WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

Teacher Licensure Capstone (TLC) Content Guidelines

Teacher Licensure Capstone (TLC) Academic Integrity Guidelines

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit https://www.wichita.edu/about/student_conduct/AcademicDishonesty.php.

Examples of Violating Academic Integrity:

- *Plagiarism*: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into a TLC as original work.
- Submitting a TLC, or parts of a TLC, that was prepared by a person other than the candidate.
- Submitting a TLC, or parts of a TLC, that was previously submitted by someone else.
- Not properly citing sources used in the TLC document (such as lesson plan format).
- Fabricating context, numerical, or other data.
- Extensive *collaboration* with others in preparing the TLC: Having someone else plan the teaching or write sections of the candidate's TLC.

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Overview of Teacher Licensure Capstone

The Teacher Licensure Capstone (TLC) is designed to provide the teacher candidate an opportunity to demonstrate how he/she uses contextual factors in a classroom to design and implement a unit of study.

The teacher candidate will provide information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for a subgroup of students or one focus student within the classroom is also required.

In addition, the teacher candidate will reflect on the implementation of the unit for the whole class and the subgroup of students or the focus student.

The TLC assesses competency according to the Kansas Professional Standards (see https://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%2008012017.pdf for full description of the Standards).

For the purpose of the TLC, the Standards have been clustered into 6 Focus Areas that represent key areas of teaching practice.

The Focus Areas are:

Focus Area A: ANALYSIS OF CONTEXTUAL INFORMATION The teacher candidate will 1) have acquired a knowledge base of how students learn and develop, 2) provide learning opportunities that will support their understanding of child development, 3) have the knowledge to select developmentally appropriate differentiated instruction, and 4) include multiple instructional strategies to meet the needs of all learners including those with exceptionalities. Kansas Standards 1,2, 3, and 4
Focus Area B: ANALYSIS OF LEARNING ENVIRONMENT FACTORS The teacher candidate: 1) demonstrates the ability to provide different approaches to learning; 2) creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners; 3) understands a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading; 4) plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading; 5) demonstrates the ability to integrate across and within content fields; 6) understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information. Kansas Standards 2, 3, 5, 7, and 8

Focus Area C: INSTRUCTIONAL IMPLEMENTATION The teacher candidate understands and uses a variety of appropriate instructional strategies including a wide range of technological tools to develop various kinds of students' learning including critical thinking, problem solving, and reading. The teacher candidate ensures effective student use of technology. Kansas Standards 3, 5, and 8
Focus Area D: ANALYSIS OF CLASSROOM LEARNING ENVIRONMENT The teacher candidate uses an understanding of individual and group motivation and behavior, including effective verbal and non-verbal communication techniques to create a positive learning environment that fosters active inquiry, supportive interaction, collaboration, and self-motivation in the classroom. Kansas Standards 3 and 8
Focus Area E: ANALYSIS OF ASSESSMENT PROCEDURES The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. The teacher candidate monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly. Kansas Standard 6
Focus Area F: REFLECTION AND SELF-EVALUATION The teacher candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process. The teacher candidate fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. Kansas Standards 9 and 10

The TLC measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence which are:

Task #1. Contextual Information & Learning Environment Factors In this Task the teacher candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom environment conducive to learning.

Task #2. Instructional Design In this Task the teacher candidate will demonstrate the ability to design a *unit of study* for the students in the classroom. Within this unit of study, the teacher candidate is required to plan for the use of assessment, technology, reading strategies, integration of content, differentiation, and resources.
Task #3. Teaching and Learning In this Task the teacher candidate will demonstrate the skills of lesson delivery and assessment of student learning over the course of the entire unit of study that was designed in Task 2. Two lessons from this unit of study will be developed in detail in order to be observed.
Task #4. Self-Evaluation and Reflection In this Task the teacher candidate will demonstrate the ability to critically examine and reflect on his or her teaching performance and the impact of instruction on the students. In addition, Task 4 is also intended for the teacher candidate to evaluate professionalism and commitment to lifelong learning.

Guidelines for the Teacher Licensure Capstone

1) General Guidelines:

a. Read each task and scoring rubric entirely before beginning work on any part of the portfolio.

b. Develop a timeline for completion. (As a reference, the average amount of time to complete the written portion of each task is: Task #1: 3-4 hours , Task #2: 6-8 hours, Task #3: 4-5 hours , and Task #4: 2-3 hours).

c. Develop an outline and set a due date for each task, realizing that some parts of each task can be occurring simultaneously.

d. Before submitting the portfolio, check responses to see if all prompts and questions have been addressed, compare responses to the criteria listed in the rubrics, and all other required products are included. The required products should be clearly labeled and placed in the appendices in the order that they are requested.

e. **Do not use names of candidate, teachers, students, schools, school districts or cities.**

2) Guidelines for Making Selections:

The major selections that must be made to complete the TLC are:

a. **Class selection**

- If teaching more than one class, select a class that includes a diverse population with a range of achievement levels, exceptionalities, and/or cultural or linguistic backgrounds. The candidate will need to demonstrate an ability to teach students who have a variety of needs.

b. Subgroup selection

- Select a subgroup based on the information and analyzed data collected during the Contextual Information portion of Task 1. The candidate will need to consistently track and analyze the progress of the students in the subgroup compared to the whole class.

