Please click on the links below to view teacher candidate work - Sample 1 and Sample 2.

Sample 1: Andrea Jirele	Sample 2: Rebecca Meyer
https://andreajirele.myefolio.com/Home	https://rebeccameyer.myefolio.com/

The information below includes the template completed by teacher candidates during student teaching and the rubric for the TLC unit.

General Information	
UNIT AUTHOR	
First and Last Name	*The links above lead to the work samples. The template and rubric can be seen my scrolling down through this document.*
Electronic Portfolio URL (if applicable)	
Email contact	
UNIT OVERVIEW	
Unit Title	
Content Area	
Grade Level	

TLC Requirements
PLAN—Planning Instruction and Assessment
Purpose: Describe your plans for the learning segment and explain how they are appropriate for the students and content you are teaching. Demonstrate your ability to select, adapt, design, and organize curriculum, instruction, and assessment to help diverse students learn and meet the standards for the curriculum content as well as develop academic language related to that content. (InTASC #7 Planning for Instruction)
A. Unit Foundation
1. Unit Summary   (connects with Rubric 1 in Planning)
2. Standards to be met (List and write out. Identify source: National standards, state standards, core standards, etc.)   (connects with Rubric 1 in Planning)
3. Objectives/Learning outcomes (based on above standards)   (connects with Rubric 1 in Planning)
The students will:
4. Academic Language to be emphasized (List and define in student-friendly terms)   (connects with Rubric 4 in Planning)
5. Unit questions
a. Essential "overarching" or "big idea" questions   (connects with Rubric 1 in Planning)
b. Questions for students (developed using Bloom's taxonomy, Kaplan's icons for depth and complexity, English Learner Oral Language Questioning Techniques, etc.) for all levels of thinking   (connects with Rubric 4 in Planning)
B. Context for learning   (all of section B connects with Rubric 2 in Planning)
1. Complete the context for learning form (Appendix A)
2. Describe what you know about your students.
a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels).
b. Describe your students' language development, including abilities to understand and produce oral and written language in English.

c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self expression, collaboration, etc.).
d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources).
e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.).
3. Describe how this knowledge influenced your planning.
a. Describe how this knowledge influenced your choice of strategies to engage all students.
b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language. (Rubric 4 in Planning)
c. Describe how this knowledge influenced your choice of activities for differentiating instruction.

C. Instructional Technology and Materials to be used in Unit   (Section C connects with Rubric 1 in Planning)

a. Technology to be used by the teacher (hardware, software, websites, etc.)
b. Technology to be used by the students (hardware, software, websites, etc.)
c. Materials and supplies
d. Other resources

D. Assessment Tools and Criteria   (all of Section D connects with Rubric 3 in Planning)

1. Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment.
2. Provide samples of the assessments you will use.
a. Sample pre-assessments
b. Sample formative assessments
c. Sample post assessments
3. Describe how you will use formal and informal assessments in order to monitor growth and provide feedback for students toward meeting the objectives.
4. Describe any modifications or accommodations you have planned in the assessment tools to allow students with specific needs to demonstrate their learning.

E. Classroom Management Considerations   (supports Rubric 6 in Implementation Section)

1. Detail the management strategies and procedures that will support the implementation of this unit.

F. Lesson Plans   (connects in various ways with Rubrics 1-4 in Planning)

1. Provide lesson plans for 3-5 days of your unit.
Day 1
Day 2
Day 3

Day 4	
Day 5	
2. Explain how key learning tasks are sequenced in the learning segment to build connections from prior knowledge to new knowledge. Include how you will help students make connections between and among prior and new content knowledge and reasoning strategies to deepen student learning.	

G. Overall Reflective Commentary on Planning (connects in various ways with Rubrics 1-4 in Planning Section)	
1. Communicate what you learned about planning and the role of planning in teacher effectiveness.	

IMPLEMENT – Instructing and Engaging Students in Learning (connects with Rubrics 5, 6, & & 7 in Implement Section)

> **Purpose:** Demonstrate how you facilitate students' developmental understanding of the content you are teaching. You will provide evidence of your ability to engage students in meaningful learning, monitor understanding, and use your responses to students to guide their learning.

A. Implementation Commentary - Identify and explain strategies applied for instructing and engaging students in learning.

