

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
<i>Plan - Planning Instruction and Assessment</i>								
<b>Rubric 1: Planning for Understanding of Content</b> <i>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)</i>	Designs plans to lead students to connect to the unit’s big ideas, higher levels of thinking, and measurable 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.	
<b>Rubric 2: Using Knowledge of Students to Inform Teaching and Learning</b> <i>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)</i>	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.	
<b>Rubric 3: Planning Assessments to Monitor and Support to Student Learning</b> <i>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)</i>	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.	
<b>Rubric 4: Planning for Language Development</b> <i>How does the candidate plan to support the students’ academic language associated with content learning? (InTASC 7, CAEP 1.4)</i>	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.	

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<i>Implement - Instructing and Engaging Students in Learning – includes video and written narrative in Implement section of TLC template</i>								
<b>Rubric 5: Scaffolding Language</b> <i>How does the candidate support language development? (InTASC 8, CAEP 1.4)</i>	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 “ 3”	Utilizes academic language and engages students in the use of the targeted language to support language development and content learning.	In addition to rating “ 2” performance, partial success at rating of “ 3”	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.	
<b>Rubric 6: Classroom Management</b> <i>How does the candidate utilize routines and procedures to manage the classroom? (InTASC 3 and 8, CAEP 1.4)</i>	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	
<b>Rubric 7: Engagement in Standards Based Instruction</b> <i>How does the candidate engage students in discussion to deepen their understanding? (InTASC 8, CAEP 1.1, 1.2, 1.4)</i>	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.	

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<i>Evaluate - Assessing Student Learning</i>								
<b>Rubric 8: Assessment and Analysis of Student Work</b> <i>How does the candidate demonstrate an understanding of student performance with respect to learning targets?</i> (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” performance, partial success at rating of “ 4”	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” performance, partial success at rating of “ 3”	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” 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.	
<b>Rubric 9: Using Assessment and Feedback to Inform Instruction and Guide Student Learning</b> <i>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?</i> (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.	
<b>Rubric 10: Analyzing Teacher Effectiveness</b> <i>How does the candidate use evidence and change teaching practice to meet the varied learning needs of the students?</i> (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.		Reflects on assessment outcomes and teaching practices to cite examples of successful and unsuccessful teaching practices to meet the needs of the learners.		Reflects on teaching practices to cite examples of successful and unsuccessful teaching practices.		Reflects on teaching practice in broad terms without specific examples of successful or unsuccessful practices.	

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<i>Cross-Cutting Themes of Diversity and Technology in final reflective statement</i>								
<b>Rubric 11: Using Awareness of Diversity and Learner Differences</b> <i>How does the candidate work with diversity and learner differences?</i> (InTASC 2, CAEP 1.1, 2.3)	Provides evidence of preparation to work with learner differences (EDUC 283, 352) and multiple examples of application during field experiences.	In addition to rating “ 3” performance, partial success at rating of “ 4”	Provides evidence of preparation to work with learner differences (EDUC 283, 352) and application during field experiences.	In addition to rating “ 2” performance, partial success at rating of “ 3”	Provides evidence of preparation to work with learner differences (EDUC 283) or application used during a field experience.	With assistance, partial success at rating of “ 2”	Provides only limited comments about learner differences.	
<b>Rubric 12: Using Technology to Inform Instruction and Guide Student Learning</b> <i>How does the candidate use technology?</i> (InTASC 8, CAEP 1.5, 2.3)	Provides evidence of utilizing technology resources for teaching (EDUC 300) and examples of engaging students in the use of technology to enhance learning.		Provides evidence of technology preparation resources for teaching (EDUC 300) and an example of application used during a field experience.		Provides evidence of technology resources for teaching (EDUC 300) or application used during a field experience.		Provides only limited comments about technology use.	