OR

Focus student selection

- Select a focus student for whom specific information will be provided in Tasks 1, 2, and 3.
- The focus student could be either a student with exceptionalities or an English Language Learner. The selection of the student should enable the candidate to demonstrate ability to modify lessons and assist this student in meeting all the unit objectives.
- The focus student should be from the class selected.

Whether candidate selects a sub-group or focus student, candidate must **describe this subgroup/student and a rationale for why they were selected and what the instructional implications will be in the unit.**

c. Unit selection

- Choose a topic that is aligned to Kansas state academic standards (https://www.ksde.org/Teaching-Learning/Academic-Standards) or Kansas Early Learning Standards (https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf) and is age and developmentally appropriate.
- Choose a unit that will have:
  - at least two learning objectives, four maximum
  - a recommended four lessons, a maximum of 10 lessons
  - a pre-assessment, formative assessment(s), and a summative (post) assessment.

- Choose a set of lessons that will allow demonstration of:
    1. Integration of literacy/reading strategies to promote student understanding.
    2. Integration of technology to facilitate student learning.
    3. Integration of critical thinking/problem solving strategies.
    4. Integration across **and** within content fields with the goal of extending student learning and fostering a deeper understanding of the content.

e. Focus lesson selection

- Select two of the unit lessons to be featured in your TLC. Choose lessons that demonstrate a broad range of teaching ability. The candidate will provide specific information about these two focus lessons in Tasks 2 and 3 and provide a copy of both lessons in Appendix B.

3) Formatting Guidelines:

a. Use 11 point, Arial font.
b. Single space both the narrative portions and tables.
c. **Do not exceed 20 pages** excluding appendices.
d. Appendices should be used to provide supplemental information to help the scorer gain a better understanding of lessons, assessments, scoring rubrics, etc. Appendices should not be used to convey key responses to task prompts.
e. Abbreviations used in document must be defined in an appendix (e.g. PBS- Positive Behavior Supports).

4) Appendix collection guidelines:

See Teacher Licensure Capstone template for more detail.

Appendix A: Demographic Data for classroom, school, and district

- Must provide appropriate charts/graphs to display demographic data for district, school, and classroom

Appendix B: Detailed Lesson Plans (2)

- Provide a copy of two complete detailed lesson plans

Appendix C: Assessments and Rubrics

- Provide a copy of pre-assessment document and the corresponding scoring key/rubric
- Chart/Table/Graphs of disaggregated data for the Pre-assessment
- Provide a copy of one formal formative assessment document and the corresponding scoring key/rubric
- Provide a copy of one informal formative assessment document and the corresponding scoring key/rubric
- Provide a copy of the summative assessment document and the corresponding scoring key/rubric
- Chart/Table/Graph of disaggregated data for the Summative Assessment

Task 1 - Contextual Information and Learning Environment Factors

Task Overview:
Task #1 is all about the class and the learning environment. In this task, the candidate will demonstrate an understanding of who is in the classroom and how that information is used to plan instruction and establish a classroom environment conducive to learning. The purpose of this task is to address Focus Areas A and D. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Responses:
This task has been divided into steps with specific directions and prompts to assist in providing responses. Responses must address all of the prompts provided for each step.

Step 1: General Contextual Information

- **Task 1A**
  - Type of Community in which teaching will take place
  - Details about the overall makeup of the district **AND** Details about the overall makeup of the school
  - Details about district/school requirements that impact and guide instruction

Directions: In this step, write a brief narrative about the broader context in which teaching will take place while completing this portfolio (district, school, and community). **No specific names should be listed.** Use a variety of resources to find this contextual information including district/school websites, school administrators, school counselors, cooperating teachers, student records, students' families, etc. Include information regarding:

• the type of community in which teaching will take place (Ex. urban, rural, or suburban)

• details about the overall makeup of the district (Ex. 3 high schools and 10 elementary schools; district report card information on student performance);
• details about the overall makeup of the school (Ex. Pre K–grade 6, 345 students)
• details of district or school requirements that impact and guide

Response should be limited to one page.

Step 2: Characteristics of the Classroom (Contextual Information)

- **Task 1B**
  - Complete Table 1.1 Class Contextual Information and
    - Complete each prompt to describe the characteristics of the whole class
  - Complete Table 1.2 Student Characteristics for Whole Class
    - Write about student characteristics that impact teaching in the classroom. Include curricular and extra-curricular interests, academic performance, class behavior, family/community background.

Directions: In this step, complete Table 1.1 and Table 1.2 with information about the students in the class selected. Use a variety of resources to find this contextual information including school administrators, school counselors, cooperating teacher, student records, etc.

Step 3: Sub-group/Focus Student Information

- **Task 1C**
  - Complete Table 1.3 Subgroup/Focus Student Characteristics
    - Provide information about the subgroup of students chosen or the focus student selected from this class that would benefit from modified instruction

Directions: Identify a Subgroup of students (e.g., males, females, ethnicity, parental support, etc.) and provide a rationale for the selection. ***OR*** Identify a Focus Student and provide a rationale for the selection.

Response should be limited to two pages for the entire section – Table 1.2 and Table 1.3.

Helpful Reminders:

- Select a class that will be used for all four tasks in the TLC.
- Select a class that includes a range of student diversity including achievement levels, exceptionalities, cultural or language diversity.

- Responses to all steps in task 1 will be based on this class only.
- Select a sub-group of students or a focus student from this class who will be specifically addressed in step 3.

