



Capstone Project Instructions

Modified for Added Endorsement Only Candidates
2024-2025

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Welcome to the Capstone for Added Endorsements

The **Capstone Project** is designed for pre-service teachers to complete in their final semester as a part of the Corban University Education Program providing an opportunity to assess the impact of a candidate's time in the school and classroom. ***For those looking to add an endorsement to an existing teaching license, the Capstone Project has been modified to capture evidence of understanding and implementing appropriate content, pedagogy, and assessment that is specific to the discipline.***

The **Capstone** serves as an important data collection point in the process of licensure for the State of Oregon. The **Capstone** has been approved by Teacher Standards and Practices Commission (TSPC) for Corban University to use in accordance with Oregon Administrative Rules (OARs) as a measure of a candidate's performance assessment. The completion of the **Capstone** will serve as a summative assessment and will be consequential in nature for completion of the program and obtaining a state license or adding an endorsement.

The **Capstone** requires an extended unit of study (5-10 lessons) – long enough that a candidate is able to document student growth and analyze the learning gains made by students. The length of the unit designed for the **Capstone** depends on many factors, including subject area and the age of students. There are some elements of the **Capstone** that can be started right away, while others will be attended to closer to the teaching of the **Capstone** unit. The table below gives an idea of a timeline for completing the assessment.

In approaching the completion of the **Capstone**, there are some elements that can be started right away, while others will be attended to closer to the teaching of the **Capstone** unit. The following table gives a timeline for completion.

When		What
Before Teaching The Unit	<i>Immediately</i>	Start gathering information about your community, school & classroom (Context for Learning Narrative). - Secondary candidates should select 1 class period to use for the Capstone. - Elementary candidates use their self-contained classroom
	<i>ASAP</i>	Decide on your topic and start planning your unit.
	<i>Next ASAP</i>	Write your - Unit Description - Lesson Plans - Planning Narratives - Biblical Worldview Narrative
While Teaching the Unit		Document Formative Assessments. Keep up with Reflection for each day on your Lesson Plans.
After Teaching the Unit		Complete IMPACT sheet (Excel). Analyze the Learning of your students. Complete the Professional Development Reflections.

Scoring the Capstone

The **Capstone** will be scored by a trained scorer using rubrics designed to measure each element of the assessment. Rubrics focus on qualities and expectations in accordance with InTASC standards and Corban School of Education Expected Outcomes. Levels of proficiency (Not Acceptable -1, Proficient -2, Accomplished -3, Exemplary -4) are described for each row of each rubric. To satisfactorily meet the requirements of the assessment:

- Candidates are required to score a minimum of a Proficient (2) on each row of the rubrics in the Capstone Project to have passed the assessment and completed their clinical placement.

All Capstones will be scored and returned to candidates within two weeks of submission.

Accommodations

Teacher candidates with disabilities will be reasonably accommodated in completing the **Capstone**. Teacher candidates with disabilities that may affect their ability to complete the projects with reliability are directed to contact their University Supervisors and the Corban University Student Support Office. The service office will notify the appropriate faculty and supervisors regarding necessary accommodations and will assist in providing those accommodations as needed.

Corban University is committed to full compliance with the Rehabilitation Act (Section 504), 1973, and the Americans with Disabilities Act, 1990. As part of the implementation of this law, the University will continue to provide reasonable accommodation for academically qualified students with disabilities so that they can participate fully in the University's educational programs and activities. Although Corban University is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students," the University will provide reasonable academic accommodation. It is the specific responsibility of the University administration and all faculty serving in a teaching capacity to ensure the University's compliance with this policy. Any student requesting academic accommodations based on a disability is required to register with Student Support each semester. A letter of verification for approved accommodations can be obtained from Student Support. Please be sure the letter is delivered as early in the semester as possible. Student Support is in Schimmel Hall 203 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The Student Support email address is studentsupport@corban.edu.

Specific Accommodations for the Capstone may also include:

- Students have the option to teach their Performance Assessment in a language other than English. The Corban School of Education can have Performance Assessments submitted in Spanish scored through our adjunct and partner pool.
- For Performance Assessments needing to be submitted in a language other than English or Spanish, the School of Education will search for a scorer to assess the work in that language. If no scorer can be found, transcription services available in the Student Support Office.
- With supervisor approval, candidates may record their narratives in their native language.
- Accommodations for candidates who need access will be able to use supports that align with the Corban University Student Support Office.
- With supervisor and director approval, additional training, or examples of the Capstone may be provided to the candidate.

Components of the Capstone

The Corban Capstone Project includes submission of the following components. Please organize the file names when compiling the .zip folder for submission using the numbering system below. Save all data and narrative files as .docx, .xlsx, or .pdf.

Preparation

- ☐ 1. Context for Learning
- ☐ 2. Unit Description
- ☐ 3. Lesson Plans (5-10)
 - ☐ Include resources, handouts, assessments and scoring guides/rubrics
- ☐ 4. Planning Narrative 1: Scaffolded Teaching Strategies
- ☐ 4. Planning Narrative 2: Differentiation
- ☐ 4. Planning Narrative 3: Learning Activities Using Authentic Language
- ☐ 4. Planning Narrative 4: Student Strengths and Needs

Assessment and Analysis of Learning Data

- ☐ 6. Assessment and Data Collection Plan
- ☐ 6. Feedback Narrative
- ☐ 6. IMPACT Data Sheet
- ☐ 6. Student Record Document (Gradebook)
- ☐ 6. Whole Class Learning Analysis & Summary

Biblical Worldview Narrative

- ☐ 7. Biblical Worldview Narrative

Reflections and Professional Development

- ☐ 10. Final Professional Reflection on Capstone
- ☐ 10. Professional Development Reflection
- ☐ 10. Professional Activities Reflection

Description of Capstone Components

Context for Learning Narrative

The Context for Learning Narrative provides an opportunity to show your ability to understand the community and students you are serving. This is more than the statistics you can gather; this document needs to include *descriptive* information about the community, school, and classroom where you are doing your teaching and will provide essential background for effective planning and instruction. Use district provided information regarding school community and individual classroom demographics to write the narrative as if you were a 3rd party observer detailing the context in which you are teaching. Please use the following headings and prompts to organize your thinking for this narrative.

