

**McNeese State University**

Senior Year Residency Performance Portfolio

Stage 4 of 4

Overview

The senior year residency portfolio is a performance-based assessment for residents. It purposefully focuses on:

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| **Relevance and Rationale**  Knowledge about Individual Students  Learning Environment Characteristics | **Planning for**  **Instruction and Assessment**  Standards Alignment  Data Driven Decisions | **Evidence of**  **Instruction and Assessment**  Instructional Strategies & Activities Materials and Resources  Administering Assessments | **Analysis of**  **Equitable Practices**  Building on Students’ Strengths  Determining Actions for Improvement |

All submissions should be your own. We use Turnitin to detect plagiarism. Respond to prompts in either bulleted or narrative form. Be sure to pay attention to page limits indicated throughout the portfolio instructions. Respond to every part of every prompt at the level of rigor required by the instructions. Provide evidence to support your thinking and conclusions. Be precise in your answers.

The portfolio should be based on one designated class of students.

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|  | **Louisiana Teacher Preparation General Competencies** | **Compass Teacher Rubric/FEE** | **Lesson Planning** | **InTASC**  **Standards** |
| **Stage 4**  Analysis of Equitable Practices | C1, F | Domain 3; Components 3.3.1-3.3.4 |  | 3, 4, 5, 6, 7, 8 |

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| **Summary Table & Materials Links** | | |
| **Stage 4:**  Analysis of Equitable Practices | The final stage of the portfolio provides residents the opportunity to fully analyze student outcomes, written descriptive academic feedback practices, and self-assess their feedback practices. After decomposing the assessment results, residents will develop next steps for instruction as well as provide evidence of effective descriptive written academic feedback provided to students of varying levels of achievement. | **Task 1**: Complete the [Student Assessment Outcomes Chart](https://docs.google.com/document/d/1qsByw_GfKE_YQarotZhbtZLur5d1JPEDwL-frcx43Ig/edit?usp=sharing)  **Task 2**: Complete the [pre/post Student Achievement Comparative Chart](https://docs.google.com/document/d/1QcZAOFmmdncmtRlcMVa4GEj0azS4UiAHkaq1oRbDPSg/edit?usp=sharing)  **Task 3**: Complete the [Written Academic Feedback Plan](https://docs.google.com/document/d/1hd6MwDaI8YgTsHGNPKE8bog-WgNLWcx6-fQFiijSS2w/edit?usp=sharing)  **Task 4**: Respond to Post-Assessment Reflection Prompts |

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| Stage 4: Analysis of Equitable Practices |

Stage 4 Rubric

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| **Task** | **Ineffective** | **Effective Emerging** | **Effective Proficient** | **Highly Effective** |
| **Task 1a**:  Analyze the Post-Assessment Data: Data Chart | Not all student post-assessment work is submitted.  Data-driven visual DOES NOT clearly identify both individual and collective student knowledge and ability as determined by the collection and analysis of student pre-assessment work samples.  Only one of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | All student post-assessment work is submitted and includes:  Clearly identified correct and incorrect answers OR notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  Two of the three of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | All student post-assessment work is submitted (for the 7 chosen students) and includes:  Clearly identified correct and incorrect answers AND notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  All of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | In addition to Effective: Proficient, reflect on your answer for possible misconceptions from Stage 2, Task 1c and 1d. Explain what the post-assessment data reflects with the previous misconceptions identified in Stage 2. |
| **Task 1b:**  Pre/post Student Achievement Comparative Chart | Evidence of complete pre and post student data outcomes for **two or less** of the proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | Evidence of complete pre and post student data outcomes for **three out of four** proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | Evidence of complete pre and post student data outcomes for **each** of the proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | In addition to Effective Proficient, a conclusion is given for each group of students’ pre- and post-assessment data. |
| **Task 1c:**  Written Academic Feedback Plan | Evidence of the following are found in the written academic feedback plan:   * **3** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | Evidence of the following are found in the written academic feedback plan:   * **4** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | Evidence of the following are found in the written academic feedback plan:   * **5** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | In addition to a score of Effective: Proficient, written feedback has included all characteristics of high-quality academic feedback at least twice. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 1 (strength): | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses specific examples from work samples to demonstrate patterns of learning consistent with their findings. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 2 (challenge): | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses specific examples from work samples to demonstrate patterns of learning consistent with their findings. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 3  (misconception/  misunderstanding): | Changes do not align to standard being taught or assessment data collected. | Candidate proposes changes that address individual OR collective learning needs aligned to the standard being taught. | Candidate proposes changes that address BOTH individual AND collective learning needs aligned to the standard being taught. | In addition to Effective: Proficient, candidate uses academic language (BOLD words) as well as citations and references that are current (within 5 years). |