Teacher Licensure Capstone Scoring Rubric
Task 1: Contextual Information and Learning Environment Factors

Focus Area A	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences	Responses include: Incomplete or ineffective intellectual, social, and personal developmental influences on learning. Minimal or inappropriate information about the characteristics of the community, district, school, and/or class. Minimal or inappropriate implications for instruction.	Responses include: Limited intellectual, social, and personal developmental influences on learning. Limited information about the characteristics of the community, district, school, and/or class. Limited implications for instruction.	Responses include: Multiple intellectual, social, and personal developmental influences on learning. Detailed and appropriate information about the characteristics of the community, district, school, and/or class. Detailed and appropriate implications for instruction.	Responses include: Multiple and specific intellectual, social, and personal developmental influences on learning. Detailed, specific, and appropriate information about the characteristics of the community, district, school, and/or class. Detailed, specific and appropriate implications for instruction.

Standard 2 Learning Differences The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.	Responses for Sub-group or focus student provide: Incomplete or inappropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Minimal or inappropriate implications for instruction.	Responses for Sub-group or focus student provide: Limited references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Limited implications for instruction.	Responses for Sub-group or focus student provide: Detailed and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Detailed and appropriate implications for instruction.	Responses for Sub-group or focus student provide: Detailed, specific, and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values. Detailed, specific, and appropriate implications for instruction.

Focus Area D	**Ineffective (1)** **Ineffective, minimal, little or no evidence**	**Developing (2)** **Limited, uneven evidence**	**Effective (3)** **Clear and convincing, appropriate, consistent, effective**	**Highly Effective (4)** **Exemplar**
Standard 3 Learning Environment The teacher works with others to create	Responses provide: Incomplete or inappropriate strategies for the whole class to	Responses provide: Limited strategies for the whole class to promote an environment	Responses provide: Multiple, detailed and appropriate strategies for the whole class to	Responses provide: Multiple, detailed, specific, and appropriate strategies

environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation	promote an environment conducive to positive student learning. Inappropriate or no strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Minimal, inappropriate or no strategies for the selected focus students to become self-motivated and work productively and cooperatively.	conducive to positive student learning. Limited strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Limited strategies for the selected focus students to become self-motivated and work productively and cooperatively.	promote an environment conducive to positive student learning. Strategies should address self-motivation, positive relationships, positive classroom behavior, cooperation, and purposeful learning. Detailed and appropriate strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Detailed and appropriate strategies for the selected focus students to become self- motivated and work productively and cooperatively.	for the whole class to promote an environment conducive to positive student learning. Strategies effectively address self-motivation, positive relationships, positive classroom behavior, cooperation, and purposeful learning. Detailed, specific, and appropriate strategies for the selected subgroup to become self-motivated and work productively and cooperatively. Detailed, specific, and appropriate strategies for the selected focus student to become self- motivated and work productively and cooperatively.

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Task 2 - Instructional Design

Task Overview:
Task #2 is about PLANNING a unit of study.

- The focus of the unit will be on one content area (e.g. science, math, social studies).
- Choose objectives that are aligned with state standards for the content area and plan a series of lessons that will enable students to achieve those objectives.
- Within the unit, design lessons including the use of technology, reading strategies, and integration of other content.
- Identify and/or design assessments that will verify student achievement of the objectives.
- Include two (2) detailed lessons that will be included in Appendix B.
    - Include technology and reading strategies at least once within these two plans.
- Additionally, prepare adaptive plans for each of the two detailed lessons for the subgroup of students or focus student identified in task #1.

The purpose of this task is to address Focus Areas A, B, and E. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Response:
The task has been divided into steps with specific directions and prompts to assist in providing responses. Responses must address all of the prompts for each step and be organized in the steps below.

Step 1: Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)
Directions: Complete Task 2.A. Provide a description of the learning objectives for the unit and rationale for the selection of the unit

Step 2: Identify Learning Objectives
Directions: Complete Task 2.B. Identify the learning objectives for the unit. A minimum of two learning objectives no more than four. The objectives should focus on student performance with an audience, behavior, condition, and degree. When writing these objectives, utilize Bloom's Taxonomy or a similar approach to identify high-order thinking/behavior (i.e. compose, evaluate, discuss, outline) that students should achieve.

These objectives should not be a list of activities. They should reflect what the still will know or be able to do as a result of the unit. Each objective should align to a state academic standard/benchmark (https://www.ksde.org/Teaching-Learning/Academic-Standards).

Response should be limited to one page for Task 2.A and 2.B.

Step 3: Narrative
Directions: Task 2.C requires the candidate to provide a narrative (limited to 1 page) how the identified learning objectives for the selected unit address the state academic standard/benchmark (https://www.ksde.org/Teaching-Learning/Academic-Standards).

Response should be limited to one page for Task 2.C.

Step 4: Instructional Design Unit Assessment Plan to Measure Student Learning
Directions: Complete Task 2.D by providing the required information in Table 2.1. This table is an overview of the unit plan with a focus on the instructional activities/strategies and the specific adaptations/differentiation/universal design for learning for each unit objective identified in Task 2.B.

- The candidate must have a minimum of four (4) lessons in the unit and no more than 10 lessons.
- The candidate must provide a written description of the instructional activities/strategies for each unit objective.
- The candidate must describe the specific adaptations OR differentiation OR universal design for learning provided for each unit objective identified in Task 2.B for the focus student or sub-group of students.

Response should be limited to one page for Task 2.D.

Step 5: Description of Pre-assessment, Formative Assessments, and Post Assessment

Directions: Complete Task 2.E. by providing the required information in Table 2.2. This table is a description of the Pre-assessment, Formative Assessments, and Post Assessment utilized in the unit of study.

