

**McNeese State University**

Senior Year Residency Performance Portfolio Rubric

Stage 1 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. We are grading on quality, not quantity.

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

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|  | **Louisiana Teacher Preparation General Competencies**  **(LTPGC)** | **Compass Teacher Rubric/FEE** | **Lesson Planning** | **InTASC**  **Standards** |
| **Stage 1**  Relevance and Rationale | C1, C2, D |  |  | 1, 2 |

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| **Summary Table & Materials Links** | | |
| **Stage 1**  Relevance and Rationale | Planning effectively for instruction and assessment requires Residents to know their individual students’ diverse needs and understand the characteristics of the learning environment. In this stage, Residents will gather various forms of information about the context of their students, classroom, school, and community. Then leveraging the collected data, they will identify potential implications for instruction, student learning, and the learning environment. | **Task 1**: Collection of Artifacts  **Task 2**: Complete the [Potential Implications Chart](https://docs.google.com/document/d/1afr3PpobKDcw1UrsSkN1wsJehxfPiGmyEUreOq8lUcM/edit?usp=sharing)  **Task 3**: Complete the [Written Reflection](https://docs.google.com/document/d/1LxLels1I5d5230s5P9qInrLLHS7sIdSuE7xZsztqbT0/edit?usp=sharing) |

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| Stage 1: Relevance and Rationale |

## Stage 1 Rubric

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| **Task** | **Ineffective** | **Effective: Emerging** | **Effective: Proficient**  **Benchmark** | **Highly Effective** |
| **Task 1**:  Collection of Artifacts  (LTPGC D) | 5 or less categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | 6 of 7 categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | All 7 categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | In addition to Effective: Proficient, resident creates a seating chart diagram of the classroom coding student characteristics with information gathered in artifacts 4-7. Must have 2 descriptors identified on diagram. |
| **Task 2**: Potential Implications Chart | 5 or less of the synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | 6 of the synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | All 7 synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | In addition to Effective: Proficient, the additional artifact of the seating chart diagram collected in Task 1 information is included and correct. |
| **Task 3**: Written Reflection  (LTPGC C2, D; InTASC 2j) | Responses are not specific or relevant, incomplete, or missing. | Evidence of **quality** responses for reflective prompts include **all** of the following:   * **1 (one) relevant connection *per* component (instruction, student learning, classroom environment) (total of 3)** * **1 (one) sources of artifact data to support connections (total of 3)** | Evidence of **quality** responses for reflective prompts include **all** of the following:   * **1 (one) relevant connection *per* component (instruction, student learning, classroom environment) (total of 3)** * **2 (two) sources of artifact data to support connections (total of 6)** | In addition to Effective: Proficient, all answers are supported by a cited reference (i.e. tied to social emotional learning, theorist, best practice, etc.) |