instruction. Note: The Work Sample/unit must cover at least five days/class periods.
4. Specify the objectives/outcomes to be accomplished by students. Note: The Work Sample must include two objectives, one of which must require higher-order thinking. An objective is defined as a statement of what the students should know and/or be able to do after the instruction. Objectives are not statements of what you or students will be doing (activities).
5. Explain why the listed objectives/outcomes were selected. The objectives might be directly related to student knowledge and skills that have been identified as priority areas for your school's improvement plan; they might have come from your analysis of student test data; or you might have other reasons for selecting the objectives you have specified.
6. Describe adjustments made in the Work Sample plan and instruction to accommodate some of the individual differences you identified on A1; i.e., second language (ESL) students, students on IEPs, differences in achievement, diversity among your students, special groups of students (gifted, Title I, etc.) in your class, and differences in learning styles. Instruction should be varied to address some of those differences, particularly those believed to have the greatest impact on learning and achievement.
7. Describe any adjustment you made to your instruction because of other class/classroom conditions that are over and beyond your control. Examples of such conditions include, but are not limited to, the shortage of texts, lack of technology or the lack of resource materials.

A 2. Describing the Work Sample

1. Subject Area(s)

Note: Teachers of **PreK-3** are required to develop Work Samples for language arts or mathematics.

2. Content

3. Length of Unit (# of days/class periods)

4. Learning Objectives/Outcomes to be accomplished by students (Two are required, and one must require higher-order thinking.)

5. Rationale for Objectives/Outcomes

6. Adjustments made to accommodate one or more of the categories of individual differences

7. Adjustments made because of other classroom conditions

A 3. The Assessment Plan

Directions for Completing A3

In this part of the Work Sample, you will provide information about your assessment plan; your pre- and post-assessments; and the alignment of objectives, assessments, and instruction.

1. Describe how you will assess your students throughout this Work Sample. Note: The description of your assessment plan must include both informal and formal measures conducted at key points during instruction. For example: pre-assessment(s), observations of student work, oral questions, post-assessment(s), etc.
2. Describe your pre-assessment method(s). Explain how you determined student knowledge and skills pertinent to this Work Sample prior to instruction. The pre-assessment may take whatever form is appropriate, but it must yield two types of information:
 - information about each student's entry level (entry into the unit of instruction) knowledge/skills;
 - information from which you will be able to measure student gains in knowledge/skills as a result of instruction; i.e., knowledge/skills gained between pre- and post-assessments.

Note: A copy of the pre-assessment must be attached. If you use an activity or assignment for the pre-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** on the following page to evaluate your pre-assessment.

3. Describe the post-assessment or the formal assessment used to determine student gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each student's accomplishment of each learning outcome/objective and about his/her gains. This information will be used to complete the next form of the Work Sample, **A4**. The post-assessment must be one of the following:
 - a repeat of the pre-assessment,
 - a parallel form of the pre-assessment (same kinds of questions, tasks addressing the same objectives/outcomes),
 - an assessment very much like the pre-assessment, perhaps more extensive, that provides similar kinds of data about gains in knowledge/skills identified in the objectives.

Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** on the following page to evaluate your post-assessment.

Assessment Design Checklist

Assessors will rate the following elements of each pre- and post- assessment that is included in the portfolio. A careful review of each element is recommended.

If paper-pencil tests were used as pre-assessments and post-assessments , do these tests adhere to the principles of good test construction?		
	Yes	No
1. Are the directions for students complete and clear?		
2. Are there any ambiguous test items?		
3. Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult (e.g., matching, multiple choice, fill-in-the-blank, essay)		
4. Are the number of points to be awarded for each item specified?		
If activities or assignments were used as pre- and post-assessments, do these activities/assignments adhere to principles of good assessment?		
	Yes	No
5. Are the directions for students complete and clear?		
6. Is there an explanation of how the assignment/activity will be evaluated (scored or graded)?		
7. Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?		
8. Is there a timeline for completion?		

4. Briefly describe the alignment among your assessments, objectives, and instruction. The results of assessments are valid when a) pre-and post-assessments cover the same things in the same way, b) assessments are consistent with the types of knowledge and skills identified in your objectives, c) instruction given is matched to objectives and to the ways students must demonstrate knowledge and skills in assessments. This match among objectives, instruction, and assessments is called alignment.

A 3. The Assessment Plan

1. Describe the assessment plan for this Work Sample. (Provide an overview of the assessment points and methods. Remember to include both formal and informal measures that extend from pre-assessment through post-assessment.)
2. Describe the pre-assessment method(s) (determination of student knowledge and skills prior to instruction). Note: A copy of the pre-assessment must be attached. If you used an assignment or activity as a pre-assessment, attach the directions and information provided to students.
3. Describe your post-assessment method(s); i.e., how you determined student knowledge and skills after instruction. Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students.
4. How do you know that your objectives, pre-assessment, instruction, and post-assessment were aligned? Please explain.

A 4. Analyzing the Results

Directions for Completing A4

After you have taught the Work Sample and administered the post-assessment, your next task is to analyze the assessment results. Use **A4** to complete the analyses described below.

Record each student’s name, his/her pre-assessment results, his/her post-assessment results, the amount of gain from pre- to post-assessment, and whether or not (yes/no) he/she met each objective based on the results of your post-assessment. In the “Comments” column, note any special conditions or extenuating circumstances to be considered.

Remember that in recording gains, a student may demonstrate gain (e.g., pre-assessment score of 22, post-assessment score of 84 = gain of + 62 points) or regression (e.g., pre-assessment score of 48, post-assessment score of 40 = gain of –8 points).

Also, there is no requirement that pre- and post-assessments are paper-pencil tests. However, you must have a way of determining gains in knowledge and skills, so you will need to know precisely what behaviors/practices/elements you are assessing when you use a project or activity as your means of pre- and post-assessment. See the following examples.