For each assessment, the candidate must:

- describe the assessment to be used,
- provide the rationale for choosing this assessment,
- identify which objectives the assessment address, and
- identify how the assessment will be scored and/or the criteria to be used for evaluation.

In addition the candidate must state what accommodations or modifications they will make for the focus student or sub-group for each objective.

Response should be limited to two pages for Task 2.E.

Step 6: Additional Details in Instructional Design

Directions: Complete Task 2.F by addressing each prompt in the chart. The candidate must answer:

- How the instructional strategies/activities address the learning objectives for this unit;
- How critical thinking and problem solving strategies will be implemented in the unit by giving specific examples of use;
- How the unit demonstrates the integration of knowledge/skills across and within content fields;
- How literacy/reading strategies are used throughout the unit by giving specific examples. (Remember that using text is not a reading strategy);
- How technology will be integrated within the unit by both the candidate (teacher of the unit) and student (whole class as well as subgroup/focus student)

Response should be limited to one page for Task 2.F.

Step 7: Provide a copy of two complete detailed lesson plans in Appendix B.

Directions: In Appendix B, include the two detailed lesson plans created.. Use any lesson plan format that is comfortable so long as it includes the information listed below. Also note that teacher-centered and student-centered models of instruction should be evident in at least one lesson. A specific and appropriate reading strategy must be included in at least one lesson. At least one lesson must show integration within and across content fields. Technology must also be used in at least one of the lesson plans. Include a copy of the lesson plans in Appendix B.

Make certain to include the following information in each lesson plan [maximum 2 pages each].

- Topic selected
- Curriculum standards addressed
- Lesson objectives identified by number from Table 2.2.1

- Connection to student background knowledge
- Assessment for lesson objectives
- Model(s) of instruction used
- Level of Understanding (e.g., Bloom's Taxonomy
- Differentiated Instruction
- Reading Strategy
- Technology Use
- Community Resources
- Materials
- Integration within and across content fields

Helpful Reminders:

When planning Unit Design, consider:

- **Topic Selection**: Select a topic that allows for integration across content.
- **Lesson Duration:** The available time for each lesson; lesson duration should take into consideration content development as well as student motivation and interest.
- **Lesson Variety**: Differentiate for a range of abilities and learning styles. The lesson delivery should be both teacher centered and student centered.

When selecting the two detailed lesson plans to feature in Appendix B, consider:

- **Reflection:** Reflect on what occurred including lesson design and delivery and student response to instruction.
- **Differentiated Instruction:** Target activities to the whole class as well as to the subgroup/focus students selected; take everyone into consideration as these lessons are planned.
- **Technology:** Purposeful use of technology in the lessons. For example, use technology to create activities and research topics; to deliver material to the students; and involve students in using technology.

When planning assessment for subgroup/focus student and for the whole class, consider:

- **Alignment:** Assessments must align with objectives. *What* will students learn about the unit topic?
- **Objectives:** The objectives must be measurable. *How* will student learning be measured?

- **Assessment:** Vary formative assessments using both formal and informal measures. Summative assessment should align with the content in the pre-assessment to allow for measurement of student growth (see Glossary for assessment definitions).
- **Scoring:** Any assessment must be scored in an ethical manner in order to give all students an opportunity to demonstrate understanding.

Teacher Licensure Capstone Scoring Rubric
Task 2 Instructional Design

Focus Area A	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.	Objectives are not grade level and age appropriate; are not tied to curricular standards. Objectives do not accurately include major concepts of the discipline. Instructional activities provide minimal opportunities to make subject matter meaningful for all students.	Objectives are unevenly tied to curricular standards and grade level appropriate or inaccurate connections are made. A limited number of the objectives include major concepts of the discipline. Instructional activities create limited opportunities that make subject matter meaningful for all students.	The majority of the objectives are grade level and age appropriate; are clearly tied to curricular standards. Objectives accurately include major concepts of the discipline. Instructional activities consistently create opportunities that make subject matter meaningful for all students.	All of the objectives are grade level and age appropriate; are clearly tied to curricular standards. Objectives accurately include major concepts of the discipline. Instructional activities consistently create multiple opportunities that make subject matter meaningful for all students.

Standard 1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	The instructional design does not demonstrate an understanding of how individuals learn and the range of individual variations within the classroom. The instructional design does not include instructional activities that are developmentally appropriate and does not have appropriate adaptations to meet the needs of all learners.	The instructional design addresses limited understanding of how individuals learn and the range of individual variations within the classroom. The instructional design includes limited instructional activities that are developmentally appropriate and/or has limited or inappropriate adaptation	The instructional design is appropriate and addresses how individuals learn and the range of individual variations within the classroom. The instructional design includes instructional activities that are developmentally appropriate and has appropriate adaptations	The instructional design is appropriate and addresses how individuals learn and the range of individual variations within the classroom. The instructional design includes instructional activities that are developmentally appropriate and has exemplar adaptations

Focus Area B	**Ineffective (1)** **Ineffective, minimal, little or no evidence**	**Developing (2)** **Limited, uneven evidence**	**Effective (3)** **Clear and convincing, appropriate, consistent, effective**	**Highly Effective (4)** **Exemplar**
Standard 2 Learning Differences The teacher uses understanding of differences in individuals, cultures, and communities	The instructional design provides minimal variety in or equitable approaches to learning opportunities.	The instructional design is limited in providing different or equitable approaches to learning. The instructional design includes partially	The instructional design provides different approaches to learning, as well as equitable opportunities for all students.	The instructional design provides different approaches to learning, as well as equitable opportunities for all students.

