# **Teaching for Learning Capstone (TLC) Unit Data**

The TLC unit is a rigorous capstone project that requires teacher candidates to apply their learning from the professional education sequence courses as well as the content and methods courses in the education major. Teacher candidates present their TLC units during finals week prior to graduation. Most of the TLC work across the scope of the program has been assessed as proficient and some teacher candidates are producing work that exceeds expectations.

Sometimes teacher candidates communicate a more complete picture of their teaching and impact on student learning in an oral presentation or a combinational manner. The faculty ratings are largely based on the writing in the TLC template and video communication. At times, the written communication may lead to an emerging level (2) or a (2.5) level rating. The faculty assessment can only be rated based the evidence available from the teacher candidate and the rubric.

Overall, the learning outcome assessment process for the TLC serves as a reminder of the tremendous teaching and learning efforts of the VCSU teacher candidates and faculty. The process helps methods faculty and other faculty learn how well teacher candidates are planning, implementing, and assessing units for learning. The process also helps faculty to learn how well the teacher candidates are reflecting on their teaching and how candidates believe their efforts are impacting students’ learning.

Teaching for Learning Capstone (TLC) Unit is truly a capstone project for teacher candidates. Teacher candidates complete the EPP’s [TLC Template](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Template_Diversity_Technology.pdf) during the process.

* [Teacher Candidate Work Sample](https://oliviahammerschmidt.myefolio.com/) (Please feel free to click on the Plan, Implement, Evaluate, and Reflect sections. The Evaluate section displays the teacher candidate’s impact on student learning.
* [Another Teacher Candidate Work Sample](https://vcsuintasc.myefolio.com/English/Home) from a different major.
* Additional TLC work samples displaying [student learning](https://andreajirele.myefolio.com/Evaluate) and [feedback to students](https://sierrahokanson.myefolio.com/evaluate) are available.

Subject Matter Experts ([methods instructors who supervise and work with student teachers](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC_Lawshe_with%20Data%20copy.pdf)) participated in a Lawshe Method procedure to help the EPP establish essential descriptors of performance that included language that was friendly for teacher candidates. The result was a [TLC Evaluation Rubric](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Evaluation%20Rubrics_12%20Items.pdf)

that was developed with input from faculty across the EPP.

Since the EPP’s version of the capstone project had strayed from edTPA assessments, the EPP had to establish its own [TLC Validity and Reliability Research](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Validity%20and%20Reliability%20Efforts.pdf). The Cronbach’s Reliability results indicated a good level of internal consistency. The factor analysis data for construct validity was highly favorable as well.

The [TLC Program Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20TLC%20Data%20for%20Teacher%20Education.pdf) have been helpful in improving teacher candidate preparation and the process of assessment.

[Link to TLC Unit Data](https://vcsuintasc.myefolio.com/Intasc2021/tlc)