Example 1: Elementary teacher whose Work Sample was in writing

- I had several objectives/learning outcomes regarding student writing. One of them was that the student is able to produce an essay on demand that will contain **no more than three errors in punctuation**. Naturally, I taught students about punctuation as one part of my unit.
- As pre- and post-assessments, I gave students topics to write about and 25 minutes to produce their essays.
- When I analyzed the post-unit essays for punctuation errors (one of my objectives), I found the following:

Students	Pre	Post	Gain	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
Joel Banks	11 errors	5 errors	+6		√			Substantial gain, did not meet the objectives. (no more than 3 errors) He was ill during part of the instruction.
Cathy Watson	4 errors	2 errors	+2	√				
Lance Carter	7 errors	3 errors	+4	√				
Myrna Matson	9 errors	10 errors	-1		√			New sibling.

Example 2: High school science teacher whose Work Sample focused on application of scientific method in a laboratory setting

- One of my objectives for this Work Sample was that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I gave them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to situations (cases) described on paper. We also applied it together in a demonstration experiment I conducted with student assistance in front of the class.
- My pre- and post-assessments were laboratory projects (experiments) which students conducted in teams of two. They then had to write up their work. I made observational notes while they conducted the lab work and scored the inclusion of all steps of the scientific method in their write-ups. The results were:

Students	Pre	Post	Gain	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
M. Smith/ C. Watson	4 steps in write- up	All steps in write-up	+1	√				
C. Corby/ J. Jackson	Write-up unclear	4 Steps in write-up	+4		√			Team dynamics need improvement. (All five steps were not included in the write-up.)
A. Wortson/ B. Jenkins	3 Steps in write- up	All Steps in write-up	+2	√				

(Other teams follow.)

It is expected that a majority of students (more than 50 percent) will meet the objectives that are established. It is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, it is imperative that the new teacher reflect upon the objectives themselves, the planned assessment(s), and the instruction that took place. Students play a major role in their learning and achievement.

In the Comments column, the new teacher must provide a plausible explanation of circumstances that may have impeded student learning for each student who demonstrated little or no gain from pre-assessment to post-assessment.

A 4. Analyzing the Results

A4 is used to show the learning gain made by each student from pre- to post-assessment. Attach additional pages if necessary.

Students	Pre-Assessment	Post-Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								

Attach additional pages if necessary.

A 5. Reflecting on the Impact of Instruction

A5 is used to summarize your analyses of the assessment data. Information from **A4** will be used in the synthesis and interpretation of the impact of instruction.

A 5. Reflecting on the Impact of Instruction

1. How many students accomplished **all** of the objectives you established for this body of instruction? What % of students **did not** meet all objectives? What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
4. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
5. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

A 6. Communication and Follow-Up

A6 is used to document the feedback provided to students, parents/caregivers, and colleagues regarding classroom expectations, student progress, and ways they can become involved in learning. Note: Several methods of providing feedback should be provided.

A 6. Communication and Follow-Up

1. Describe several ways in which you introduced and provided feedback throughout the work sample. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information?

- Students

- Parents/Caregivers

- Colleagues

2. How did you use the information gained as a result of your communications?

3. How did you attempt to involve parents/caregivers and colleagues in the learning process?

A 7. Work Sample Lesson Plan

A7 is used to provide data for many of the critical elements of instructional planning. A lesson plan that was taught as part of the Work Sample must be included as the final entry for the first section of your portfolio.

Attributes that will be rated from the responses on **A7** include:

Louisiana Components of Effective Teaching

Domain I. Component A. The Teacher Plans Effectively for Instruction.

- IA1.** Specifies Learner Outcomes in Clear, Concise Objectives
- IA2.** Includes Activity/Activities That Develop Objectives
- IA4.** Identifies Materials, Other Than Standard Classroom Materials, as Needed for Lesson

A Word About Lesson Plans

There is no required format for the Lesson Plan Form. The teacher may submit the form that is regularly used to plan instruction for his/her students. Critical elements of planning that should be described within the lesson plan include:

- objectives,
- materials/technologies,
- activities of students and teacher, and
- a plan for assessment.

A 7 The Lesson Plan Portfolio Entry Form on the following page must follow the submitted plan.

Directions for Completing the Portfolio Entry Form, A7

1. This response will provide a description of the content of the lesson.
2. This response will be used to provide data for the rating of Attribute **IA2**. The response should indicate the relationship of the lesson to the work sample. A rationale for the selection and sequence of the ordering of the lessons should be stated.
3. This response will be used to provide data for the rating of **Attribute 1A4**. This item focuses on the materials/technologies the teacher used in the lesson. The question addresses “why” the teacher has chosen the materials and media to be used in the lesson.
4. This response will be used to provide data about the assessment measures selected to measure the learner outcomes of the lesson. The assessment measures that are described should be appropriate, timely, and systematic.

A 7. Work Sample Lesson Plan Portfolio Entry Form

1. Identify the content presented by this lesson plan.

2. How does this lesson relate to the Work Sample?

3. Why did you select the instructional activities and materials/technologies listed in the lesson plan?

4. When and how were the objective(s) of this lesson measured? Did the assessment show that this was a successful lesson? Why or why not?

Entry B. Professional Development

Opportunities for planned professional development must occur throughout the new teacher's career. Working with mentors, developing action plans, attending postobservation conferences, and creating Professional Growth Plans based upon the Louisiana Components of Effective Teaching represent a few of these opportunities.

Domain IV, Professional Development, is an important part of the assessment program. The Professional Growth Plan (PGP) is the formal procedure for collecting data about the new teacher's professional growth strategies. The two Attributes that are rated on the Professional Growth Plan are IVB1 and IVB2. These Attributes not only identify areas of instruction that need strengthening, but they also provide evidence of the new teacher's plan for ongoing professional growth.

Entry B will provide data for the following Component and Attributes:

Louisiana Components of Effective Teaching

Domain IV. Component B. The new teacher plans for professional self-development.

- IVB1.** Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
- IVB2.** Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Guidelines for Providing Evidence

Entry B is the teacher's Professional Growth Plan (PGP) that was developed at the end of the first year of additional assistance. The list below provides suggestions for additional artifacts that may be included as supporting evidence for the PGP. Note: Inclusion of one or more of the artifacts is optional. When an artifact is included, an explanation that describes the teacher's efforts in implementing additional professional development strategies should be provided.