to ensure inclusive learning environments that enable each learner to meet rigorous standards.	The instructional design contains no adaptations and differentiations.	appropriate adaptations or differentiations.	The instructional design includes clear evidence of appropriate adaptations and differentiations to meet the needs of all students.	The instructional design includes exemplar evidence of appropriate adaptations and differentiations to meet the needs of all students.
Standard 8 Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.	The instructional design does not include a variety of appropriate instructional activities and strategies and does not include both teacher-centered and student-centered models of instruction. The instructional design does not incorporate instructional strategies that require critical thinking and problem solving.	The instructional design identifies limited variety of appropriate instructional activities and strategies and may fail to include both teacher- centered and student-centered models of instruction. The instructional design incorporates instructional strategies that require critical thinking and problem solving, but they are not tied to the unit objectives.	The instructional design identifies a variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction. The instructional design incorporates appropriate instructional strategies that require critical thinking and problem solving related to the unit objectives.	The instructional design identifies a wide variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction. The instructional design incorporates appropriate, empirically-supported instructional strategies that require critical thinking and problem solving related to the unit objectives.
Standard 7 Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge	The instructional design is not based on student knowledge, community resources, and/or subject matter. The instructional design does not create a bridge	The instructional design is partially based on student knowledge, community resources, and/or subject matter. The instructional design creates a limited	The instructional design is based on student knowledge, community resources, and subject matter. The instructional design creates an effective bridge	The instructional design is based on student knowledge, community resources, and subject matter. The instructional design creates an effective,

of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	between curriculum goals and students' experiences. No alignment exists between objectives, instructional activities and assessments. Reading strategies are not used in the unit.	connection between curriculum goals and students' experiences. While some alignment exists, it is unevenly aligned between objectives, instructional activities and assessments. Reading strategies are described in the overall unit plan but unit plan are limited in enhancing instruction.	between curriculum goals and students' experiences. The alignment between objectives, instructional activities and assessments is clear. Reading strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed reading strategy that enhances the content.	exemplar bridge between curriculum goals and students' experiences. The alignment between objectives, instructional activities and assessments is clear and evident. Effective and appropriate reading strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed reading strategy that enhances the content.
Standard 5 Application of Content The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking	The instructional design does not integrate content across or within field.	There is limited evidence that the instructional design creates learning experiences which integrate content within and across subject areas.	There is clear evidence that the instructional design creates learning experiences which integrate content within and across subject areas.	There is clear evidence that the instructional design creates exemplar learning experiences which integrate content effectively and relevantly within and across subject areas.

Standard 3 Learning Environment The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	Teacher use of technology is not evident in the instructional design or is not effective. Student use of technology is not evident in the instructional design or is not used effectively. Technology strategies are not used in the unit.	Teacher use of technology is evident in the instructional design; however effectiveness is limited. Student use of technology is evident in the instructional design; however effectiveness is limited. Technology strategies are described in the overall unit plan.	Effective teacher use of technology is evident in the instructional design and clearly enhances instruction. Effective student use of technology is evident in the instructional design and clearly enhances student learning. Technology strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed technology strategy that enhances the content.	Effective teacher use of technology is evident in the instructional design and significantly enhances instruction. Effective student use of technology is evident in the instructional design and significantly enhances student learning. Technology strategies are clearly described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed technology strategy that enhances the content.

Focus Area E	**Ineffective (1)** **Ineffective, minimal, little or no evidence**	**Developing (2)** **Limited, uneven evidence**	**Effective (3)** **Clear and convincing, appropriate, consistent, effective**	**Highly Effective (4)** **Exemplar**
Standard 6 Assessment The teacher understands how to use multiple measures to monitor and	The instructional design includes pre-assessments and summative assessments	The instructional design includes pre-assessments and/or summative assessments	The instructional design includes pre-assessments and summative assessments that align with unit objectives.	The instructional design includes appropriate pre-assessments and summative assessments

assess individual student learning, engage learners in self-assessment, and use data to make decisions. development of all learners.	that do not align with the unit objectives. The instructional design does not have formative assessments that are aligned to the unit's objectives. The assessment plan does not include a description of how the results of the assessments will be used. Neither detailed lesson plan includes formative assessments or adaptations.	that align with the objectives. The instructional design has some formative assessments that are partially aligned to the unit's objectives. The assessment plan includes a limited description of how the assessment results will be used. One of the two detailed lesson plans includes formative assessments and/or adaptations.	The instructional design has formative assessments that are clearly aligned to all of the unit's objectives. The assessment plan includes a clear description of how the results of the assessments will be used. Each of the two detailed lesson plans includes formative assessments and adaptations or gives an explanation why they are not necessary.	that align with unit objectives. The instructional design has several formative assessments that are clearly aligned to all of the unit's objectives. The assessment plan includes a clear and detailed description of how the results of the assessments will be used. Each of the two detailed lesson plans includes appropriate formative assessments and specific adaptations or gives an explanation why they are not necessary.

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Task 3 - Teaching and Learning

Task Overview
Task 3 is all about IMPLEMENTATION of the teaching and learning in the planned unit. In this task, the candidate will demonstrate an ability to implement an instructional unit (developed in Task 2) and then analyze and reflect on teaching.