Community

The "community" is the area or population served by your school. The community at times (usually for a public school) will include:

- the physical area around the school
- the people
- housing availability
- businesses, parks, and other pieces that make up a school's community

At other times (usually for a private school) it may refer to:

- the families served by the school,
- the distances children come to attend the school,
- religious affiliations of families and students, and related elements.

Guiding questions:

- What are the demographics and diversity of the school's community?
- What role does the school play in its community?
- What are the assets and liabilities of the school's community?

School

The "school" portion may include some or all of the following:

- population of the school
- current issues surfacing at the school
- parent involvement
- number and type of staff members
- special services offered by the school
- pertinent policies of the school
- cultural, socio-economic and linguistic diversity
- goals of the school
- percentage of students on free/reduced lunch

What makes your school special? Talk with your cooperating teacher, principal and especially the school office manager and other staff members. You may also refer to your school's website, handbooks, and the state report card (<http://www.ode.state.or.us/>).

Classroom

The “classroom” refers to the group of students you will be teaching for this unit. The students may or may not be in the classroom the majority of the day. Cultural, socio-economic and linguistic diversity must be addressed here. Information about the classroom includes, but is not limited to:

- grade level & number of students
- number of students on IEPs/504s/TAG or with other needs identified
- subject
- routines and management
- attendance patterns which affect student learning
- time allotted for teaching

Guiding Questions:

- What diverse groups are represented in your classroom and what do you need to be aware of as you plan and teach?
- How are the students not necessarily “like you” in their background, and how will you demonstrate your understanding of how those differences affect your planning and teaching?
- What strengths do students bring into the classroom?
- What needs exist for students?

Application of Context for Learning

- How will your teaching be affected by what you have learned about your community, school and classroom?
- How will your assessment be affected by what you have learned about your community, school and classroom?
- Are there resources in the community or at the school that will be helpful as you plan for instruction and assessment?

General Writing Guidelines

- All sections will be written in a professional manner.
- All section must be *free from biased language and sweeping generalizations*.
- Avoid statements that cannot be substantiated.
- Include a Reference Page if necessary.
- Write as though a parent would be reading your work.
- As with all sections of the **Capstone**, do not use specific names (including that of the school, classroom teacher, and students). Privacy issues must be respected.

Context for Learning Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>Rubric 1.1 - Community</p> <p>Clear understanding of diverse cultures and communities to ensure inclusive learning environments (e.g., SES, ethnicity, and population stability are addressed in non-biased language); local resources for teaching identified; information is relevant to the impact of the community / setting on teaching decisions and on student learning.</p> <p><i>Aligns with InTASC Standards #2 & #3</i></p>	<p>Candidate has inaccurately described the community served by their school or left out major aspects of the community.</p> <p>Bias language is used.</p>	<p>Candidate has described the community served by their school with few inconsistencies or inaccuracies. There was identification of details that distinguish this community.</p> <p>Writing is free from bias.</p>	<p>Candidate has accurately described the community served by their school. There was identification of a variety of details that distinguish this community. Writing is free from bias.</p>	<p>Candidate has thoroughly and accurately described the community served by their school. There was identification and explanation of a variety of details that distinguish this community.</p> <p>Writing is free from bias.</p>
<p>Rubric 1.2 - School</p> <p>Information about the school (e.g., SES info, linguistic diversity, etc.), values the input and contributions of families, colleagues, and other professionals to promote learner growth and development.</p> <p><i>Aligns with InTASC Standards #1 & #3</i></p>	<p>Candidate has inaccurately described their school or left out major aspects necessary for understanding the school culture.</p> <p>Bias language is used.</p>	<p>Candidate has described their school with few inconsistencies or inaccuracies. There was identification of details that distinguish this school.</p> <p>Writing is free from bias.</p>	<p>Candidate has accurately described many aspects of their school. There was identification of a variety of details that distinguish this school and contribute to understanding the school climate.</p> <p>Writing is free from bias.</p>	<p>Candidate has thoroughly and accurately described many aspects of their school. There was identification and explanation of a variety of details that distinguish this school.</p> <p>Writing is free from bias.</p>
<p>Rubric 1.3 Classroom</p> <p>Information about the physical environment as well as students' strengths, interests, and needs in each area of development (cognitive, linguistic, social, emotional, and physical) that enable each student to meet high standards.</p> <p><i>Aligns with InTASC Standards #1 & #2</i></p>	<p>Candidate has inaccurately described their classroom or left out major aspects necessary for understanding the classroom atmosphere. There was little to no discussion of student strengths, interests and needs.</p> <p>Bias language is used.</p>	<p>Candidate has described their classroom with few inconsistencies or inaccuracies. There was identification of details that distinguish this classroom. Student strengths, interests AND needs were included. Writing is free from bias.</p>	<p>Candidate has accurately described their classroom. There was identification of a variety of details that distinguish this classroom. Student strengths, interests AND needs were thoroughly addressed.</p> <p>Writing is free from bias.</p>	<p>Candidate has thoroughly and accurately described their classroom. There was identification and explanation of a variety of details that distinguish this classroom. Student strengths, interests AND needs were explained in detail and valued as contributing to class environment.</p> <p>Writing is free from bias.</p>

<p>Rubric 1.4 - Application of Context</p> <p>Evidence of professional consideration and multiple perspectives to the discussion of each student's development, individual differences, and diverse environments to design and implement developmentally appropriate and challenging learning experiences.</p> <p><i>Aligns with InTASC Standards #1, #2, & #3</i></p>	<p>Candidate has a limited description of factors from the community, school, and/or classroom. There is little or no insight into how the data will inform their teaching and influence the instructional and assessment strategies they will choose. Bias language is used.</p>	<p>Candidate has described several factors from the community, school, and classroom that will inform their teaching and influence the instructional and assessment strategies they will choose. One section may be weaker than the other two, but there is a focus on the implications for teaching. Writing is free from bias.</p>	<p>Candidate has described specific factors from the community, school, and classroom that will inform their teaching and influence the instructional and assessment strategies they will choose. Writing is free from bias.</p>	<p>Candidate has thoroughly described specific factors from the community, school, and classroom that will inform their teaching and how those factors influence the instructional and assessment strategies they will choose. Writing is free from bias.</p>
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Unit Description