- | | |
|--|--|
| <ul style="list-style-type: none">■ List of books/articles read■ Web sources consulted■ Certificates of participation in online courses■ Photographs and/or narrative of classroom activities or management plans related to professional development goals | <ul style="list-style-type: none">■ Certificates of participation in workshops■ Teacher or Class Web Page■ Completion of university coursework |
|--|--|

Instructions for Completing the Professional Growth Plan

The guidelines and examples listed below should be used when the principal and mentor develop the PGP with the new teacher.

■ Entering General Information

After checking the appropriate box (Assistance Period or Assessment Period), Items 1 – 6 must be completed. These items provide general demographic information about the new teacher. Prior to meeting with the new teacher, the principal and the mentor should enter the teacher's name, social security number, date of the plan's development, school district name, school site name, and teacher's position on the PGP form.

■ Developing Growth Objectives

Items 7 – 14 are related to the development of the professional growth objectives. The appropriate Component and Attribute targeted for improvement must be identified and written into the box labeled 7. *Component/Attribute*. In the example below, the assistance team has targeted Attribute IIC3. "Stimulates and encourages higher-order thinking at the appropriate developmental levels."

7. Component/Attribute:
IIC3. Higher-Order Thinking

Next the new teacher and the assistance team develop a growth objective that will bring about the desired outcomes. **Note:** A minimum of two objectives must be included on each PGP, and a separate form must be used for each growth objective. As the example below reveals, Professional Growth Objective 1 identifies what the new teacher will accomplish.

8. Growth Objective 1:
The teacher will be able to identify, develop, and incorporate the use of questions that stimulate and encourage higher-order thinking skills among students.

A Note About Setting Objectives

In developing the objectives for the Professional Growth Plan, it is important to be aware of the common problems that often occur during this type of process. The problems include:

■ *Objectives that are too broad or global*

Objectives stated in broad, intangible terms are difficult to measure. For instance, if someone sets as a goal "improving instruction," it would be difficult to measure achievement of this objective since it is not well defined. The area is too broad and a more focused outcome needs to be stated.

■ *Objectives that are too trivial*

Objectives should be significant, represent a needed change in behavior, and constitute a challenge for the new teacher. If the objective is part of the “routine” job performance and does not require any additional effort, the likelihood of change or improvement is diminished.

■ *Objectives that are too ambitious or unrealistic*

Many new teachers are overly conscientious and may want to set objectives that are far too ambitious to accomplish. Objectives should be designed to challenge a person, not frustrate him/her. The principal and mentor should help the new teacher to remain realistic and reasonable in setting objectives. Remember that the primary concern is helping the new teacher achieve certification. Objectives should first address problems related to certification.

9. Expected Impact on Student Learning/Achievement:

Students will become more proficient in problem solving and in conducting inquiry investigations. They will be able to critically analyze their work.

The description of the anticipated impact on Student Learning/Achievement should be entered into Box 9. It is imperative that the objectives and the expected impact on student achievement are aligned. The Strategies/Activities should be developed next.

10. Strategies/Activities:

a. Observe and Record (Strategies, pg 151, #9)

Observe and tape record an effective teacher who is teaching subject matter and students similar to yours. List associations, concepts, and/or rules that are observed in the lesson. Review the information with your mentor.

b. Plan a Lesson (Strategies, pg 148, #2)

Plan a lesson with your mentor in which you will ask at least ten higher-level questions that require students to understand, apply, analyze, synthesize, and evaluate real life situations.

Objectives may require completion of more than one activity. Improving instruction is a complex process. A combination of activities may be necessary in order to accomplish the objective(s).

Types of activities may include structured staff development programs, readings, observations of other teachers, professional discussions with a colleague, and audio tape or videotape instruction. The Activities explain exactly what will be undertaken to ensure accomplishment of the objective. *Strategies for Effective Teaching in the 21st Century* is a resource that may be used when identifying activities.

11. Resources Needed:

a. Observe and Record (Strategies, pg 151, #9)

1. identify and schedule observation with effective teacher
2. tape recorder
3. notepaper and writing tool or laptop
4. schedule a meeting with mentor to review

b. Plan a Lesson (Strategies, pg 148, #2)

5. Web resource for Lesson Plan (<http://www.lcet.doe.state.la.us/conn/>)
6. Notepaper and writing tool or laptop
7. Schedule a meeting with mentor to review questions

After the activities have been determined, it is imperative that the needed resources are identified. A list describing all resources needed to complete each of the activities must be included. When listing the resources that are needed to complete the growth objective, care should be given to ensure the new teacher's accessibility to the resources. A resource should not be included if it cannot be easily attained.

12. Timeline:

a. Observe and Record

The strategy/activity should take approximately five school days to complete. This activity will begin on November 18, 2003, and it should be completed by November 23, 2003.

b. Plan a Lesson

The strategy/activity takes approximately three days to complete. It will begin on December 3, 2003, and it should be completed by December 6, 2003.

A target date for the completion of each activity should be recorded in the box numbered 12. The timeline must include the month, date, and year. Beginning and ending dates should be indicated. Assessors should take care to help the new teacher by developing a feasible and realistic timeline for the accomplishment of each growth objective.

13. Expected Evidence of Attainment:

a. Observe and Record

The mentor will be able to review the list of associations, concepts, and/or rules that are generated from the lesson that was recorded. Ideas for follow-up questions can be generated from the list.

b. Plan a Lesson

Teach the lesson and ask the mentor to chart the associations, concepts, and/or rules that are observed in the lesson. Review the information with your mentor.

A plan for documenting the attainment of the growth objectives should be included in the space numbered 13. Clear evidence and/or the method(s) that will be used as the assessment tool to determine if the objective has been attained should be described.

14. Team Signatures / Date:

All team members and the new teacher must sign and date the plan after the conference.