Composing Response:
This Task has been divided into individual steps. Tables and narrative responses will be completed and submitted for each step as identified below. Attach additional documents where required.

Step 1: Narrative Daily Teaching Reflection
Directions: Complete Task 3.A. by keeping a daily teaching reflection log of each lesson completed. Complete the log following each day's lesson. Within this log, pay particular attention to the Subgroup/focus student who were previously identified and respond to specific prompts regarding these students. Within the daily narrative:

- Provide descriptions, analysis, and reflection on:
  - plans for instruction,
  - performance of the lesson, and
  - implications for future instruction.
- Address Focus prompts for subgroup/focus student

Focus Prompts: The following questions refer to the Unit Design created in Task 2 and can be utilized when responding to the daily teaching reflections.

- Were the lesson plans for the day followed, or were adjustments made? Explain response.
- How well did the lesson go?
- What went well?
- What did not go well?
- How effective were the plans for instruction?
- Did students meet each objective that was set for this lesson? Explain response.

- Describe how lesson strategies were effective in eliciting student learning?
- Describe the implications for future instruction based on analysis.

Focus Prompts: For Subgroup/Focus Student address the following questions (when most appropriate):

- How were pre-assessment results used to inform instruction for each student in this unit?
- How were formative assessments used to inform instruction for each student?
- Was the plan for adaptations successful for the achievement of the unit objectives for each student? Explain.

Response should be limited to two pages for Task 3.A.

Step 2: Student Interaction and Engagement
Directions: Task 3.B requires the candidate to focus on strategies that were utilized in the unit to have students interact and engage in the learning process throughout the unit. The candidate should focus on strategies utilized to promote student-to-student interaction and student-to-teacher interactions. The responses should be reflective responses based on the lessons presented in the unit.

Response should be limited to one page for Task 3.B.

Step 3: Analysis of Assessment
Directions: The candidate will complete Task 3.C. by responding to each prompt provided in the chart.

The candidate will respond to the Pre-Assessment administered at the beginning of the unit; the formative assessment or assessments provided throughout the unit; and the post assessment (summative) administered at the end of the unit.

- A copy of the pre-assessment and the corresponding scoring key/rubric must be provided in Appendix C.
- A copy of ONE of a formal assessment and the corresponding scoring key/rubric must be provided in Appendix C.
- A copy of ONE informal assessment and the corresponding scoring key/rubric must be provided in Appendix C.
- A copy of the summative assessment (post-assessment) and the corresponding scoring key/rubric must be provided in Appendix C.

For each assessment the candidate must report the data (e.g. results of assessment) and discuss the interpretation of the data. Candidate must also describe how the data for this assessment were used:

- in proceeding with instruction (pre-assessment);
- to determine accommodations or modifications (formative assessments);
- to demonstrate meeting learning objectives for the unit (Summative (Post assessment))
- to demonstrate not meeting learning objectives (Summative (Post assessment))

Response should be limited to one page for Task 3.C.

Step 4: Visual Representation of Disaggregated Data
Directions: The candidate will complete Task 3.D. by creating a chart, table, and/or graph to report the results of each assessment administered in the unit. These will be placed in Appendix C. This includes the Pre-assessment at the beginning of the unit and the Summative Assessment (post-assessment) administered at the end of the unit. The data should include both the whole class and the subgroup/focus students. The candidate must title the table/chart/graph and use labels to accurately portray the data.

Response should be limited to two pages for Task 3.D in Appendix C.

Task 3.C. and 3.D. Prompts:
Use the following prompts to guide responses in Task 3.C and in creating the table/chart/graph in Task 3.D. In reporting the data, provide an overall summary of class performance as well as disaggregated by previously identified Subgroup/Focus Students from Task 1.

Pre-assessment

- Disaggregate data for the Whole Class, Subgroup/Focus Students in chart/graph/table form.
- Analyze pre-assessment results.
- Discuss the results in reference to each learning objective(s).
- Describe how pre-assessment data was used to proceed with instruction for all students.
- What is the plan to differentiate for all learners?

Formative

- Analyze formative assessment results.
- Discuss results in reference to each learning objective(s). Which students did not learn what was intended they learn? Discuss adaptations based on the results of formative assessments.
- Identify differentiation implemented to help all students meet the goals and objectives of this unit.
- Summative
- Disaggregate and analyze (in chart/graph/table form for the Whole Class, Subgroup/Focus Student) results. What did the disaggregated data reveal?
- Discuss the results in reference to the learning objectives.
- Did all students learn what was intended they learn? Explain

Helpful Reminders:

When analyzing unit lessons, consider...

- Completing the daily teaching reflection log each day rather than waiting for a later time to construct responses.
- Make sure the daily log shows analysis and reflection and is not just a restatement of what happened for that lesson.
- Record any communications with individuals who are resources (*students, parents, community members, and other professionals*) in the Communications Log for Task #4.

When analyzing focus students' work, consider …

- Utilizing the focus prompts to guide responses.
- Consulting support staff to provide additional strategies for working with these students. When displaying assessment results for the unit, consider...
- Selecting contextual factors that make sense for the group of students.
- Select the most appropriate form to display the data using a chart, table, or graph and present information in a way that is clear and easy to read.
- Completing the pre-assessment prior to developing the Unit plans.
- Showing how the data was analyzed and utilized.