The **Capstone** requires creating a unit spanning 5-10 days of instruction. Use the template in Appendix A to create a Unit Description. Candidates demonstrate proficiency in planning coherent, research-based instructional experiences with a focus on Universal Design for Learning. This standards-based unit of instruction will include a minimum 5-day instructional sequence outlined within the unit description. Candidates will submit a minimum of 5 lesson plans with attached learning materials and assessments included in the Assessment and Data Collection Plan. Single-subject candidates will focus on the content area of endorsement and multiple-subject candidates will focus on math and literacy content.

For Multiple-Subject Candidates please choose 1 of the following options:

1. Create one integrated unit of math and literacy with one unit description, accompanying lesson plans, and Assessment and Data Collection Plan.
2. Create TWO units of instruction, one literacy and one math, with individual unit descriptions, lesson plans (5-10 per unit), and Assessment and Data Collection Plan for each unit.

For Single-Subject Candidates:

1. Create one unit description, accompanying lesson plans, and one Assessment and Data Collection Plan for your content area of endorsement.

All candidates, regardless of which option you select, include:

1. Unit lesson plans with a focus on universal design for learning.
 - a. Attach any learning materials used.
 - b. Attach any formal assessment designed to collect individual student data including the scoring instrument and criteria used.

As you create your unit description and lesson plans, use the Assessment Planning and Collection Plan (Appendix C) to document your plan for assessment. This tool will be a preview of the instruments you plan to use as assessment throughout your unit as you provide multiple forms of evidence in student engagement and learning. As you plan assessments for your unit that reflect the goals you have identified in your unit description, determine the criteria used to identify whether a student Met (M), did not meet (N) or made progress without meeting (P) for each of your unit goals. Eventually, you will use these criteria to track progress and results on your IMPACT data sheet. More information about this part of planning is included in the Assessment and Analysis of Learning section below.

Unit Description Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>Rubric 2.1 - Alignment of Unit</p> <p>Unit goals and objectives in lesson plans are aligned with standards; focus on higher-level learning and application.</p> <p><i>Aligns with InTASC Standards #4 & #6</i></p>	<p>Candidate has identified some unit goals that will guide the unit. Few, or none, of the goals are broad enough to cover the entire unit. Goals describe specific learning outcomes to be achieved or are just a description/list of strategies. One or more of the goals do not align with a standard.</p>	<p>Goals and objectives used throughout the unit cover the entire unit, describe specific learning outcomes to be achieved, and are not just a description of strategies. One of the goals may not completely align with a college- and career-ready standard.</p>	<p>Goals and objectives used repeatedly through the unit to span the entire unit and describe specific learning outcomes to be achieved. Each goal aligns with a college- and career-ready standard.</p>	<p>Candidate has unit goals that will guide the unit and move students into higher-level learning and application. Goals are <i>comprehensive</i> enough to cover the entire unit and describe specific learning outcomes to be achieved and are appropriate for the learners. Each goal aligns with a college- and career-ready standard.</p>
<p>Rubric 2.2 - Content of Unit</p> <p>Description of content and daily topical list demonstrates knowledge and understanding of content, flow of curriculum, logical sequencing of topics, and major activities/assessments designed to assist students in meeting goals of unit.</p> <p><i>Aligns with InTASC Standards #4 & #6</i></p>	<p>Candidate has not included a description of the content to be taught in the unit. A day-by-day topical outline is provided, but does not list each day, or does not demonstrate an understanding of the flow of curriculum, content, activities, and assessments directing students toward meeting any of the unit goals.</p>	<p>Candidate has included a description of the content to be taught in the unit that demonstrates proficient content knowledge. A day-by-day topical outline is provided and shows an understanding of the flow of curriculum, content, activities, and assessments directing students toward meeting some of the unit goals.</p>	<p>Candidate has included a strong description of the content to be taught in the unit that demonstrates a strong understanding of content knowledge. A day-by-day topical outline is provided which demonstrates a good understanding of the flow of curriculum, content, activities, and assessments directing students toward meeting the unit goals.</p>	<p>Candidate has included a detailed description of the content to be taught in the unit that demonstrates exceptional understanding of content knowledge. A day-by-day topical outline is provided which demonstrates a deep understanding of the flow of curriculum, content, activities, and <i>appropriate</i> assessments directing students toward meeting the unit goals.</p>
<p>Rubric 2.3 - Rationale</p> <p>Addresses current academic purpose as well as how the learning from this unit impacts future schooling needs and application to life outside of school.</p> <p><i>Aligns with InTASC Standards #4 & #5</i></p>	<p>Candidate has a limited, or no, explanation of why the content and skills in this unit are important for students to learn. None, or only one, of the following are addressed: preparation for subsequent learning, support for other content areas, enhanced understanding of the world, and becoming an informed citizen.</p>	<p>Candidate has explained why the content and skills in this unit are important for students to learn. Some, but not all, of the following are addressed: preparation for subsequent learning, support for other content areas, enhanced understanding of the world, and becoming an informed citizen.</p>	<p>Candidate has explained why the content and skills in this unit are important for students to learn. Each of the following is addressed: preparation for subsequent learning, support for other content areas, enhanced understanding of the world, and becoming an informed citizen.</p>	<p>Candidate has clearly and concisely explained why the content and skills in this unit are important for students to learn. Each of the following is addressed with clear explanations: preparation for subsequent learning, connections to other content areas, enhanced understanding of local and global issues, and becoming an informed citizen.</p>