■ **Providing Reflections:**

Reflection is a vital part of a performance-based product, i.e., a teaching portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

Through continuous investigation and monitoring of their own professional growth efforts, new teachers become active learners. Effective teaching will become synonymous with a continuous and critical study of planning and instructional practice. Teachers who have learned the reflective habit understand the effects their instruction may have on students. Recognizing the discrepancy between what is and what should be is often the beginning of positive change and ongoing professional growth.

The new teacher is responsible for completing items 15, 16, 17, and 18 for every objective that is included on the Professional Growth Plan. Samples of the teacher's response(s) are included in the following examples.

15. Reflections on Progress Toward Attaining Growth Objective 1:

The first objective was to incorporate the use of questions that stimulate and encourage higher order thinking among students. Both activities (Observe and Record and Plan a Lesson) contained multiple parts that focused on developing higher order thinking skills. All elements of both activities were completed within the time line that was established.

I have noticed that most of my students have begun asking more questions and are using inquiry investigations to find the answers. They are becoming more comfortable with not always being "right," and are more willing to take risks. Because my students are more comfortable and confident in taking risks, I plan to design additional lessons that incorporate and emphasize all steps of the inquiry method.

Box 15 should provide the teacher's reflection or analysis of the progress that s/he has made toward attaining the growth objective. Assessors should review the responses carefully to determine if the description identifies what the teacher has learned through the activities and/or the resources that were used as well as how instruction may be influenced. The reflection should contain the objective, the expected impact on student achievement, what the teacher learned, and how instruction will be influenced.

16. Evidence of Completion:

a. Observe and Record

The mentor reviewed the list of associations, concepts, and/or rules that are generated from the lesson that was recorded on November 20, 2003. Ideas for follow-up questions were generated from the list.

b. Plan a Lesson

My mentor observed the lesson that was planned during math on November 22, 2003. She charted the associations, concepts, and/or rules that were observed. We reviewed her notes from the observation, and noticed that most of the students need additional assistance in evaluating their own work (word problems).

Box 16 must include the teacher's evidence (artifacts) or a specific description of the methods that were used to determine the progress that was made toward attaining the growth objective(s). The mentor and/or members of the assessment team should review the expected evidence of attainment that was listed in item 13 prior to reviewing the teacher's response.

17. Evidence of Positive Impact on Student Learning/Achievement:

After reviewing notes from the observation with my mentor, I planned additional demonstrations and guided practice opportunities for my students. My students needed additional experiences with problem solving in math. They also needed more activities that require demonstrations, guided practice, and higher-level thinking skills.

My mentor is continuing to work with me on the development of lesson plans that include additional higher level thinking skills. I am going to give a pre-test next week that will establish a benchmark for my teaching. After several more lessons, I will give the same test to measure growth. The results of the assessment will enable me to target students that need individualized help in developing critical thinking skills.

The teacher should describe the impact on student learning/ achievement/ development in Box 17. Evidence may include documentation such as observations, pre-tests and scores, inclusion of strategies / activities in lesson plan(s), and post-tests and scores. If it is too soon for evidence of student learning/achievement, the teacher should provide evidence that the activities have impacted his/her instruction.

18. Additional Professional Growth:

Additional strategies that I plan:

Review Dunn and Dunn model for learning styles found on the Web at <http://www.learningstyles.net>. Develop a class profile that will identify the learning styles in my classroom. Complete an inventory to identify the types of materials and learning strategies to match the identified learning styles (Appendix, Strategies for Effective Teaching in the 21st Century). I will also attend the two workshops on learning styles that will be held at the parish media center.

I anticipate that the strategies listed above will impact my instruction. I will be able to plan more effectively, and I will be able to vary the materials that each student is assigned. My students will have a clear understanding of their own learning style. This understanding will greatly enhance the level of my students' performance. The profile of learning styles will enhance individualization of each lesson by incorporating features that will motivate my students.

In Box 18, the teacher must list at least one additional idea or strategy from resources (i.e., books, professional journals, websites, etc.) or colleagues that will be employed to improve teaching and learning. The additional strategy may or may not relate to the objectives found in Box 8. An explanation of how the additional strategy will impact instruction as well as student learning/achievement must be provided. Information in Box 18 is required and will provide the data that forms the rating for Attribute IV B2.

19. Optional Team Leader Comments:

Miss New Teacher attained Professional Growth Objective 1 as evidenced by the completed activities, the many reflections, and the descriptions of improvements in student learning.

Mr. Paul Principal, Team Leader

March 15, 2003

Space is provided for the team leader to include optional comments on the New Teacher's progress of the attainment of the Growth Objectives. The form must then be signed and dated.

20. Optional New Teacher Comments:

Working on this Professional Growth Objective has helped me in planning individualized instruction.

Miss Fresh Instruction, New Teacher

March 15, 2003

Space is provided for the New Teacher to respond to the optional Team Leader Comments (i.e., box 19). The New Teacher must sign and date the form.

Rating the Professional Growth Plan

Data from the Professional Growth Plan will be used to formulate ratings for Attributes IVB1 and IVB2. After the assessors have determined that all items (i.e., 1-20) have been completed for each objective of the Professional Growth Plan, data from each item must be reviewed in light of the scoring questions that are located on the Portfolio Scoring Worksheet.

An Attribute rating of “2” indicates that all of the scoring questions were answered “yes” for that Attribute. If one or more of the scoring questions is “no,” then the Attribute is rated “1.” The Component rating results from combining the ratings of the Attributes IVB1 and IVB2. Both Attributes must be rated “2” in order for the Component rating to be a “2.”

Louisiana Teacher Assistance and Assessment Program
New Teacher Professional Growth Plan
Instructions for Completion
Regular or Special Education - I

General Information:

Check only one box. Note: This plan is for the Assistance Period or Assessment Period. The Assistance and/or Assessment Team must accurately complete the new teacher's demographic information (i.e., items 1- 6).

