



## LaTAAP New Teacher Portfolio Forms

The forms in the following pages should be used new teachers develop their special education-II LaTAAP portfolios.

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.

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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.

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Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_

LEA/School System: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-mail Address: \_\_\_\_\_

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I verify that this portfolio contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators. As a participant in the Louisiana Portfolio Pilot Project, I understand that my portfolio will not be returned nor will I receive feedback.

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Signature

Date

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## Mentor Signature Sheet

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

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Candidate Name

Social Security Number

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### 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.

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Name of Mentor (printed)

Signature

Date

E-mail Address: \_\_\_\_\_

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# 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 _____	# of ESL Students _____
Place a <input type="checkbox"/> 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 <input type="checkbox"/> beside the phrase that describes the number of teaching interruptions. <input type="checkbox"/> few <input type="checkbox"/> some <input type="checkbox"/> many	
Place a <input type="checkbox"/> beside the phrase that describes the types of help available to you. <input type="checkbox"/> direct/related service providers <input type="checkbox"/> parent volunteers <input type="checkbox"/> peer (student) tutors <input type="checkbox"/> paraprofessionals <input type="checkbox"/> other (Please specify.) _____	

## II. Individual Differences

List the primary exceptionality (as identified in Bulletin 1508) and the number of students in each group:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ verbal    \_\_\_\_\_ non-verbal    \_\_\_\_\_ sensory impaired  
 \_\_\_\_\_ developmentally delayed

Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.

## A 2. Describing the Work Sample

**1. Subject Area(s)**

Note: Teachers of 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. Accommodations for individual differences identified in A.1.**

**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.								
<b>Attach additional pages if necessary.</b>								

## 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. If any student was unsuccessful in meeting all objectives, did he/she 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 the student(s) 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/direct or related service providers
  
- Paraprofessionals

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

3. How did you attempt to involve parents/caregivers, colleagues/service providers, and paraprofessionals 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/equipment 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:**

**18. Additional Professional Growth:**

**19. Optional Team Leader Comments:**

**Team Leader Signature/Date:** \_\_\_\_\_

**20. Optional New Teacher Comments:**

**New Teacher Signature/Date:** \_\_\_\_\_

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 2:

9. Expected Impact on Student Learning/achievement:

10. Strategies / Activities:

11. Resources Needed:

12. Timeline:

13. Expected Evidence of Attainment:

14. Principal/Designee: \_\_\_\_\_

Signature

Mentor/Assessor: \_\_\_\_\_

Signature

New Teacher: \_\_\_\_\_

Signature

Date: \_\_\_\_\_

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:** \_\_\_\_\_

## **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?

## **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?

## **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?

## **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?

## **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?

## 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?)

# 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. Communicating 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?
- to place the Candidate Information Sheet and Mentor Signature Sheet at the beginning of the Portfolio?
- to assemble all entries behind the appropriate divider?