<p>Rubric 2.4 - Prior Learning</p> <p>Clear outline of unit prerequisite skills and knowledge needed for students to understand content and successfully demonstrate learning in current unit of study.</p> <p><i>Aligns with InTASC Standards #1, #4 & #5</i></p>	<p>Candidate may or may not have included a weak description of EITHER prior knowledge OR key skills students need to possess to complete this unit. If a description is provided it is limited and non-descriptive.</p>	<p>Candidate has included a description of prior knowledge AND key skills students need to possess to complete this unit. The description is limited and non-descriptive.</p>	<p>Candidate has included a detailed description of prior knowledge AND key skills students need to possess to successfully complete this unit.</p>	<p>Candidate has included a detailed description of several aspects of prior knowledge AND key skills students need to successfully complete this unit. Explanation is provided of how students will build on prior content knowledge and link to familiar concepts and experiences in order to be successful.</p>
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Lesson Plans

Submit a lesson plan for each of the days in your unit using the Corban Lesson Plan Format. Use the Lesson Plan Template (See Appendix B). Make sure your entire sequence of lessons is aligned in the following areas:

» Standards	» Goals	» Objectives	» Language Demand
» Content/Strategies	» Assessment	» Differentiation	» Motivation/Closure

Some reminders to think about for each lesson:

- Do you have both a **content** and **language standard**?
- Do you have both **content** and **language objectives**?
- Does your **Motivation** describe what you will **DO** to hook the students' interest?
- Does the **Content** section clearly outline **WHAT** students are going to learn? Activities are NOT Content.
- Does your **Strategies** section reflect **HOW** they will learn the content? Be sure to include **time estimates** for each strategy. Indicate the **objective(s)** that each strategy is helping the students learn.
- Have you shown how you will **differentiate** your instruction and included supports for individual students or groups of students? Remember to not use student names.
- Have you listed the **assessment tools** you will use to assure that your students have learned the content? Indicate which **objective(s)** each assessment addresses.
- Does your **closure** address your objectives or the most important objective for the lesson?
- Have you identified where **technology** is incorporated in the lesson, either in planning, instruction, student use or assessment?
- Have you included **research and theories** that have informed your planning, instruction, management or assessment?
- Have you listed all the **materials** you will need and the **resources** you used?

Include a **Reflection** after teaching each lesson in which you explore what went well, what you might do different, and how this lesson will impact the next lesson's plan.

With the final copy of your Capstone, attach copies of pre-made masters, handouts, other supplemental materials, assessments and scoring guides/rubrics that were used for each lesson. You **DO NOT** need to include samples of student work and remember to **NOT** use student names.

Lesson Plans Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>Rubric 3.1 - Alignment</p> <p>Lessons show alignment starting with standards through unit goals to lesson objectives. Learning activities, resources, and assessments support this alignment.</p> <p><i>Aligns with InTASC Standards #4 & #6</i></p>	<p>Few lessons demonstrate alignment between standards, goals and objectives. Activities and resources do not support standards, goals, and objectives. Not all unit goals or lesson objectives are covered in the included plans.</p>	<p>Lessons are aligned to standards, goals and objectives. Majority of activities and resources are aligned with standards, goals, and objectives. All unit goals and most lesson objectives are covered in the included plans.</p>	<p>Lessons are aligned to standards, goals, and objectives. Almost all activities and resources are aligned with standards, goals, and objectives. All unit goals and lesson objectives are covered in the included plans.</p>	<p>Lessons are aligned to standards, goals, and objectives. All activities and resources are aligned with standards, goals, and objectives. All unit goals and lesson objectives are covered in the included plans</p>
<p>Rubric - 3.2 Variety</p> <p>Lessons use a variety of instructional techniques, teaching strategies, resources, and assessments. Lessons cite a variety of research and theories.</p> <p><i>Aligns with InTASC Standards #2, #4, #5, #7, #8</i></p>	<p>Plans provide for minimal or no variety in instruction, strategies, materials, and assessments. Over reliance on a single resource, strategy, method, or theory.</p>	<p>Variety exists in instruction, strategies, materials, and/or assessments. Content provided to, and accessed by, students in a variety of formats. Identified a few (3-4) supporting research and theories.</p>	<p>Wide variety exists in instruction, strategies, materials, and assessments used in most lessons. Content provided to, and accessed by, students in a wide variety of formats. Multiple (5+) supporting research and theories identified.</p>	<p>Multiple approaches to instruction, strategies, materials, and assessments are used in EACH lesson. Content provided to, and accessed by, students in a wide variety of formats in EACH lesson. Multiple (5+) supporting research and theories identified.</p>
<p>Rubric 3.3 - Lesson Reflection</p> <p>Thoughtful reflection on learning about the lesson subject and the effectiveness of the strategies, approaches, and materials.</p> <p><i>Aligns with InTASC Standards #9(g)</i></p>	<p>Candidate has not included basic observations and reflections regarding their content. The Candidate shows little or no understanding or knowledge of how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p>	<p>Candidate has included basic observations and reflections regarding their content. The Candidate is beginning to understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p>	<p>Candidate has articulated observations and reflections regarding their content. The Candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p>	<p>Candidate has articulated insightful observations and reflections regarding their content. The Candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations.</p>

Planning Narratives

In preparing lessons for the **Capstone**, the Planning Narratives provide a chance to give explanation, rationale, and examples of the thought behind the lessons. These narratives should be completed alongside the creating of lesson plans before teaching the unit. Narratives provide evidence that you are using your context for learning, research and theories, and methods and concepts you have learned in your coursework throughout the planning, instructing and assessment process. Candidates will demonstrate critical thinking, pedagogical decision making, and progression of learning/questioning through the writing of the narratives.

Each narrative should be approximately one to two pages, single-spaced. Use examples from the lesson plans to demonstrate each component; however, explanation of each use or application from every lesson plan is not required. *Be sure to include and reference theories from your RAFT in your narratives.* Here are some samples extracted from a narrative of how candidates connected planning rationale with specific examples from lessons:

Sample 1 -Planning Narrative #1

"One way this can be seen in my lessons is in lesson plan number 7. Students will work in their table groups to come up with important evidence from the section of the article that they were responsible for and they will share with the whole class. The information that they share will go into Cornell notes being taken by the whole class."