Growth Objectives:

7. **Component/Attribute:** Enter the appropriate Component and Attribute from the *Louisiana Components of Effective Teaching* targeted for improvement.
8. **Growth Objective(s):** Write the corresponding growth objective(s) in terms that are reflective of the desired outcomes. A minimum of two growth objectives should be developed. Note: A separate form must be used for each growth objective.
9. **Expected Impact on Student Learning/Achievement:** Identify the expected impact on student learning/achievement as a result of the completion of the growth objective(s).
10. **Strategies/Activities:** Identify an appropriate strategy from *Strategies for Effective Teaching in the 21st Century*, or list the activities involved in achieving the desired growth objective(s).
11. **Resources Needed:** Enter the resources from *Strategies for Effective Teaching in the 21st Century*, or list whatever resources are needed to complete the growth objective(s).
12. **Timeline:** Develop a timeline for the accomplishment of each growth objective(s). The timeline must include month, date, and year. Beginning and ending dates must be indicated.
13. **Expected Evidence of Attainment:** List the evidence that will be presented and/or the methods that will be used to determine if the growth objective(s) is attained.
14. **Team Signatures/Date:** All team members and the new teacher must sign and date the plan after the conference.

Reflections:

Check only one box – Assistance Period or Assessment Period. Note: The new teacher will complete items 15, 16, 17, and 18 for both objectives.

15. **Reflections on Progress Toward Attaining Growth Objective:** the new teacher should describe what was learned and his/her progress toward accomplishing the desired growth objective(s).
16. **Evidence of Completion:** The new teacher should include evidence or methods that were used to determine the progress made toward attaining the growth objective(s). This evidence should match the expected evidence in Section 13.
17. **Evidence of Positive Impact on Student Learning/Achievement:** The new teacher must present evidence of positive impact on student learning/achievement/development (e.g., documentation such as observations, pre-tests and scores, inclusion of strategies/activities in lesson plan(s), and post-tests and scores). Note: If the timeline was too short to allow for evidence of a positive impact on student learning/achievement, the teacher must include evidence of a positive impact on his/her instruction.
18. **Additional Professional Growth:** The new teacher must list additional ideas or strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues employed to improve teaching and learning in the classroom. An explanation of how the additional strategies impacted instruction as well as student learning/achievement should be included.
19. **Team Leader Comments:** The team leader should summarize any additional comments on the new teacher's progress and evaluate the completion of each growth objective including the impact on student learning/achievement. The team leader must sign and date the form.
20. **New Teacher Comments:** The new teacher should include any reactions and/or comments about the completion of his/her growth objective(s) and the impact on student learning/achievement. The new teacher must sign and date the form.

Entry B – Professional Development
Louisiana Teacher Assistance and Assessment Program New Teacher Professional Growth Plan

Assistance Period

Assessment Period

1. New Teacher Name:

2. Social Security Number:

3. Date Plan Developed:

4. District Name:

5. School/Site Name:

6. Position:

7. Component/Attribute:

8. Growth Objective 1:

9. Expected Impact on Student Learning/Achievement:

10. Strategies/Activities:

11. Resources Needed:

12. Timeline:

13. Expected Evidence of Attainment:

14. Principal/Designee: _____ Mentor/Assessor: _____ New Teacher: _____
Signature Signature Signature

Date: _____ Date: _____ Date: _____

REFLECTIONS (Check *only one.*)

Assistance Period

Assessment Period

15. Reflections on Progress Toward Attaining Growth Objective 1:

16. Evidence of Completion:

17. Evidence of Positive Impact on Student Learning/Achievement:

18. Additional Professional Growth:

19. Optional Team Leader Comments:

Team Leader Signature/Date: _____

20. Optional New Teacher Comments:

New Teacher Signature/Date: _____

Assistance Period <input type="checkbox"/>		Assessment Period <input type="checkbox"/>	
1. New Teacher Name:		2. Social Security Number:	3. Date Plan Developed:
4. District Name:		5. School/Site Name:	6. Position:
7. Component/Attribute:	8. Growth Objective 2:		
9. Expected Impact on Student Learning/Achievement:			
10. Strategies/Activities:			
11. Resources Needed:	12. Timeline:	13. Expected Evidence of Attainment:	
14. Principal/Designee: _____ <small style="text-align: center;">Signature</small>		Mentor/Assessor: _____ <small style="text-align: center;">Signature</small>	
Date: _____		New Teacher: _____ <small style="text-align: center;">Signature</small>	
Date: _____		Date: _____	

REFLECTIONS (Check *only one*.)

Assistance Period

Assessment Period

15. Reflections on Progress Toward Attaining Growth Objective 2:

16. Evidence of Completion:

17. Evidence of Positive Impact on Student Learning/Achievement:

18. Additional Professional Growth:

19. Optional Team Leader Comments:

Team Leader Signature/Date: _____

20. Optional New Teacher Comments:

New Teacher Signature/Date: _____

Entry C. School Improvement

Comprehensive plans for school improvement are developed with the involvement of the community to be served and individuals who will implement the plan, including teachers, principals, other staff, and, where appropriate, pupil services personnel and parents. **Entry C** for your portfolio must include **five** artifacts. These artifacts will document your role in the implementation of your school's improvement plan and document your efforts in working collaboratively with colleagues and parents/caregivers. A supporting Portfolio Entry Form and an Artifact Verification Form must accompany each artifact.

Louisiana Components of Effective Teaching

Domain V. School Improvement

Component A. The teacher takes an active role in building-level decision making.

- VA1.** Participates in grade level and subject area curriculum planning and evaluation
- VA2.** Serves on task forces and/or committees
- VA3.** Implements school improvement plan at the classroom level

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

- VB1.** Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
- VB2.** Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
- VB3.** Seeks community involvement in instructional program

Guidelines for Providing Evidence

Entry C for your portfolio must include **five** artifacts. One of the artifacts will document your work at the classroom level to participate in grade level and subject area planning. A second artifact will document your efforts in working collaboratively with colleagues to serve on task forces and/or committees to implement your school's improvement plan. The third artifact will provide evidence to implement your school's improvement plan within your classroom. The remaining two artifacts will demonstrate your efforts to involve parents/caregivers in the learning process and to seek community involvement in your instructional program. These artifacts must represent your personal efforts to involve parents/caregivers and may not be regular communications of the school such as a report card or a scheduled progress report. The following table summarizes the artifacts needed for **Entry C**.

