

Learner Development

The Teaching for Learning Capstone (TLC) unit is a culminating project for teacher candidates. This document provides teacher samples for the portion of the template most directly aligned with planning for learner development.

TLC template sections directly related to learner development:

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.).

Teacher Work Sample A: (Access to the teacher candidate's full PLAN: <https://andreajirele.myefolio.com/Plan>)

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).
The students in this 4th grade class are capable of reading novels, test directions and informational texts. They are also capable of expressing thoughts and answers through written and oral responses. Most students are capable of metacognitive skills and are able to express their thinking, and problem-solving processes. These students are learning how to categorize different polygons and are becoming familiar with how to measure angles using a protractor. In addition to increasing their math vocabulary, these students are learning how different genres of writing should be organized. More specifically related to this unit, a majority of students have shown proficiency on their standardized state science tests. Previous to this instruction, students were exposed to a hands-on physical science unit. They have background skills in working with groups, inferencing, trial and error testing, collaboration, planning and reflecting.
b. Describe your students' language development, including abilities to understand and produce oral and written language in English.
All students in this classroom are fluent English speakers and are capable of reading and writing. Producing written language is something that all students in this class are capable of doing. Many students, however, have verbalized their frustrations with writing. Handwriting is not always legible and grammatical mistakes are frequently made. Many students are working on improving their spelling, especially with high frequency words and homophones. Comprehension levels do vary within the classroom. Topics that appear interesting to students are comprehended most easily. Most students have the necessary skills when faced with unknown vocabulary. The use of contexts clues is a strategy that has been practiced in the classroom.
c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.).
Many students in this class have anxiety in and outside of the classroom. There are multiple groups of students that meet with the school counselor to discuss confidence, problem solving and social skills. Students occasionally have arguments that mostly occur after specials or at lunch/recess. Many of these students spend a lot of time together since they are either neighbors or involved in the same after school activities. This class seems to enjoy socializing and they like receiving positive attention from their peers.
Reminders about problem solving, including others and recognition of differences are occasionally given. A couple students struggle to verbalize their needs and feelings. These students tend to react to problems with a higher degree of anger or sadness.

Teacher Work Sample B: (Access to the teacher candidate's full PLAN: (<https://oliviahammerschmidt.myefolio.com/Plan>))

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).
The students have not been taught about forces and interactions in third grade, therefore I will need to find out what their prior knowledge is before I begin instruction. Their prior knowledge may have formed in past school years or from past experiences outside of school. Administering a pre-assessment will give me valuable information about what the students know and what they do not know. The students have heard the terms force, push, pull, and gravity, but may not be able to define them. The students know how to push and pull objects, but they will learn that there are forces acting on the object as it moves. The students might be unaware that there are forces acting on objects when they are still, so instruction will take place to teach them about that concept. Students will also learn how to draw diagrams to represent balanced and unbalanced forces. The students will learn through demonstrations and hands-on learning experiences that every force has a strength and a direction and that forces can change an object's speed and direction. The students will learn that the net force is the overall force acting on the object.
b. Describe your students' language development, including abilities to understand and produce oral and written language in English.
All 23 students can speak and write the English language. One student has a language-based learning disability. In whole group settings, the paraprofessional will often scribe for the student. Individually, the student needs an extended amount of time while writing. One student receives speech services. This student's pronunciation of letter sounds has increased tremendously after starting with speech services. The student can produce words orally but encounters difficulties producing some letter sounds. By the end of the third grade, all students are expected to be able to write three paragraphs about one topic. The students have been building their writing strategies by writing opinion and informative pieces using reasons and facts to support the topic. The students have been working on rephrasing information from a source to avoid plagiarism. Most students are reading at or above grade level. The students can recount details from written text. The students have been working on building their comprehension strategies as the North Dakota State Assessments are approaching. The students have been learning to write in cursive throughout the third grade. Although it is not required to write in cursive for assignments, some students choose to do so.
c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.).
This is a friendly and active class and the students get along very well. The students are finding out what individual traits they have that make them unique. The environment of the classroom is very welcoming. This is recognized as soon as the students enter the classroom and they are greeted by the teachers. Every day during morning meeting the students greet one another with a wave. The students are then invited to share their weekend plans, exciting news, or what they have coming up. As the students share one by one, the audience is quiet and attentive towards the student sharing. On Fridays, the students are allowed to bring an item for show-and-tell. This builds their self-expression as they must share the item and explain why it is meaningful to them. Every so often during morning meeting, the students get a plastic plate. There are plates in the center of the circle with emotions written in the middle of the plate. When it is their turn, they place their shape on the paper plate with the emotion that they are feeling. They must then verbalize to the class why they are feeling the way that they are. This is a very open class and they are truthful and express how they are feeling that day. This activity builds sympathy toward one another and allows the students to recognize that their classmates come to school with different emotions than them. The students in this class are very encouraging and kind to one another. They clap and cheer when a student answers a question correctly, is identified for good behavior, or is presented with an award. The students are very good at making sure everyone is included. If the students are instructed to find a partner or form groups, everyone has a partner or a group in a matter of seconds. Many students are excellent problem solvers, so when there is someone without a partner they collaborate and form a group of three or switch partners to make it work. In this class, there is a bit of separation between the girls and the boys. At recess or during snack, the boys can be seen playing and talking together, while the girls can be seen playing and talking together. But during instruction, there is not much separation between the girls and the boys. They form partners and discuss with one another. The students also work well in groups as they