Sample 2 Planning Narrative #2

"Before the grammar assessment in Lesson 4, students will be given the option during work time to gather in small groups to go over certain parts of the grammar. For example, one invite will go out to review conjunctive adverbs, one for parallel structure, and one for clauses. There will be an invite targeted to specific students I know are struggling to come work with me individually during this time."

Sample 3 Planning Narrative #5 -

"In the third lesson I showed pictures of snack foods that I had taken digital photos with from a local grocery store. I showed the pictures to the class and had students analyze the refined sugar content in each food. This activity was done with a google slideshow to enable students to see the pictures more easily and be more engaged in the lesson. This activity became a great example of the ISTE student standard of creative communicator. I decided to use technology to demonstrate how to communicate ideas and information in a creative way by pairing technology with hands-on learning activities. Through these lessons the students will be able to use technology and hands-on learning activities to empower themselves to make wise choices about their health."

Provide a narrative explanation of how the design of your lesson plans demonstrate each of the following components:

1. Scaffolded (whole class) teaching strategies.
 - a. Consider the following questions when constructing your narrative:
 - i. Describe the strategy(ies) you will be using in your lessons. Why did you choose these?

- ii. Explain how your selected strategies target the range of learners in the whole class.
- 2. Differentiation for academic and cultural background of students (individuals and groups).
 - a. Explain how your knowledge of students in your classroom informed your decisions about differentiation. Give examples including:
 - i. What data did you use to create purposeful learning experiences for all academic levels of learners (including IEP, 504, TAG, ELLs) in your classroom?
 - ii. What assessment accommodations did you provide for individuals and/or groups?
 - iii. What data did you use to determine the cultural background and/or emergent bilingual status of your students?
 - iv. What consideration did you give to the cultural background of your students when choosing resources and instructional strategies?
- 3. Learning activities requiring authentic use of language.
 - a. Explain how you provided students with opportunities for use of authentic language within your lessons. Give examples using the following questions:
 - i. How did knowledge of your classroom demographics help inform your instructional choices and opportunities for authentic language use?
 - ii. How did you address reading of texts, spoken language, and written language throughout the unit?
- 4. Instructional Design and Management with consideration of student strengths and needs.
 - a. In this narrative describe the ways in which you collected social/emotional data and how you used that to design purposeful and engaging lessons tailored to your classroom's collective group of learners. Consider the following guiding questions:
 - i. How did you gather data regarding student social/emotional needs?
 - ii. How did your data help you make instructional decisions that benefit all types of learners?
 - iii. Name some examples of management strategies you chose based on your understanding of student/classroom social and emotional needs.

Planning Narratives Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>Rubric 4.1 - Planning Narrative 1: Scaffolded Teaching Strategies</p> <p>Evidence of scaffolded strategies provided; instruction includes necessary supports so that content is accessible to all learners.</p> <p><i>Aligns with InTASC Standards #1, #2, #3 & #7</i></p>	<p>Information provided is inadequate, lacks appropriate development, or is missing. Candidate treats class as “one plan fits all”. Bias language used.</p>	<p>Candidate has provided sufficient examples of scaffolded strategies in planning and instruction for all students to access content. Writing is free from bias.</p>	<p>Candidate has provided thoughtful and intentional scaffolded strategies in planning and instruction. Instructional practices and student access of content meet the needs of all learners. Theories provide generic support for planning decisions. Writing is free from bias.</p>	<p>Candidate has provided strong examples of thoughtful and intentionally scaffolded strategies in planning and instruction. Clear and effective instructional practices and student access of content to meet the needs of all learners. Theories provide specific support for planning decisions. Writing is free from bias.</p>
<p>Rubric 4.2 - Planning Narrative 2: Differentiation for academic and cultural background of students</p> <p>Addresses needs of all students in classroom. Demonstrates awareness of the cultural diversity (both ethnic and SES-related), classroom culture and make up, including interests of students, preferred learning styles, academic ability and behavioral inclinations of class, clear links to specific lessons.</p> <p><i>Aligns with InTASC Standards #1, #2, #3 & #7</i></p>	<p>Candidate demonstrates a lack of, or poor, awareness of the cultural and SES-related differences and needs of their students. Very few, if any, strategies included in lessons are designed for students’ interests, learning styles and behavioral make-up of the class. There is no description of any accommodations that need to be made for any student(s), in form or process for assessments. Bias language used.</p>	<p>Candidate demonstrates an awareness of the cultural and SES-related differences and needs of MOST of their students. Only some of the strategies included in lessons are designed for students’ interests, learning styles and behavioral make-up of the class. There is a description of accommodations that need to be made for individual student(s) or sub-groups in form or process for assessments. Writing is free from bias.</p>	<p>Candidate demonstrates an understanding of the cultural and SES-related differences and needs of ALL their students. Most of the strategies included in lessons are designed for students’ interests, learning styles and behavioral make-up of the class. There is a description of accommodations that need to be made for individual student(s) or sub-groups in form <i>and/or</i> process for assessments. Theories provide generic support for planning decisions. Writing is free from bias.</p>	<p>Candidate demonstrates a critical understanding of the cultural and SES-related differences and needs of ALL their students. Strategies included in lessons are designed for students’ interests, learning styles and behavioral make-up of the class. There is a detailed description of accommodations that need to be made for individual student(s) or sub-groups in form <i>and</i> process for assessments. Theories provide specific support for planning decisions. Writing is free from bias.</p>