What Artifacts are Required for Entry C?		
How many?	What should it be about?	What attribute?
1	■ Participates in Grade-level/Department-level planning	VA1
1	■ Serves on tasks force(s) or committees	VA2
1	■ Implements school improvement within classroom	VA3
1	■ Encourages parents/caregivers to become learning partners	VB2
1	■ Seeks community involvement	VB3

A supporting Portfolio Entry Form and Artifact Verification Form must accompany each artifact. The list below provides suggestions for possible artifacts that may be included in this section of your portfolio.

<ul style="list-style-type: none">■ Minutes from grade-level planning meetings■ Participation in curriculum mapping■ Report from faculty study group■ Certificate of participation in town meeting(s)■ Photographs and/or narrative of classroom activities related to school improvement goals	<ul style="list-style-type: none">■ Documentation from Family LEAP Night■ Documentation for after school tutoring program (as related to the school improvement plan)■ Newsletters with ideas for improving student learning■ Parent/teacher conference notes■ Thank you letters to community volunteer(s)■ Parent communication logs
---	--

C1. School Improvement Portfolio Entry

Attribute VA1.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact and your school's improvement plan.
3. Why is this artifact/entry important evidence of your efforts to implement the school improvement plan?
4. How has the activity represented by this artifact impacted learning in your classroom and/or grade-level?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C2. School Improvement Portfolio Entry

Attribute VA2.

1. Identify the artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact and the Attribute for which it is being submitted.

3. In what way(s) does this artifact/entry provide important evidence of your efforts to collaborate with colleagues to bring about school improvement?

4. How has this activity contributed to your school's improvement?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C3. School Improvement Portfolio Entry

Attribute VA3.

1. Identify the artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact and the Attribute for which it is being submitted.

3. Why does this artifact/entry provide evidence of your efforts to implement the school improvement plan in your classroom?

4. How have your efforts represented benefited student learning and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C4. School Improvement Portfolio Entry

Attribute VB2.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact/entry and the Attribute for which it is being submitted.
3. Why does this artifact provide evidence of your efforts to involve parents/caregivers in your instructional program and the school?
4. How have your efforts to establish parent involvement improved achievement and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C5. School Improvement Portfolio Entry

Attribute VB3.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact/entry and the Attribute for which it is being submitted.
3. Why does this artifact provide evidence of your efforts to involve the broader community in your instructional program?
4. How have your efforts to establish community involvement improved achievement and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

Entry D. Technology

Technology is a catalyst for change in the teaching and learning process. Technology must be considered in the context of curriculum standards, classroom management strategies, new designs for learning, and the most effective pedagogical practices.

The Louisiana K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

Guidelines for Providing Evidence

The new teacher is expected to include in the portfolio **one** artifact or evidence of how technology is used in his/her classroom and why it is appropriate in the instructional process. In addition, the Portfolio **Entry D** must accompany the artifact that is included in the portfolio. A review of the Attributes in Domain III is necessary prior to the selection of artifacts for Portfolio **Entry D**.

Note: The artifact that is included in the portfolio may or may not relate to the Work Sample.

Louisiana Components of Effective Teaching Domain III: Instruction

Component A: The teacher delivers instruction effectively.

Attribute:

IIIA5. The teacher integrates technology into instruction.

There are a myriad of ways that technology can be integrated effectively into instruction. The teacher may consider the following uses of technology.

- The teacher uses technology to present information or to provide examples and illustrations.
- Students use technology (or the products of technology) to create, collaborate, publish, and interact with peers, experts, and other audiences.
- The teacher and/or students use appropriate technology resources for solving problems and making informed decisions.
- The teacher and/or students use the technological concepts, principles, impact, and applications as the focus of classroom activities and discussions.

D. Technology Portfolio Entry

Attribute IIIA5.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact/entry and its corresponding Attribute.
3. Explain how this artifact/entry exemplifies the integration of technology into your instruction.
4. Additional Information (Is there anything special that the reviewer should know about the circumstances/conditions surrounding this artifact or about the artifact itself?)

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

IV. Final Checkpoints

Please complete this checklist to ensure that you have included everything necessary for an assessor to accurately assess your portfolio. All information must be contained in your 1” binder, including all artifacts.

■ **Did you remember:**

Entry A. The Work Sample

- ___ A1. Teaching Context
- ___ A2. Describing the Work Sample
- ___ A3. The Assessment Plan
- ___ Pre- and Post- Assessments
- ___ A4. Analyzing the Results
- ___ A5. Reflecting on the Impact of Instruction
- ___ A6. Communicating and Follow-Up
- ___ A7. Work Sample Lesson Plan Portfolio Entry
- ___ Work Sample Lesson Plan

Entry B. Professional Development

- ___ B. Professional Growth Plan

Entry C. School Improvement

- ___ C1. School Improvement Portfolio Entry C1
- ___ School Improvement Artifact for C1
- ___ Artifact Verification Form(s)
- ___ C2. School Improvement Portfolio Entry C2
- ___ School Improvement Artifact for C2
- ___ Artifact Verification Form(s)
- ___ C3. School Improvement Portfolio Entry C3
- ___ School Improvement Artifact for C3
- ___ Artifact Verification Form(s)
- ___ C4. School Improvement Portfolio Entry C4
- ___ School Improvement Artifact for C4
- ___ Artifact Verification Form(s)
- ___ C5. School Improvement Portfolio Entry for C5
- ___ School Improvement Artifact for C5
- ___ Artifact Verification Form(s)

Entry D. Technology

- ___ D. Technology Portfolio Entry D
- ___ Artifact(s) for D

■ **Did you remember:**

- ___ to complete the Candidate Information Sheet?
- ___ to collect the Mentor/Principal Signature Sheet?
- ___ to label and place the dividers into the 1” binder?
- ___ to place the Candidate Information Sheet and Mentor Signature Sheet at the beginning of the Portfolio?
- ___ to assemble all entries behind the appropriate divider?

