**Teaching Cycle Portfolio**

Updated Fall 2020

**Candidate Name:**

**District Where Teaching Cycle Completed:**

**School Name Where Teaching Cycle Completed:**

**Title of Lesson:**

**Content Area:**

**Grade Level:**

**MSU Course Number and Title:**

**Semester/Year:**

Included:

1. The Learning Environment
2. Individual differences pertaining to academics with summative assessment data analyzed

 Submission of Summative Assessment Data Chart

1. Individual differences pertaining to preference with inventories given and results analyzed

 Submission of Inventory Data Charts and artifacts

 Planning: Submission of Lesson Plan with instructor comments

 Day 1 is entire lesson plan

 Day 2 on is the Lesson Planning Support Document

 Teaching: Submission of Scored FEE for comprehension and notes

1. Data Assessment Analysis Activity
2. Data Assessment Chart
3. Candidate Anecdotal Observation Notes
4. Submission of student work samples from comprehension lesson
5. Using Data to Drive Instruction

**Part 1. The Learning Environment**

Please complete the following information concerning the P-12 students in your assigned field experience classroom.

I. Class/Classroom Information: Define the student population of your assigned host teacher classroom (total points 10)

|  |  |
| --- | --- |
| Number of students enrolled\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Age range of students in class\_\_\_\_\_\_\_\_\_\_\_\_ |
| Gender: # Boys\_\_\_\_\_\_ # Girls \_\_\_\_\_\_ |  |
| Place an **X** beside the phrase that describes the resources (equipment, technology, and supplies) available for this class. Descriptions of categories:Well-equipped/supplied:Every student has access to technology within the classroom and interactive technology is available to be used for instruction. Adequately-equipped/supplied:Some students have access to technology within the classroom and interactive technology is available to be used for instruction.Poorly-equipped/supplied:Students do not have access to technology within the classroom and there is not interactive technology available to be used for instruction. \_\_\_well-equipped/supplied \_\_\_ adequately equipped/supplied \_\_\_\_ poorly equipped/suppliedProvide examples to support your choice: |
| Place an **X** beside the phrase that describes the number of teaching interruptions. \_\_\_few \_\_\_some \_\_\_manyProvide examples to support your choice: |
| How does the information within this section inform your planning? Be specific. (Answers should be gathered through valid instruments and are based on data and include BOLD words and citations.) |

###### II. Individual Differences pertaining to Academics (total points 10)

|  |
| --- |
| Indicate the # of students in each category below based on what you’ve observed in the classroom. \_\_\_\_\_ ESL \_\_\_\_\_ # with IEPs or IFSPs \_\_\_\_\_ # with 504 modification  \_\_\_\_\_ Gifted \_\_\_\_\_ # with assistive technology \_\_\_\_\_ Other |
| Record the groups of students in each category based on data from the Summative Assessment. Low:Low/Medium:Medium: Medium/High:High: What summative assessment was used to determine number of students for each category?  |
| How does the information within this section inform your planning? Be specific. (Answers are gathered with use of data, statistics, valid sources of information used and include BOLD words and citations and references.) |

***Attach Summative Assessment Data Chart (5 points).***

***Students should be put into groups according to the data results.***

###### III. Individual Differences pertaining to Preference (10 points)

Inventories cannot be from the same topic. For instance, you cannot complete two reading interest inventories (even if they are different) because they cover the same information. You will choose two separate instruments to give to students so that you have two new pieces of information (in addition to the summative assessment data) that will help you to plan for the ability and interest of students.

|  |
| --- |
| Name of inventory #1: |
| Findings with categories and number of students (that aligns with the content this Teaching Cycle is covering)  |
| How does the information within this section inform your planning? (Answers should be based on data and include BOLD words and citations and references.) |

|  |
| --- |
| Name of inventory #2: |
| Findings with categories and number of students (that aligns with the content this Teaching Cycle is covering)  |
| How does the information within this section inform your planning? (Answers should be based on data and include BOLD words and citations and references.) |

***Attach data charts and student artifacts for both inventories (5 points).***

***Insert Lesson Plan showing instructor comments and the scored rubric (5 points).***

***Insert Scored FEE with observation notes (5 points)***

###### IVa. Work Sample Analysis Activity (10 points)

In each allotted space, add the student’s given answer based on the work samples collected from the evaluated lesson. In the blank labeled ‘notes’, record any correlations between student answers or any other relevant information. (This is a working document, so you can add or delete columns and rows as necessary.) Finally, determine the total percent correct for each student on the overall assessment (end row on right) as well as the number/percent of correct and incorrect answers PER question (bottom row). This data supports being able to identify individual and collective learning of your students.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student # | Question #1: List student incorrect answers | Notes | Question #2: List student incorrect answers | Notes | Question #3: List student incorrect answers | Notes | Question #4: List student incorrect answers | notes | Question #5: List student incorrect answers | Notes | Total percent correct |
| 1 |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |
| Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct |  |

**IVb Observation Notes (10 points)**

Below, record your anecdotal notes for behavior and learning from your time within the classroom. Note any behaviors, positive or negative, that may have an impact on the student’s understanding relevant to learning.

|  |  |
| --- | --- |
| Student # | Observations of student participation, behavior, and/or misunderstanding during lessons |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |
| **11** |  |
| **12** |  |
| **13** |  |
| **14** |  |
| **15** |  |
| **16** |  |

More space can be added as needed.

***Include All Student Work Samples from Comprehension Lesson (5 points)***

**Part V: Using data to drive instruction**

1.a. Complete chart below.