<p>Rubric 4.3 - Planning Narrative 3: Learning activities requiring authentic use of language</p> <p>Intentional time is provided in instruction to allow students to process learning in English and/or native languages.</p> <p><i>Aligns with InTASC Standards #1, #2, #3 & #7</i></p>	<p>Time for oral language processing is not included in explanation of instruction. Bias language used.</p>	<p>Candidate has provided examples of intentional time given during instruction for oral language processing. Writing is free from bias.</p>	<p>Candidate has provided clear examples of instructional time that allows for oral language processing in English and/or native languages. Theories provide generic support for planning decisions. Writing is free from bias.</p>	<p>Candidate has provided clear examples of intentional and thoughtful instruction time that allows for oral language processing in English and/or native languages. Theories provide specific support for planning decisions. Writing is free from bias.</p>
<p>Rubric 4.4 - Planning Narrative 4: Instruction with consideration of student strengths and needs</p> <p>Candidates identify the strengths and needs of all students in the focus classroom and provide specific evidence of how student strengths and needs shape instructional and assessment decisions.</p> <p><i>Aligns with InTASC Standards #1, #2, #3 & #7</i></p>	<p>Candidate has failed or minimally identified general strengths and needs of all students in the classroom. No information regarding how data regarding social/emotional needs was gathered. Minimal or superficial connections to instructional planning and assessment are evidenced. Bias language used.</p>	<p>Candidate has identified general strengths and needs of all students in the classroom with some consideration of subgroups. There is sufficient information about the gathering of data regarding social/emotional needs. Candidate has provided sufficient evidence detailing how identified strengths and needs have shaped instructional and assessment decisions. Writing is free from bias.</p>	<p>Candidate has clearly identified general and specific strengths and needs of all students in the classroom with clear consideration of subgroups. There is a complete description of the gathering of data regarding social/emotional needs. Candidate has provided clear evidence detailing how identified strengths and needs have shaped instructional and assessment decisions. Theories provide generic support for planning decisions. Writing is free from bias.</p>	<p>Candidate has provided several strengths and needs of all students in the classroom with purposeful consideration of subgroups. There is a detailed and thorough description of the gathering of data regarding social/emotional needs. Candidate has provided strong evidence detailing how identified strengths and needs have shaped instructional and assessment decisions. Theories provide specific support for planning decisions. Writing is free from bias.</p>

Assessment & Analysis of Learning Data

Candidates will exhibit the ability to align assessment and learning as well as being able to exhibit evidence of data analysis and support/rationale regarding pedagogical decisions for future student learning. Use your unit description and lesson plans to create a plan for assessment, collecting student work, providing feedback, and the analysis of learning that has happened during your unit. To show this intentional planning, alignment and evidence, provide the following:

1. Assessment and Data Collection Planning Tool
2. Feedback Narrative
3. IMPACT Data Collection Sheet
4. Student Records Document (Gradebook)
5. Whole Class Learning Analysis & Summary

Assessment and Data Collection Plan:

The following descriptions will help you complete the template, found in Appendix D. The function of this tool is to create alignment between planning, assessment, and analysis of student learning. A detailed description and instructions for each section is provided below. There are additional examples and guidance on the template.

Section 1:

This section is designed to document the pre-learning assessment for your unit. This assessment will be used to help you plan the learning for your unit. A pre-assessment of student learning is impactful in helping make early planning decisions to ensure purposeful instruction for all students. The date of administration of the pre-assessment for learning should be approximately two weeks before beginning a unit of instruction.

Section 2:

This section is designed to document what type of formal assessments will be used within the unit lessons to inform instruction and progress towards meeting lesson objectives and unit goals. Please provide the lesson number from the unit. Include a brief description of the assessment used and which lesson objectives and unit goal(s) the assessment addresses.

Note: some assessments may evaluate more than one unit goal or lesson objective. Not all lessons require a formal assessment; however, tracking which lessons will provide student data that is beneficial to analyzing learning gains towards unit goals and objectives is an important part of the assessment process.

Section 3:

This section is designed to use the information from Section 2 in order to determine which lessons will provide student work that allows the instructor to best assess progress toward the unit goals. Please provide the lesson number, a brief description of the work collected (e.g. graphic organizer using

compare and contrast), circle the scoring tool used to determine progress, and indicate if the student received oral and/or written feedback from the instructor. Any scoring tools identified here should be included with your submitted lesson plans. In this section, **Bold** the single assessment that will be used in constructing the Feedback Narrative described below.

Section 4:

This section is designed to provide the identifiers of Not Met, Progress, or Met for each collected unit goal based on the assessments you have identified in Sections 2 and 3. You will use these designations to evaluate student work and complete the Data Impact Sheet. Provide the unit goal number and a brief description of how you will determine Not Met, Progress or Met for the identified unit goal. It is acceptable to use more than one assessment in measuring progress toward a single goal. An example is provided within section 4 of the template.

Feedback Narrative

The feedback narrative is designed to show a candidate's ability to provide formative and focused feedback to a variety of students. It also will allow a candidate to explain how they will move student learning forward individually and for the whole class. To complete this narrative, using the assessment that you identified on the data collection tool, include the following:

- In an initial paragraph provide:
 - A description of the selected assessment.
 - Identify the targeted goal(s) and objective(s).
 - Explain the focus of your feedback.
- Select three (3) students, each representing a high, medium, or low score on the assessment. *If pursuing an ESOL endorsement, one (1) selected student must be a designated ELL.
- Articulate the feedback provided to each of the selected students.
 - Identify the format of the feedback (oral or written) and how it was provided to the students (whole class, small group, one-on-one).
 - Describe the feedback you provided to each of the three (3) students. Including strengths and growth points related to the specific learning objectives of the assessment. Remember to be specific in your feedback and avoid generic, vague statements such as "Good job!".
- In a final paragraph, explain how these three (3) students were representative of the whole class, citing whole class learning trends from the IMPACT Data Sheet. Based upon the feedback you provided, what are next steps for these students and the class as a whole?

An example of the Feedback Narrative is included in Appendix D.

IMPACT Data Sheet

- Use assessment data from the students in your class to complete the first sheet of the IMPACT Data Sheet.
- MS Excel will compute all of the percentages needed for data analysis on the second sheet.
- Save your document as a .xlsx or .pdf file.

Student Record Document (Gradebook)

- Collect and record student performance on assessments throughout the unit.
- Provide evidence of your records (without student names) in a format of your choosing: Excel, Database, Screenshot, etc. Save your records document as a .xlsx or .pdf file if not a screen shot.

