

**McNeese State University**

Senior Year Residency Performance Portfolio

Stage 2 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 StudentsLearning Environment Characteristics  | **Planning for** **Instruction and Assessment** Standards AlignmentData Driven Decisions | **Evidence of** **Instruction and Assessment** Instructional Strategies & Activities Materials and ResourcesAdministering Assessments | **Analysis of** **Equitable Practices**Building on Students’ StrengthsDetermining 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 2**Planning for Instruction and Assessment | C3, D, E, F, G, H | Domain 1 | Entirety | 1, 2, 3, 4, 5, 6, 7, 8 |

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| **Summary Table & Materials Links** |
|  **Stage 2**Planning for Instruction and Assessment | This stage allows residents the opportunity to demonstrate their ability to proficiently develop effective lesson and assessment plans. The tasks associated with this stage support residents in using student data to drive instructional design and planning as well as ensuring the alignment of learning to the state standard. | **Task 1**: Planning for intentional and engaged learning **Task 2**: Complete the Lesson Plan Template and Support Document |

Stage 2 Rubric

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| **Task** | **Score of 1** | **Score of 2** | **Score of 3** | **Score of 4** |
| **Task 1a**:Pre-Planning Four SquareInTASC 7a | * Information for all days included within the Pre-planning Four Square are not included.
* Learning experiences are not appropriate for curriculum goals and content standards and are relevant to learners.
* There is misalignment with no explanation of how to correct it.
 | * Pre-planning Four Square includes information for each day of the unit.
* Learning experiences are appropriate for curriculum goals and content standards and are relevant to learners.
 | * Pre-planning Four Square includes information for each day of the unit.
* Learning experiences are appropriate for curriculum goals and content standards and are relevant to learners.
* There is congruency within the four components listed and the explanation clearly presents justification for it.
* If misaligned, a clear explanation is presented as to how it was determined and what needs to be changed to correct it.
 | In addition to Effective: Proficient, Resident identifies which teaching strategies will be differentiated and includes a quick note as to how that will be accomplished. (i.e. DI by Student Interest using Choice Boards; DI by Instructor Process using assigned groups for media, model, and essay) |
| **Task 1b**: Identifying Assessment Snapshots | * Assessment snapshots are NOT fully aligned to the content, skills, OR rigor identified by the noted standard.
* The grading instrument is not included.
 | * Assessment snapshots are fully aligned to the content, skills, and rigor identified by the noted standard code and descriptor attached to each question/task.
* *Issues with the quality* of the grading instrument such as clear expectations and instructions, unclear delineated descriptors, no proficiency levels identified, etc.
 | * Assessment snapshots are fully aligned to the content, skills, and rigor identified by the noted standard code and descriptor attached to each question/task.
* A *quality grading instrument is included* (rubric, checklist, etc.) Quality is defined as clear expectations, delineated descriptors, proficiency levels identified (passing score), etc.
 | In addition to Effective: Proficient, Assessment snapshots include a variety of leveled questions/tasks for each standard covered. |
| **Task 1c**: Annotate assessments | * Did not submit both completed assessment snapshots including all questions/tasks worked out correctly
* No annotations are included identifying academic vocabulary OR possible student misconceptions.
 | * Submission of both completed assessment annotations (pre- and post-) including all questions/tasks worked out correctly
* Annotations are included identifying academic vocabulary OR possible student misconceptions.
 | * Submission of both completed assessment annotations (pre- and post-) including all questions/tasks worked out correctly
* Annotations are included identifying academic vocabulary AND possible student misconceptions.
 | In addition to Effective: Proficient, using the identified possible student misconceptions, a note is added as to how the misconception can be addressed when planning the unit. (i.e. Any noted misconception is from the Resident’s perspective of the assessment BEFORE giving the student’s the pre-assessment.) |
| **Task 1d:**Analyze the Pre- Assessment Data | Not all student pre-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 pre-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 pre-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. Explain if the data from Stage 2, Task 1d aligns. |
| **Task 1e:****Planning for Differentiation** | Using the Model for Differentiation, Resident creates a statement(s) that is NOT aligned to the chosen standard and differentiates by instruction (content, process, product) or student (readiness, interests, learning profile). | Using the Model for Differentiation, Resident accurately creates a statement(s) that is aligned to the chosen standard and correctly differentiates by instruction (content, process, product) OR student (readiness, interests, learning profile). | Using the Model for Differentiation, Resident accurately creates a statement(s) that is aligned to the chosen standard and correctly differentiates by instruction (content, process, product) AND student (readiness, interests, learning profile). | In addition to Effective: Proficient,Resident adds additional information from Stage 2, Task 2 tying in information from artifacts AND aligning it with contextual factors such as instruction (I), student learning (SL), classroom environment (CE). |
| **Task 1f: Planning for Literacy**  | Only one of the three steps for determining text complexity are correct. OR Resident incorrectly identified or did not explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, or application. | Two of the three steps for determining text complexity are correct. OR Resident identified and explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, OR application. | All three steps for determining text complexity are correct. OR Resident identified and explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, AND application. | In addition to Effective: Proficient, Resident *describes the relationship between or among* the information discovered about text complexity or patterns of learning and the chosen assessment and group of learners. |
| **Task 2a:****Full Lesson Plan Template (Day 1 only)** | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Ineffective with a score of 23 or below. | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Effective: Emerging with a score of 24-46 | With a benchmark set at 3 on the lesson planning rubric and 23 rows of the rubric, Resident earned a range score of Effective: Proficient with a score of 47-69. | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Highly Effective with a score of 70 or higher. |
| **Task 2b:****Lesson Plan Support Document****(Day 2 on)** | Resident has completed all portions of the Support Document and correctly includes THREE (3) of the following:* Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f)
* Student misconceptions align with Stage 2, Task 1c and 1d
* Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d
* Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly
 | Resident has completed all portions of the Support Document and correctly includes FOUR (4) of the following:* Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f)
* Student misconceptions align with Stage 2, Task 1c and 1d
* Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d
* Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly
 | Resident has completed all portions of the Support Document and correctly includes all of the following:* Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f)
* Student misconceptions align with Stage 2, Task 1c and 1d
* Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d
* Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly
 | In addition to Effective: Proficient, Resident has identified within the Teaching Strategies list what informal and formal assessments will be completed on instructional Day 2 on. |