V. Glossary

Defining the Concepts

This section provides general definitions for some of the terms frequently used in the development of teaching portfolios. It is essential for the mentor or mentor support team members and the new teacher to understand the concepts.

- 1. Alignment**
Alignment is the consistency among objectives, pre-assessments, instruction, and post-assessments.
- 2. Artifacts**
Artifacts are documents or pieces of evidence that are used to support portfolio entries. Good artifacts should demonstrate the active thought processes of students, not the ability to recall facts. See evidence.
- 3. Assessment of data**
Assessment of data includes the collection and analysis of a variety of student performances in order to make inferences about the level of student understanding.
- 4. Benchmarks**
Benchmarks are models of performance that illustrate, by way of example, standards of teaching at different levels.
- 5. Commentary**
A commentary is a written description that provides the teacher opportunity to include additional information for the purpose of clarifying portfolio artifacts or evidence. Commentaries allow the teacher to provide information that might not be visible in the documents, and to share insights from the development process.
- 6. Context for teaching**
A description of the community, school, and students that are the focus of the instruction is usually found at the beginning of the teaching portfolio. The first form (A1 Describing the Classroom) of the Work Sample is the description of the context for teaching.
- 7. Evidence**
Evidence is used in a teaching portfolio to support portfolio entries. Examples might include materials that were used in the course of instruction; samples of student work; videotapes of activities; written records of activities and assessments; written commentaries that reflect the teacher's decision-making and thinking. See artifacts.
- 8. Reflection**
Reflection is a vital part of a performance-based product, i.e., teaching portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

9. Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

10. Teaching portfolio

A teaching portfolio is a collection of documents that tell the story of teaching as it develops over a period of time. The documents become evidence that reflect the teacher's understanding and ability to effectively teach. The portfolio is a way to document not only what the teacher and students say and do, but it is also a reflection of the teacher's thinking, decision-making, and professional development.

11. Work Sample

The Work Sample is a one-to-six week body or unit of instruction focusing on one subject area for a group of students. The Work Sample must reflect the new teacher's teaching assignment in the assessment semester. The contents of a Work Sample usually includes: a description of the classroom context and the students being taught; the plans for instruction and assessment aligned with the learning outcomes desired; the teaching of the content; and the collection, interpretation, and reflection on evidence of student progress. The Work Sample represents the first entry in the Louisiana New Teacher Portfolio.

VI. Appendices

Date

Dear Parent/Guardian:

This year I am involved in the process of creating a portfolio as part of my work in the Louisiana Teacher Assistance and Assessment Program. The portfolio documents my teaching knowledge and skills.

I have decided to include a video of my class and my teaching in the portfolio. I would also like to include samples of student work as evidence of my teaching practices. My development of the portfolio will be shared with my mentor and my administrator, who will handle the material confidentially.

Please indicate below if it is permissible to include your child on videotape, to use his/her work, and to use his/her first name only in my documentation. Please return this letter to me by _____.

Thank you for your cooperation and assistance.

Sincerely,

_____ Yes, you have my permission

_____ No, you do not have my permission

Parent/Guardian Signature

Date

Artifact Verification Form

Teacher Name: _____

Are the artifacts and portfolio entry forms submitted in this portfolio the work of this teacher?

_____ Yes _____ No _____ Don't Know

How do you know that these items have been prepared by this teacher and are not the work of someone else?

Signature

Date

Title or Position

(_____)_____
Telephone Number

Candidate Information Sheet

Complete this page and include it as the first page of your portfolio.

Name: _____ Social Security Number: _____

Current Teaching Assignment: _____

LEA/School System: _____

School Name: _____

School Address: _____

School Telephone: _____

Home Address: _____

E-mail Address: _____

I verify that this portfolio contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators.

Signature

Date

Mentor Signature Sheet

Complete this page and include it as the second page of your portfolio.

Candidate Name

Social Security Number

Mentor Signature:

I have reviewed this portfolio with the candidate. To the best of my knowledge, the portfolio represents the authentic work of this teacher.

Name of Mentor (printed)

Signature

Date

E-mail Address: _____

A 2. Describing the Work Sample

1. Subject Area(s)

Note: Teachers of **Pre K-3** are required to develop Work Samples for language arts or mathematics.

2. Content

3. Length of Unit (# of days/class periods)

4. Learning Objectives/Outcomes to be accomplished by students (Two are required, and one must require higher-order thinking.)

5. Rationale for Objectives/Outcomes

6. Adjustments made to accommodate one or more of the categories of individual differences

7. Adjustments made because of other classroom conditions



A3. The Assessment Plan

1. Describe the assessment plan for this Work Sample. (Provide an overview of the assessment points and methods. Remember to include both formal and informal measures that extend from pre-assessment through post-assessment.)
2. Describe the pre-assessment method(s) (determination of student knowledge and skills prior to instruction). Note: A copy of the pre-assessment must be attached. If you used an assignment or activity as a pre-assessment, attach the directions and information that were provided to students.
3. Describe your post-assessment method(s); i.e., how you determined student knowledge and skills after instruction. Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students.
4. How do you know that your objectives, pre-assessment, instruction, and post-assessment were aligned? Please explain.

A4. Analyzing the Results

A4 is used to show the learning gain made by each student from pre- to post-assessment. Attach additional pages if necessary.

Students	Pre-Assessment	Post-Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Attach additional pages if necessary.

A5. Reflecting on the Impact of Instruction

1. How many students accomplished **all** of the objectives you established for this body of instruction? What % of students **did not** meet all objectives? What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
4. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
5. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

A6. Communicating and Follow-Up

1. Describe several ways in which you introduced and provided feedback throughout the work sample. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information? Note: Several methods of providing feedback should be provided.