Whole Class Learning Analysis & Summary

- Use data from the second sheet of your IMPACT Data Sheet to write the Whole Class Learning Analysis & Summary. Assume that the scorer is not looking at the IMPACT Data Sheet while scoring your Analysis & Summary and cite evidence in your narrative from the Data Sheet, as well as student work and assessment data.
- This summary will take the form of a narrative addressing the following:
 - Describe what students know and/or could do prior to the start of the unit that influenced your instructional planning and/or design of assessments.
 - Summarize student learning for your whole class based upon the unit goals you created and how you measured student learning for each goal.
 - Analyze patterns of learning for the whole class and differences for sub-groups and/or individual learners.
 - Provide rationale as to why those patterns of learning may exist.
 - Identify your teaching impact – what value did you add as a teacher?
 - Based on what you described, what would be plausible next steps in using the information learned about student gains for planning future instruction?
 - What are the next steps in student learning?

Assessment and Data Collection Plan / Analysis of Learning Data Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>6.1 - Unit Assessments & Data Collection</p> <p>Descriptions of assessments are complete and reflect clear alignment between stated unit goals and lesson plan objectives and assessments. Data collection includes variety of samples that inform the Data IMPACT Sheet and align with unit goals and lesson objectives.</p> <p><i>Aligns with InTASC Standards #1, #6 & #8</i></p>	<p>Assessment descriptions are insufficient and/or provide little to no purposeful alignment between assessment and unit goals. Little to no variety of assessments with no evidence of data collection. Data to be collected is insufficient and/or misaligned with stated unit goals or lesson objectives.</p>	<p>Assessment descriptions are present but may be lacking detail. Purposeful alignment between assessment and unit goals is present with some minor inconsistencies. Data to be collected correlates with stated unit goals and lesson objectives. Minor misalignment may be present.</p>	<p>Assessment descriptions are complete and detailed. Purposeful alignment between assessment and unit goals is present. Data to be collected has a strong correlation to stated unit goals and lesson objectives.</p>	<p>Assessment descriptions are thorough and detailed. Purposeful alignment between assessment and unit goals is evident and targeted to provide evidence of students meeting the unit goals. Data to be collected has a strong correlation to stated unit goals and lesson objectives.</p>
<p>Rubric 6.2 – Feedback Narrative</p> <p>Narrative describes an assessment, accurately identifies selected students, explains the specific feedback regarding strengths and growth points provided to students, and shows understanding of how selected students represent the whole class.</p> <p><i>Aligns with InTASC Standards #1, #6 & #8</i></p>	<p>Candidate has failed to identify a single assessment or how that assessment is aligned to goals and objectives. Feedback only described for two or fewer students. Feedback missing strengths OR growth points. Feedback to selected students does not extend to whole class learning trends. Bias language used.</p>	<p>Candidate has identified a single assessment and described how that assessment aligns to goals and objectives. Feedback is described for three selected students. Feedback is mostly aligned with the purpose of the assessment and addresses at least one strength AND growth point. Feedback is connected to whole class learning trends. Writing is free from bias.</p>	<p>Candidate has identified a single assessment and described how that assessment aligns to goals and objectives. Feedback is described for three selected students. Feedback is aligned with the purpose of the assessment and addresses more than one strength AND growth point in detail. Feedback is connected to whole class learning trends for both strengths and growth points. Writing is free from bias.</p>	<p>Candidate has identified a single assessment and thoroughly described how that assessment aligns to goals and objectives. Feedback is described for three selected students. Feedback is aligned with the purpose of the assessment and addresses multiple strengths AND growth points in detail. Feedback is explicitly connected to whole class learning trends for both strengths and growth points. Writing is free from bias.</p>

<p>Rubric 6.3 - IMPACT Data Analysis & Student Record Document</p> <p>Documentation of Teacher Candidate impact on student learning is presented.</p> <p><i>Aligns with InTASC Standards #6 & #9</i></p>	<p>IMPACT assessment data sheet OR Student Record Document is not completed. Data has been reported, but there are many data points missing. Not every student is accounted for AND/OR outcomes are not presented for each unit goal.</p>	<p>IMPACT assessment data sheet AND Student Record Document are fully completed, and accurate data has been reported. Each student is accounted for, and outcomes are presented for each unit goal.</p>	<p>NA</p>	<p>NA</p>
<p>Rubric 6.4 - Whole Class Learning Summary</p> <p>Complete analysis of the whole class's overall performance and learning gains from pretest and formative assessments for all students. Uses professional and unbiased language in writing to interpret and explain assessment data.</p> <p><i>Aligns with InTASC Standards #6 & #9</i></p>	<p>Candidate provides a weak description of what students knew before the unit and how the students performed throughout the unit. No identification of a specific area or goal in which the class was strong or weak. No rationale for the learning patterns included. Unprofessional and/or biased writing.</p>	<p>Candidate provides a brief description of what students knew before the unit and how the students performed throughout the unit. Candidate identifies a specific area or goal in which the class was strong OR weak. Provides thoughts as to why identified learning patterns exist. Professional and unbiased.</p>	<p>Candidate provides a description of what students knew before the unit and how the students performed throughout the unit. Candidate identifies specific areas or goals in which the class was strong AND weak. Provides thoughts as to why identified learning patterns of strength AND weakness exist. Professional and unbiased.</p>	<p>Candidate provides a detailed and accurate description of what students knew before the unit and how the students performed throughout the unit. Candidate identifies specific areas or goals in which the class was strong AND weak. Provides practical and insightful thoughts regarding learning patterns with EXAMPLES from student work cited and discussed as evidence. Professional and unbiased.</p>
<p>Rubric 6.5 - Teaching Impact & Next Steps</p> <p>Using whole class analysis, provides insight into the impact of their planning, instruction and assessment on whole class, individuals and sub-groups. Improvements and areas for improvements noted and ideas for next steps in instruction proposed.</p> <p><i>Aligns with InTASC Standards #6 & #9</i></p>	<p>Level of improvement (or lack of) is NOT reported for each unit goal based on the data from the IMPACT assessment. Next steps in student learning and instruction do not align with whole class analysis, are not relevant to goals and objectives of the unit. Unprofessional and/or biased writing.</p>	<p>Level of improvement (or lack of) is reported for each unit goal based on the data from the IMPACT assessment with impact of teacher and teaching behaviors identified. Next steps provide direction for student learning and instruction. Professional and unbiased.</p>	<p>Level of improvement (or lack of) is reported for each unit goal based on the data from the IMPACT assessment with impact of teacher and teaching behaviors identified and explained in detail. Next steps provide a specific target for student learning and instruction. Professional and unbiased.</p>	<p>Level of improvement (or lack of) is reported for each unit goal based on the data from the IMPACT assessment with impact of teacher and teaching behaviors identified and explained in detail with examples. Next steps provide a specific target for whole class, individuals and sub-groups for student learning and instruction. Professional and unbiased.</p>

