

Valley City State University
Teaching for Learning (TLC) Template

General Information	
UNIT AUTHOR	
First and Last Name	
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.	
CROSS-CUTTING THEMES: Diversity and Technology (Evidence from projects in EDUC 283, EDUC 352, EDUC 300, or other experiences) This evidence and reflection is not limited to the TLC unit.	
1. Using Awareness of Diversity and Learner Differences. Provide evidence of your preparation to work with learner differences and add a reflective statement about how you applied your preparation in field experiences. (<i>Projects from EDUC 283 and the reflective paper from EDUC 352 are examples</i>)	
1. Using Technology to Inform Instruction and Guide Student Learning. Provide evidence of your preparation to use technology as a teacher and add a reflective statement about how your students applied technology in field experiences. (<i>Projects from EDUC 300 can be an example</i>)	
Example(s) of technology preparation as a teacher:	
Examples of how I engaged students with technology to enhance learning:	