- Students

- Parents/Caregivers

- Colleagues

2. How did you use the information gained as a result of your communications?

3. How did you attempt to involve parents/caregivers and colleagues in the learning process?

A 7. Work Sample Lesson Plan Portfolio Entry Form

1. Identify the content presented by this lesson plan.

2. How does this lesson relate to the Work Sample?

3. Why did you select the instructional activities and materials/technologies listed in the lesson plan?

4. When and how were the objective(s) of this lesson measured? Did the assessment show that this was a successful lesson? Why or why not?

**Entry B – Professional Development
Louisiana Teacher Assistance and Assessment Program New Teacher Professional Growth Plan**

Assistance Period

Assessment Period

1. New Teacher Name:

2. Social Security Number:

3. Date Plan Developed:

4. District Name:

5. School/Site Name:

6. Position:

7. Component/Attribute:

8. Growth Objective 1:

9. Expected Impact on Student Learning/Achievement:

10. Strategies/Activities:

11. Resources Needed:

12. Timeline:

13. Expected Evidence of Attainment:

14. Principal/Designee: _____ Mentor/Assessor: _____ New Teacher: _____
Signature Signature Signature
 Date: _____ Date: _____ Date: _____

REFLECTIONS (Check *only one*.)

Assistance Period

Assessment Period

15. Reflections on Progress Toward Attaining Growth Objective 1:

16. Evidence of Completion:

17. Evidence of Positive Impact on Student Learning/Achievement:

19. Additional Professional Growth:

19. Optional Team Leader Comments:

Team Leader Signature/Date: _____

21. Optional New Teacher Comments:

New Teacher Signature/Date: _____

Assistance Period <input type="checkbox"/>		Assessment Period <input type="checkbox"/>	
1. New Teacher Name:		2. Social Security Number:	3. Date Plan Developed:
4. District Name:		5. School/Site Name:	6. Position:
7. Component/Attribute:	8. Growth Objective 2:		
9. Expected Impact on Student Learning/Achievement:			
10. Strategies/Activities:			
11. Resources Needed:	12. Timeline:	13. Expected Evidence of Attainment:	
14. Principal/Designee: _____ <small style="text-align: center;">Signature</small>		Mentor/Assessor: _____ <small style="text-align: center;">Signature</small>	
Date: _____		New Teacher: _____ <small style="text-align: center;">Signature</small>	
Date: _____		Date: _____	

REFLECTIONS (Check *only one*.)

Assistance Period

Assessment Period

15. Reflections on Progress Toward Attaining Growth Objective 2:

16. Evidence of Completion:

17. Evidence of Positive Impact on Student Learning/Achievement:

19. Additional Professional Growth:

19. Optional Team Leader Comments:

Team Leader Signature/Date: _____

21. Optional New Teacher Comments:

New Teacher Signature/Date: _____

C1. School Improvement Portfolio Entry

Attribute VA1.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact and your school's improvement planning.
3. Why is this artifact/entry important evidence of your efforts to implement the school improvement plan?
4. How has the activity represented by this artifact impacted learning in your classroom and/or grade-level?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C2. School Improvement Portfolio Entry

Attribute VA2.

1. Identify the artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact and the Attribute for which it is being submitted.

3. In what way(s) does this artifact/entry provide important evidence of your efforts to collaborate with colleagues to bring about school improvement plan?

4. How has this activity contributed to your school's improvement?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C3. School Improvement Portfolio Entry

Attribute VA3.

1. Identify the artifact and Attribute represented by this entry.
2. Explain the relationship between this artifact and the Attribute for which it is being submitted.
3. Why does this artifact/entry provide evidence of your efforts to implement the school improvement plan in your classroom?
4. How have your efforts represented benefited student learning and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C4. School Improvement Portfolio Entry

Attribute VB2.

1. Identify the artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact and the Attribute for which it is being submitted.

3. Why does this artifact provide evidence of your efforts to involve parents/caregivers in your instructional program and/or the school?

4. How have your efforts to establish parent involvement improved achievement and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

C5. School Improvement Portfolio Entry

Attribute VB3.

1. Identify the artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact and the Attribute for which it is being submitted.

3. Why does this artifact provide evidence of your efforts to involve the broader community in your instructional program?

4. How have your efforts to establish community involvement improved achievement and/or your instruction?

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

D. Technology Portfolio Entry

1. Identify the Artifact and Attribute represented by this entry.

2. Explain the relationship between this artifact/entry and its corresponding attributes.

3. Explain how this artifact/entry exemplifies the integration of technology into your instruction.

4. Additional Information (Is there anything special that the reviewer should know about the circumstances/conditions surrounding this artifact or about the artifact itself?)

Note: Artifacts may vary in size. For the New Teacher Portfolio, all artifacts should be labeled and displayed on pages no larger than 8 1/2" by 11."

Final Checkpoints

Please complete this checklist to ensure that you have included everything necessary for an assessor to accurately assess your portfolio. All information must be contained in your 1” binder, including all artifacts.

■ Did you remember?

Entry A. The Work Sample

- A1. Teaching Context
- A2. Describing the Work Sample
- A3. The Assessment Plan
- A4. Analyzing the Results
- A5. Reflecting on the Impact of Instruction
- A6. Communication and Follow-Up
- A7. Work Sample Lesson Plan Portfolio Entry

Entry B. Professional Development

- B. Professional Growth Plan

Entry C. School Improvement

- C1. School Improvement Portfolio Entry C1
- School Improvement Artifact for C1
- Artifact Verification Form(s)
- C2. School Improvement Portfolio Entry C2
- School Improvement Artifact for C2
- Artifact Verification Form(s)
- C3. School Improvement Portfolio Entry C3
- School Improvement Artifact for C3
- Artifact Verification Form(s)
- C4. School Improvement Portfolio Entry C4
- School Improvement Artifact for C4
- Artifact Verification Form(s)
- C5. School Improvement Portfolio Entry C5
- School Improvement Artifact for C5
- Artifact Verification Form(s)

Entry D. Technology

- D. Technology Portfolio Entry D
- Artifact(s) for D

■ Did you remember?

- to complete the Candidate Information Sheet?
- to collect the Mentor/Principal Signature Sheet?
- to label and place the dividers into the 1” binder?
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