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Teacher Licensure Capstone Scoring Rubric
Task 3 Teaching and Learning

Focus Area C	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 8 <u>Instructional Strategies</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways	Minimal teaching and learning strategy used, or strategies are not appropriate for students' diverse contextual factors and reading abilities. Minimal teaching and learning strategies used or strategies do not meet the diverse cognitive, social, and emotional needs of all learners. Instructional strategies used are not aligned with content and learning objectives being taught. Does not monitor student learning.	Limited number of teaching and learning strategies used but are not always appropriate for students' diverse contextual factors and reading abilities. Limited number of teaching and learning strategies used, but strategies do not consistently meet the diverse cognitive, social, and emotional needs of all learners. Instructional strategies are aligned with content but not all learning objectives being taught OR Instructional strategies are aligned	Uses a variety of teaching and learning strategies that are appropriate for students' diverse contextual factors and reading abilities. Uses multiple teaching and learning strategies to meet the diverse cognitive, social, and emotional needs of all learners. Uses instructional strategies that are aligned with content and learning objectives being taught. Monitors and adjusts strategies in response to learner feedback (pre-assessment data, formative assessments) Uses teaching practices to meaningfully engage	Uses a variety of empirically-supported teaching and learning strategies that are appropriate and specific for students' diverse contextual factors and reading abilities. Uses multiple teaching and learning research-based strategies to meet the diverse cognitive, social, and emotional needs of all learners. Uses instructional strategies that are clearly aligned with content and learning objectives being taught. Monitors and adjusts strategies in response to

	Students are not engaged in active inquiry or higher level thinking.	with learning objectives, but not appropriate for the content being taught Monitors student learning, but does not adjust instructional strategies in response to learner feedback. Students are engaged in active inquiry, but not higher level thinking OR students are engaged in higher level thinking, but not active inquiry.	students in active inquiry and higher level thinking (i.e. questioning concepts, developing learning strategies, seeking resources, conducting independent investigations)	learner feedback (pre-assessment data, formative assessments). Uses exemplar teaching practices to meaningfully engage students in active inquiry and higher level thinking (i.e. questioning concepts, developing learning strategies, seeking resources, conducting independent investigations).
Standard 5 Application of Content The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.	The ability to integrate across and within content fields is not demonstrated.	Demonstrates the ability to integrate across or within the content fields but integration does not support learning.	Demonstrates the ability to integrate across and within content fields. Integration supports learning.	Demonstrates the ability to effectively and relevantly integrate across and within content fields. Integration supports learning.

Standard 3 Learning Environment The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	Does not incorporate technology	Incorporates technology and justifies its enhancement of instructional practices, but does not help all students use instructional technology effectively OR helps all students use instructional technology effectively, but use did not enhance instruction OR infrequent use of technology with little impact on student learning	Incorporates technology and justifies the use of technology to enhance instructional practices, and help all students use instructional technology effectively.	Effectively incorporates relevant educational technology and fully justifies the use of technology to enhance instructional practices, and help all students use instructional technology effectively.

Focus Area D	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 3 Learning Environment The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	No clear evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. A minimal range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used and not all were effective.	Limited evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. A range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used, but not all were effective.	Maintains an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students. Uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom	Maintains an environment that includes appropriate independent and/or group participation to facilitate positive social interaction, equitable engagement, and self-motivation of all students. Uses a range of empirically-supported strategies to promote positive relationships, cooperation, and purposeful learning in the classroom

Focus Area E	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 6 Assessment The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.	Variety of assessment techniques are not evident. Variety of assessment types are not evident. Data are not disaggregated or used to improve instruction OR data are not provided Assessment is not used to inform or improve instruction for focus student	More than one type of assessment is given, but there is no evidence showing that resulting data were used to improve instructional practice Data are disaggregated, but not used to inform or improve instruction Assessment is used and explained, but did not address the subgroup/ focus student needs; OR did not result in relevant modification.	Uses a variety of informal and formal assessment techniques (e.g.,. portfolios, multiple choice, short answer, essay, observations, performance assessments, student self-reflections) Disaggregated data are analyzed, and assessment results used to inform and improve instruction As a result of assessment results, monitors teaching strategies in relation to subgroup/focus student success; modifies plans and instructional approaches accordingly.	Uses a variety of appropriate informal and formal assessment techniques (e.g., portfolios, multiple choice, short answer, essay, observations, performance assessments, student self-reflections) Disaggregated data are appropriately analyzed, and assessment results appropriately interpreted and used to inform and improve instruction As a result of assessment results, consistently monitors teaching strategies in relation to subgroup/focus student success; appropriately modifies plans and

				instructional approaches accordingly.
Focus Area F	**Ineffective (1)** **Ineffective, minimal, little or no evidence**	**Developing (2)** **Limited, uneven evidence**	**Effective (3)** **Clear and convincing, appropriate, consistent, effective**	**Highly Effective (4)** **Exemplar**
Standard 9 Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Reflection demonstrates a minimal or ineffective ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the sub-group or focus student. Reflection on the focus lessons minimally identify the positive impact for learning in regard to the instructional strategies used. Or reflection is absent. Reflection on the focus lessons minimally identifies the positive impact for learning in	Reflection demonstrates a limited ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the sub-group or focus student. Reflection on the focus lessons is limited in identifying the positive impact for learning in regard to the instructional strategies used. Reflection on the focus lessons is limited in identifying the positive impact for learning in regard to the overall classroom environment. Evidence demonstrates a limited reflection of all	Reflection demonstrates a consistent and thorough ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the sub-group or focus student. Reflection on the focus lessons clearly and effectively identify the positive impact for learning in regard to the instructional strategies used. Reflection on the focus lessons clearly and effectively identifies the positive impact for learning in regard to the overall classroom environment. Evidence demonstrates an effective and convincing	Reflection demonstrates an exemplar and thorough ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the subgroup or focus student. Reflection on the focus lessons clearly, specifically, and effectively identify the positive impact for learning in regard to the instructional strategies used. Reflection on the focus lessons clearly, specifically, and effectively identify the positive impact for learning in regard to the

	regard to the overall classroom environment. Evidence demonstrates a minimal or nonexistent reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students	three types of assessments used based on the results achieved for the learning goals and objectives set for students.	reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.	overall classroom environment. Evidence demonstrates an effective and exemplar reflection of all three types of assessments used based on the results achieved for the learning goals and objectives set for students.