1. Cite and describe examples of situations in which you scaffolded language development.   (connects with Rubric 5 in Implement)

2. Cite and describe examples of situations in which you utilized effective classroom management. Explain how effective classroom management contributed to student learning.   (connects with Rubric 6 in Implement)

3. Cite and describe examples of situations in which all students were engaged in meaningful, standards-based learning.   (connects with Rubric 7 in Implement)

B. Video Clips – include a brief description of the video content in the portfolio implementation section - 3 videos of 90 seconds or 1 video of 5-8 minutes

1. Collect permission forms from parents or school to prepare for filming.

2. Capture video during TLC lessons, then edit to three individual clips or 1 clip that covers the following areas:
   a. Identify the clip that you feel best demonstrates how you scaffolded language development. (90 seconds)   (Rubric 5 in Implement)
   b. Identify the clip that you feel best demonstrates effective classroom management. (90 seconds)   (Rubric 6 in Implement)
   c. Identify the clip that you feel best demonstrates students engaged in standards-based learning (90 seconds)   (Rubric 7 in Implement)

3. Provide a copy of writing on the board, overhead, walls or computer used in instruction that is not visible on the video.

C. Overall Reflective Commentary on Implementation

1. Communicate what you learned about making adjustments while teaching.

2. Communicate what you learned about the relationship between planning and implementation.

EVALUATE – Assessing Student Learning   (connects primarily with Rubric 8 in Assessment)

> **Purpose:** To assess student achievement, diagnose student learning strengths and needs, and inform instruction. Provide evidence of your ability to 1) develop evaluation criteria aligned with your main idea, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

A. Evaluation Criteria   (connects primarily with Rubric 8 in Assessment)

1. Communicate your criteria for student performance. How did you determine proficiency levels in student learning?

2. Analyze student performance across the class from one assessment completed during the learning segment. (Provide a copy of the assessment.) Explain how you measured students' progress toward learning the main idea, the targeted standards, and the learning objectives. Describe class trends.

3. Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.

4. Select three focus students, one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Describe each student's individual learning strengths and challenges relative to what was measured by the assessment.   Provide work samples from each student. **Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.**

Student A:

Student B:

Student C:

5. Document evidence of feedback on the work of **two** of the three focus students.

Student ____:

Student ____:

6. Explain how your feedback addressed individual student needs and learning objectives. Provide specific evidence of effective, formative feedback descriptively shared with students - specifically success feedback (something the student did correctly) and/or intervention feedback (describing correction or a feature of quality needing work) given to students and describe opportunities for the students to apply the feedback to improve the work or their understanding.   (Rubric 9 in Assessment)

7. Identify next steps in instruction for the **two** focus students you identified (in step 5, above).   (Rubric 9 in Assessment)

Student ____:

Student ____:

B. Overall Reflective Commentary on Evaluation   (View Rubric 9 on Assessment and Rubric 10 in Reflection)

1. Communicate how assessment evidence guided your decision-making as you adjusted your daily lesson plans.

2. Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness.

REFLECT – Reflecting on Teaching and Learning   (Rubric 10 in Reflection)

Purpose: Reflect on your experiences teaching the unit to consider what you have learned about your teaching and the learning of your students.

A. Overall Reflective Commentary

1 . Reflect on how you used assessment evidence and changed your teaching practice to meet varied needs of your learners. What you would do differently if you taught this unit again?

2. Reflect on this unit as a whole and highlight specific examples of what you have learned. Consider what you have learned about teaching, about learning, about students, and about yourself.

Valley City State University   **Teaching for Learning Capstone (TLC) Evaluation Form –** The "Proficient" level was redefined by applying feedback from Subject Matter Experts and the Lawshe Method to enhance the validity of the TLC Rubrics.

_____   _____   _____
                  Teacher Candidate   Semester   Subject/Grade Taught

Directions: This Teaching for Learning Capstone (TLC) rubric is based on the VCSU Teacher Education Conceptual Framework and learning outcomes. For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the evidence of the teacher candidate's performance.

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Plan - Planning Instruction and Assessment								
Rubric 1: Planning for Understanding of Content *How well does the teacher candidate plan to ensure the content standards and learning objectives will be met?* (InTASC 4 and 7; CAEP 1.1, 1.2, 1.4, 1.5, 2.3, 5.4)	Designs plans to lead students to connect to the unit's big ideas, higher levels of thinking, and measureable learning targets.	In addition to rating " 3" performance, partial success at rating of " 4"	Aligns standards and learning targets with the central focus for the unit.	In addition to rating " 2" performance, partial success at rating of " 3"	Aligns standards to content and connects most of the learning targets to assessments for the unit.	With assistance, partial success at rating of " 2"	Selects standards and learning targets that are not aligned with the central focus for the unit.	
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning *How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?* (InTASC 1 and 7, CAEP)	Considers individual differences using assessment data and awareness of student backgrounds to target support for students' development and understanding.		Considers individual differences in students' prior knowledge to support student development.		Teaches lessons while considering individual differences.		Teaches lessons without regard to students' prior knowledge or backgrounds.	
Rubric 3: Planning Assessments to Monitor and Support to Student Learning *How are the informal and formal assessments selected or designed to provide evidence of student progress toward the learning targets?* (InTASC 6 and 7, CAEP 2.3)	Aligns pre-, post-, and formative assessments with learning targets and provides multiple forms of evidence for monitoring student learning progress toward the learning targets.		Aligns pre-, post-, and formative assessments with learning targets and provides evidence for monitoring student learning progress toward the learning targets.		Administers assessments with partial alignment toward the learning targets and some evidence of monitoring student learning during the unit.		Administers assessments that provided little or no connection or evidence of students' learning during the unit.	
Rubric 4: Planning for Language Development *How does the candidate plan to support the students' academic language associated with content learning?* (InTASC 7, CAEP 1.4)	Utilizes academic language and plans multiple strategies for students to practice using the language to express and demonstrate content understanding.		Utilizes academic language and provides opportunities for practice so students can use language to express and demonstrate content understanding.		Plans opportunities for students to use academic language to express and demonstrate content understanding.		Utilizes appropriate academic language, but does not plan opportunities for student practice and development.	