Pre-Planning Four Square

Revised Fall 2020

The purpose of this activity is to ensure that the lesson or unit you are building is based on standards with all learning cycle components listed below being congruent. If there is ***misalignment*** of content or skill among any of the components within the four squares, then you ***should not proceed*** in creating your lesson(s). The content and/or skill from the standard(s) should be evident in each of the components and should be clearly articulated in the constructed response explanation below.

|  |  |
| --- | --- |
| **Louisiana Student Standard(s)****(code and description)****This standard(s) is what the students will be individually assessed on at the end of this lesson/unit to measure growth.** | **Assessment** **What artifact will you collect to verify EACH individual student’s level of growth for the chosen standard?** |
| **Outcomes (color-coded)****Outcome should include information from the standard and conditions (assessment).** | **Teaching Strategies****How will students engage with the content and skill from the standard at various points of the lesson? (whole group, small group, guided practice)**  |

**Explain how each of these components of the teaching and learning cycle are congruent and based on the chosen standard(s).**

*(Parts 1b-5a should be completed in narrative form)*

1.b. Then describe using BOLD words how the standard(s), outcome(s), teaching strategies, and formal assessment are aligned pertaining to content AND rigor. If there is misalignment, then thoroughly explain how you know. *InTASC 6r*

1. Based on the conclusions you have drawn from chart IVa, name at least one (1) pattern you identified as a **strength** within your assessment for your students (i.e. what they understood). Cite evidence (data with number of students and percent that mastered the skill AND the specific content mastered using BOLD words). *InTASC 6l*
2. Based on the conclusions you have drawn from chart IVa, name at least one (1) pattern you identified as a **challenge** within your assessment for your students (i.e. what they did not understand). Cite evidence (data with number of students and percent that did not mastery the skill AND the specific content using BOLD words). *InTASC 6l*
3. Based on the data within chart IVa, what do YOU need to do differently in order to help your students meet the objective/standards of the lesson as it pertains to the assessment? (i.e. directions on assessment, rigor if assessment, alignment of standard, outcome, instruction, and assessment, addition of checklist/rubric, etc.). Explain why you believe the new strategy will help your students master the content with observation evidence from the field, chart IVb. Be specific and include BOLD words.  *InTASC 6l*
4. Preparing for post-lesson scaffolding: In the chart below, identify the students by number included within each group (no more than 6), include the student work sample data (from chart IVa), AND what common characteristics you observed about the students within the group from your time in their classroom this semester (from chart IVb). Finally, explain how the information from the middle two columns supports grouping the students. (Do not include names) Include BOLD words. *InTasc 6g*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grouping | Identify students you have chosen for each group by number (Between 3-6)*(Data from chart IVa)* | Student work sample data from formal assessment *(Common characteristics from chart IVa)* | Conclusions from observational notes taken throughout semester about characteristics of student*(Common characteristics from chart IVb)* | Explain how data and characteristics of students support grouping them together(Combine information from column 1-3 on this chart.) |
| Low |  |  |  |  |
| Low-medium |  |  |  |  |
| Medium |  |  |  |  |
| Medium-high |  |  |  |  |
| High |  |  |  |  |

1. Post-lesson scaffolding

What is the end of unit or culminating task? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 1: Using the chart from Question 5, identify the next activity you would do with EACH group of students to help them deepen their understanding of the content (the activity has to be DIFFERENT than what was used within the actual lesson taught). This Post-Lesson Scaffolding is for after lesson is taught. *InTASC 6g*

Part 2: JUSTIFY your choice of activities for each group using information from Question 5 chart to support your instructional decision.

|  |  |
| --- | --- |
| **Low (Tier 3)****Does not understand lesson concepts (Support Activity)** | Standard code and description:Description of activity and how it connects practice with learning the content for the end of unit or culminating task: |
| Explanation of how activity supports this particular group of students using assessment data and/or characteristic data collected in question 5:  |
| Justification for chosen activity with BOLD words and citations/reference: |

|  |  |
| --- | --- |
| **Low-Medium (Tier 3)****Does not understand lesson concepts (Support Activity)** | Standard code and description:Description of activity and how it connects practice with learning the content for the end of unit or culminating task: |
| Explanation of how activity supports this particular group of students using assessment data and/or characteristic data collected in question 5:  |
| Justification for chosen activity with BOLD words and citations/reference: |

|  |  |
| --- | --- |
| **Medium (Tier 2)****Mostly understand lesson concepts (Emphasis Activity)** | Standard code and description:Description of activity and how it connects practice with learning the content for the end of unit or culminating task: |
| Explanation of how activity supports this particular group of students using assessment data and/or characteristic data collected in question 5:  |
| Justification for chosen activity with BOLD words and citations/reference: |

|  |  |
| --- | --- |
| **Medium-High (Tier 2)****Understand lesson concepts (Emphasis Activity)** | Standard code and description:Description of activity and how it connects practice with learning the content for the end of unit or culminating task: |
| Explanation of how activity supports this particular group of students using assessment data and/or characteristic data collected in question 5:  |
| Justification for chosen activity with BOLD words and citations/reference: |

|  |  |
| --- | --- |
| **High (Tier 1)****Fully understands lesson concepts (Challenge Activity)** | Standard code and description:Description of activity and how it connects practice with learning the content for the end of unit or culminating task: |
| Explanation of how activity supports this particular group of students using assessment data and/or characteristic data collected in question 5:  |
| Justification for chosen activity with BOLD words and citations/reference: |