

**McNeese State University**

Senior Year Residency Performance Portfolio

Stage 3 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 3**  Acquiring Evidence of Instructional Practices | A, B, C | Domain 2; Component 2c  Domain 3; Component 3b, 3c, 3d | Domain 2; Components 2.1.1-2.1.4 and 2.2.1-2.2.3  Domain 3; Components 3.1.1-3.1.3 and 3.2.1-3.2.4 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

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| **Summary Table & Materials Links** | | |
| **Stage 3**  Evidence of Instruction and Assessment | The third stage of the portfolio allows residents the opportunity to demonstrate their ability to effectively implement classroom management strategies, implement their lesson plan, and provide students with quality verbal academic feedback. Residents will teach their planned lesson and video record it. The tasks associated with this stage engage residents in self-reflection about their practices based on cited evidence from their recorded lesson. | **Task 1**: Complete the [Verbal Academic Feedback Analysis chart and reflection](https://docs.google.com/document/d/1qx7zpHBfHG1Eq4Lq91XbNOMEFESbEWL2ToyOT2gHmQw/edit?usp=sharing)  **Task 2**: Complete the [Classroom Environment and Management FEE self-score and reflection](https://docs.google.com/document/d/1_5Y1FNBYfrqIIlWUGg0J7qdDfcNrMa5HPYFNDdgspKk/edit?usp=sharing) |

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| Stage 3: Evidence of Instruction and Assessment |

The third stage of the portfolio allows residents the opportunity to demonstrate their ability to effectively implement classroom management strategies, implement their lesson plan, and provide students with quality verbal academic feedback. Residents will teach their planned lesson and video record it. The tasks associated with this stage engage residents in self-reflection about their practices based on cited evidence from their recorded lesson.

**Using an iPad or Swivl (if your school has one), film the following for evidence:**

1. **Each day’s whole-group full lesson.**

**The unit must consist of 3-5 days not counting administration of the pre- or post-assessment.**

**After teaching your unit plans. Administer the post-assessment.**

**Analyze the student work samples from the post-assessment to determine 3-5 students with which you will conduct a 30-minute small group intervention.**

1. **Film the intervention using an iPad with you in the shot and the back of the student participants’ heads to protect their identity.**

**Using the student work samples, determine one student with which to give verbal academic feedback.**

1. **Film the interaction using the iPad with you in the shot and the back of the student’s head to protect their identity.**

Stage 3 Rubric

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| **Task** | **Score of 1** | **Score of 2** | **Score of 3**  **Benchmark** | **Score of 4** |
| **Task 2a:**  Verbal Academic Feedback Analysis chart | Evidence of **inadequate** academic feedback for **0-2** of the feedback characteristic types. A full response includes **few** of the following:   * Time feedback was provided from the video * Identification of which video is being used: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the teacher candidate   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | Evidence of **adequate** academic feedback for **3** of the feedback characteristic types. A full response includes **most** of the following:   * Time feedback was provided from the video * Identification of which video is being used: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the teacher candidate   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | Evidence of **quality** academic feedback for **4** of the feedback characteristic types. A full response includes **all** of the following:   * Time stamp was provided * Identification of which video is being used with all three represented: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the resident   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | In addition to a score of Benchmark, a second example of Quality Academic Feedback of Timely, Specific, Prompts Student Thinking, OR Differentiated is included with a full response to all prompts. |
| **Task 2b:**  Verbal Academic Feedback Analysis reflection | Evidence of **quality** responses for 1 of the 3 following sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified   **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | Evidence of **quality** responses for 2 of the 3 following sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified * **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | Evidence of **quality** responses for each prompt included in the following 3 sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified * **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | In addition to a score of Benchmark, Resident supports interaction with student(s) from data evidence acquired in Stages 1 and 2. |
| **Task 3a**:  Classroom Environment and Management FEE self-score | Cited evidence of a rating for **each** Domain II FEE indicator are presented **but not fully aligned with 4 or more** Domain II descriptors. | Cited evidence of a rating for **each** Domain II FEE indicator are presented **but not fully aligned with 3 or less** Domain II descriptors. | Cited evidence of a rating for **each** Domain II FEE indicator are **presented and aligned** with Domain II descriptor. | In addition to Benchmark, Resident identifies one area of reinforcement and refinement supported by the evidence. |
| **Task 3b**:  Classroom Environment and Management FEE reflection | Evidence of **quality** responses for each prompt included for 1 of the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | Evidence of **quality** responses for each prompt included for 2 of the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | Evidence of **quality** responses for each prompt included in the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific cited example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | In addition to a score of Benchmark, Resident supports interaction with student(s) from data evidence acquired in Stages 1 and 2. |

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| **Instructor Evaluation of video evidence submitted**  (whole group, small group, and individual) | | | | |
| **Learning Environment** | Candidate does not demonstrate rapport with and respect for students.  OR  Candidate provides a learning environment that serves primarily to control student behavior and minimally supports the learning goals of the lesson. | Candidate demonstrates rapport with and respect for students.  AND  Candidate provides a positive learning environment with **some evidence** of mutual respect among students. | Candidate demonstrates rapport with and respect for students.  AND  Candidate provides a challenging learning environment that **promotes** mutual respect among students. | In addition to a score of Benchmark, candidate provides opportunities to express varied perspectives from various students. |
| **Engaging Students in Learning** | Students are participating in learning tasks **focused primarily on skills** with little attention to the strategy being used in future learning. | Students are engaged in learning tasks that **address their understanding** of comprehending or composing text OR  Students are engaged in learning tasks that address their understanding of comprehending and/or applying math concepts. | Students are **actively engaged in integrating** strategies and skills to comprehend or compose text OR  Students are actively engaged in integrating strategies and skills to comprehend and/or apply math concepts. | In addition to a score of Benchmark, students are engaged in learning tasks that deepen and extend their understanding of strategies for comprehending or composing text OR math strategies. |
| **Deepening Student Learning through Verbal Academic Feedback** | Candidate primarily evaluates student responses as **correct or incorrect.** | Candidate elicits and build on students’ responses to **further understanding of a skill.** | Candidate elicits and build on students’ responses to **explicitly portray, extend, or clarify student understanding of content.** | In addition to a score of Benchmark, **candidate facilitates interactions among students** so they can evaluate their own abilities of their understanding of the content. |
| **Subject-Specific Pedagogy** | Candidate does not model for students how to implement essential strategy. | Candidate **models** the essential strategy for students but there is **confusion** on apply the strategy in small group or individually. | Candidate **explicitly** teaches students how to apply the essential strategy to the content and allows for guided practice (i.e. **with quality academic feedback from teacher**) | In addition to a score of Benchmark, the candidate facilitates interaction among students **where students are giving quality feedback to each other.** |