collaborate with their peers. If groups are planned beforehand, students may be separated from one another because they may distract one another. The students are not separated from one another because they do not work well together.

Teacher Work Sample C: (Access to the teacher candidate's full PLAN: <http://adrianshea.myefolio.com/Plan>)

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).
The students do not know much about the 13 colonies at all. They have had ND studies the prior year and before that I am not sure what they had. They did learn their states the last two years, so they should have a pretty good idea for the map where the states are at. Some of the students do really like history and have more previous knowledge of the colonies than others, but this group learns quickly, so it should not be a problem. They can read maps and graphs accurately, understand from previous lessons what geography and climate are as well as what an economy is and how it works. They are quite adept at using their chrome books for doing research on the internet, making PowerPoints with that information and then presenting their findings. They are a very bright group and have the required skills they need for 5 th grade, except at times they do seem to be needy and want you to find answers for them. If you remind them that they are fifth graders and they need to try to find the answers on their own first, they end up doing well. Their AIMS web testing shows them all to be at average or above for math and reading.
b. Describe your students' language development, including abilities to understand and produce oral and written language in English.
They can take notes, read to find out information, make inferences, understand and comprehend non-fiction text. They can write well and have been working on writing complete paragraphs with complete sentences. They do struggle at times find answers in non-fiction text but are working on that. Some do struggle with writing complete and grammatically correct sentences and others do very well and have no issues. All the students can read well, some are below grade level and some are way above their grade level, but most are right at grade level.
c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.).
Students get along well with each other and they are a great group overall. They do work well in groups, in partners and by themselves. Some students do seem to be more needy than others and with prompting will work on their own. One student lost his father a few years ago and he is the youngest out of three. Another student has an IEP for emotional behavior and at the beginning of the year he was a little difficult, but now he is doing just fine.

Teacher Work Sample D: (Access to a secondary education teacher candidate's full PLAN: <https://vcsuintasc.myefolio.com/SecTLCunit/Plan>)

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).
Students have already learned this year in algebra about solving equations and solving systems of equations with graphing and substitution. Students have basic math skills when it comes to addition, subtraction, and multiplication that will help in matrix operations. They also know what coefficients are the distributive property that will help with scalar multiplication. My students in this period are fairly knowledgeable and higher achieving than other periods. I do not have any super high achieving students because those 9 th graders took algebra I last year in 8 th grade, meaning I have a lot of middle of the pack and lower achievers. My students are definitely smart, it is the effort that sometimes gets them in trouble. However, I have high expectations for this class because I have seen their performance in algebra so far, and they have the ability to succeed.
b. Describe your students' language development, including abilities to understand and produce oral and written language in English.

None of my students are English Language Learners. They all speak and write in English; however, some are better spellers than others. Some students have trouble spelling new terms or even old terms. Half of the students freeze or are overwhelmed when it comes to reading word problems in algebra class, not because they don't have the ability to read, rather they don't always know how to pick out the important information. I know that a lot of my students were in a reading program first semester to help them catch up with reading comprehension, and in this class that I am focusing on I have two students with learning disabilities in writing and reading comprehension.

c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.).

Students in this class are not afraid to speak or answer questions. They are rowdy and like to have fun. There is still a lot of immaturity in these 14-16- year-olds, but they do well at participating in class. There are definitely some groups of friends, but they do well in terms of working with whoever they are sitting by. I do need to keep them on topic and focused on getting work done sometimes. I have at least one student in this class that I know has depression and struggles in math, but when I give students enough time to think about an answer before someone shouting it out, this student will raise their hand and give good answers.