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Task 4 - Self-Evaluation and Reflection

Task Overview
Task 4 is all about REFLECTION on professional practice.

The candidate will:

- analyze the effects of instruction on student learning and determine which objectives were most successful and which were least successful;
- reflect on strategies for improvement in future instruction to improve student performance.
- Personally reflect on aspects of their instruction that should be improved.

The purpose of this task is to address Focus Area F. Responses to this task will be scored on the extent to which they provide clear, convincing, appropriate, consistent, and effective evidence according to the rubrics at the end of this task.

Composing Response:
This Task has been divided into individual steps. Tables and narrative responses will be completed and submitted for each step as identified below.

Step 1: Reflection and Description of Successful Objective(s)
Directions: Complete Task 4.A. After analyzing the assessment results, the candidate will identify at least one learning objective, maximum two, from the unit that were the most successful. The candidate will then explain why this objective or objectives were successfully met. The candidate should give more than one reason for each of the objectives identified. Limited to ½ page.

Step 2: Reflection and Description of Unsuccessful Objective(s)
Directions: Complete Task 4.B. After analyzing the assessment results, the candidate will identify at least one learning objective, maximum two, from the unit that were the least successful. The candidate will then explain why this

objective or objectives were the least successfully after teaching the unit. The candidate should give more than one reason for each of the objectives identified. In addition, the candidate must discuss at least TWO things to do differently in the future to improve students' performance. Limited to ½ page.

Response should be limited to one page for Task 4.A and 4.B.

Step 3: Reflection on Unit and Implications for Teaching

Directions: Complete Task 4.C. After analyzing the assessment results, the teaching of the unit, student performance, and two detailed lessons, the candidate will identify at least TWO aspects of their instruction that should be improved. In addition, the candidate will need to explain their reasoning for choosing these two aspects.

Response should be limited to one page for Task 4.C.

Helpful Reminders:

When reflecting on lessons and assessments, consider...

- The rationale for success and lack of success of student learning objectives.
- Improvements that could be made to lesson planning and future teaching.
- The impact these improvements could have on anticipated professional growth activities.
- Completing the reflection as events occur as opposed to trying to construct the chart from memory.

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Teacher Licensure Capstone Scoring Rubric
Task 4 Self-Evaluation and Reflection

Focus Area F	Ineffective (1) Ineffective, minimal, little or no evidence	Developing (2) Limited, uneven evidence	Effective (3) Clear and convincing, appropriate, consistent, effective	Highly Effective (4) Exemplar
Standard 9 Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Reflection does not identify learner objectives where students were successful and/or provides no rationale for success. Reflection does not identify learner objectives where students where less than successful and/or provides no rationale for lack of success. Reflection does not identify or discuss strategies to extend instruction for successful learner objectives.	Reflection identifies a minimum of one maximum of two learner objective where students were successful and provides rationale for success. Reflection identifies a minimum of one maximum of two learner objective where students were less than successful and provides rationale for lack of success. Reflection identifies and discusses one strategy to extend instruction for successful learner objectives.	Reflection identifies a minimum of one maximum of two learner objectives where students were successful and provides rationale for success. Reflection identifies a minimum of one maximum of two learner objectives where students were less than successful and provides rationale for lack of success. Reflection identifies and discusses two or more strategies to extend instruction for successful learner objectives. Reflection identifies and discusses two or more	Reflection clearly identifies a minimum of one maximum of two learner objectives where students were successful and provides detailed rationale for success. Reflection identifies a minimum of one maximum of two learner objectives where students were less than successful and provides detailed rationale for lack of success. Reflection identifies and discusses two or more research-based strategies to extend instruction for successful learner objectives. Reflection identifies and discusses two or more research-based strategies to

	Reflection does not identify or discuss strategies to improve instruction on less than successful learner objectives. Adaptations for instructional changes were insufficient or missing. No goals for professional growth were identified, OR goals did not emerge from teaching the unit.	Reflection identifies and discusses one strategy to improve instruction on less than successful learner objectives. Limited adaptations for instructional changes were identified with minimal discussion provided. One goal for professional growth that emerged from teaching this unit was identified.	strategies to improve instruction on less than successful learner objectives. Multiple adaptations for instructional changes were provided and discussed. Two goals for professional growth that emerged from teaching this unit were identified.	improve instruction on less than successful learner objectives. Multiple, appropriate adaptations for instructional changes were provided and discussed. Two relevant goals for professional growth that emerged from teaching this unit were identified and explained.

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REFERENCES

Use this section to list credible resources you cited in the text to inform and/or support your instructional decisions/rationale in this work sample.

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APPENDIX A Demographic Data for classroom, school, and district

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APPENDIX B Detailed Lesson Plans (2)

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APPENDIX C Assessments and Rubrics