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Implement - Instructing and Engaging Students in Learning – *includes video and written narrative in Implement section of TLC template*								
Rubric 5: Scaffolding Language *How does the candidate support language development?* (InTASC 8, CAEP 1.4)	Utilizes academic language and engages all students in the use of the targeted language to support language development and content learning.	In addition to rating " 4" performance, partial success at rating of	Utilizes academic language and engages students in the use of the targeted language to support language development and content learning.	In addition to rating " 3" performance, partial success at rating of	Utilizes academic language, but provides little evidence of student engagement.	With assistance, partial success at rating of " 2"	Utilizes academic language, but does not engage students in using the language.	
Rubric 6: Classroom Management *How does the candidate utilize routines and procedures to manage the classroom?* (InTASC 3 and 8, CAEP 1.4)	Leads a caring, fair and respectful learning environment in which routines and procedures are clear so students are engaged with minimal transition time.		Uses routines and procedures to manages classroom in an efficient manner to heighten learning opportunities.		Attempts to use routines and procedures to manage classroom activities.		Shows little use of classroom management routines or procedures; students are disengaged or disruptive to others	
Rubric 7: Engagement in Standards Based Instruction *How does the candidate engage students in discussion to deepen their understanding?* (InTASC 8, CAEP 1.1, 1.2, 1.4)	Engages students in discussions, tasks or activities at various levels of thinking that develop understandings of the standards based content through both teacher-student and student-student interaction.		Engages students in discussions, tasks or activities that develop understandings of the standards based content through teacher-student or student-student interaction.		Student engagement is teacher driven with some participation in discussions or activities that develop understandings of the standards based content.		Lectures or assigns student work with limited or no student engagement.	

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Evaluate - Assessing Student Learning								
Rubric 8: Assessment and Analysis of Student Work *How does the candidate demonstrate an understanding of student performance with respect to learning targets?* (InTASC 6, CAEP 1.1, 1.4, 2.3)	Analyzes student work to identify areas of strength and/or areas for improvement toward the learning targets. The analysis is supported by samples and efforts to identify specific patterns of learning for individuals the class.	In addition to rating " 3" success at rating of " 4" performance, partial	Analyzes student work to identify areas of strength and/or areas for improvement toward the learning targets. Analysis is supported by samples and the summary of both class and individual student performance.	In addition to rating " 2" success at rating of " 3" performance, partial	Analyzes student work samples and provides a summary of the class performance or the individual student performance with respect to the learning targets for the unit.	With assistance, partial success at rating of " 2"	Provides minimal evidence of student work or analysis of student performance with respect to the learning targets for the unit.	
Rubric 9: Using Assessment and Feedback to Inform Instruction and Guide Student Learning *How does the candidate use conclusions about what students know and can do to provide feedback and plan next steps in instruction to further learning?* (InTASC 6, CAEP 1.1, 2.3)	Provides feedback that accurately identifies specific areas for what students did well and provides targeted support to individuals and groups to improve their performance relative to the learning targets being assessed.		Provides feedback that accurately identifies areas for what students did well and what they need to improve to further their learning related to learning targets.		Provides feedback that is positive and encouraging, but lacks feedback that is specific enough to improve further learning toward the learning targets.		Provides limited feedback to students in the form of what is correct and what is incorrect.	
Rubric 10: Analyzing Teacher Effectiveness *How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?* (InTASC 6 and 9, CAEP 1.2, 5.4)	Analyzes evidence and reflects on teaching practice to provide specific and strategic plans for improvement to meet the varied learning needs of the students in the future.	In addition to rating " 3" performance, partial success at	Reflects on assessment outcomes and teaching practices to cite examples of successful and unsuccessful teaching practices to meet the needs of the learners.	In addition to rating " 2" performance, partial success at	Reflects on teaching practices to cite examples of successful and unsuccessful teaching practices.	With assistance, partial success at rating of " 2"	Reflects on teaching practice in broad terms without specific examples of successful or unsuccessful practices.	