Biblical Worldview Narrative

Overview: A belief system should be such a natural part of life that others will see a consistent pattern of behavior, thought and speech. For teachers, every lesson that is taught, every question asked, every task assigned, every management moment, every note home and every interaction with students will be framed by your worldview. This is true whether you teach in a public school or private Christian school and is often referred to as the integration of faith and teaching. Integration will be more explicit in the Christian schools, allowing teachers to refer specifically to biblical truths in their instruction and interactions with students. In public schools, this integration will be more implicit as a part of everything done and said in the classroom but not as direct as quoting scripture or praying with your students. Teachers must submit to state and national laws and remember they were hired to teach, not evangelize. This Biblical Worldview Narrative task is the act of ***purposefully identifying your beliefs based upon the Bible regarding content, pedagogy and relationships and specifically evaluating your preparation and teaching for implicit and explicit integration of those beliefs***. Though some lessons at any school will lend themselves to integration more easily than others because of the nature of the content, faith and Christian thinking will always be a part of teaching.

Use the following outline to guide the construction of your Biblical Worldview Narrative.

Introduction

Content: Describe how your biblical worldview impacts how you view your subject area such as Math, Social Studies, Science, English Language Arts and the specific content of your unit such as Fractions, Pilgrims, Life Cycles, or Grammar. Using the biblical storyline of Creation, Fall, Redemption, and Restoration, identify how the subject and content are a part of the 'bigger' story.

To guide your thinking, address both the broader scope of your subject area AND the specific content of your unit. Be sure to identify relevant, specific biblical principles/values and make thoughtful connections between the biblical principles/values and the subject area or content specific to the unit. Describe how connections could be communicated to students depending upon the setting. Cite scripture to support your thinking.

Guiding Questions

- What is God's intention for this particular area of creation or culture?
- How has God's purpose been distorted by the fall?
- How does God want us to respond? Are there ways we can restore, at least in part, the love, righteousness and justice God intended for the world?
- Beyond the storyline, what biblical principles/values are related to your subject or content of your specific unit?

Pedagogy: Describe how your biblical worldview influences the instructional, differentiation, management, motivation and assessment strategies used to facilitate learning in your classroom.

To guide your thinking, be sure to identify biblical principles/values to make thoughtful connections with the nature and purpose of a learner and the role of a teacher. Include insight into how biblical principles/values connect to current and relevant theories of learning, learner needs, management, motivation and assessment. Cite scripture to support your thinking.

Guiding Questions

- What characteristics of God's image do you see in students?
- How will your instructional strategies consider these characteristics of students being image bearers?
- How will your management and motivation policies and procedures consider these characteristics of students being image bearers?
- How will your assessment practices consider these characteristics of students being image bearers?
- How does the biblical storyline (Creation, Fall, Redemption, Restoration) shape your pedagogical approach in these four areas?

Interpersonal: Describe how your biblical worldview influences your interactions with others in the school environment including students, parents/guardians, fellow teachers, administration, and community members.

To guide your thinking, use specific biblical principles/values that shape how you will approach your role as a teacher and school related relationships. Draw thoughtful connections between the biblical principles/values identified and interactions with students, parents/guardians, fellow teachers, administration, and community members. Remember that a biblical principle/value may look different in action depending upon the situation, so a simple identification of a principle/value and blanket statement is insufficient. Cite scripture to support your thinking and provide examples if needed.

Guiding Questions

- What biblical principles/values give guidance of how to interact with others?
- How will you apply biblical principles/values in interactions with students?
- How will you apply biblical principles/values in interactions with parents/guardians of students?
- How will you apply biblical principles/values in interactions with colleagues?
- How will you apply biblical principles/values in interactions with administrators?
- How will you apply biblical principles/values in interactions with community members?

Conclusion

Biblical Worldview Narrative Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 7.1 - BWN: Content Principles: How does the biblical story impact your subject matter or content? What biblical principles are related to your subject matter or content of your specific unit? Application: How does your BWV influence the way you view your subject matter or content of the unit?	<p>Misidentifies biblical principles, explanations are confusing; and/or do not relate to subject area or content of the specific unit.</p> <p>Connections are irrelevant, unsubstantiated or confusing between biblical principles and subject area or content of the unit.</p>	<p>Identifies broad biblical principles that relate to the subject area or content specific to the unit.</p> <p>Connections are made between biblical principles and subject area or content of the unit; alludes to how these connections will be communicated to students.</p>	<p>Identifies relevant, specific biblical principles that deal with the subject area or content specific to the unit; cites scripture reference.</p> <p>Connections are made between biblical principles and subject area or content of the unit; describes how these connections will be communicated to students.</p>	<p>Identifies several relevant, specific biblical principles that inform a biblical perspective on the subject area or content specific to the unit; cites scripture reference.</p> <p>Thoughtful connections are made between biblical principles and subject area or content of the unit; describes how these connections will be communicated to students.</p>
Rubric 7.2 - BWN: Pedagogy Principles: How does the biblical story shape your pedagogical approach? What biblical principles inform your pedagogical decisions? Application: How does your BWV influence the strategies you use for instruction, management, and assessment?	<p>Does not identify biblical principles; several are not relevant to pedagogical decisions and/or the explanations are confusing.</p> <p>No clear connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed and/or are grossly taken out of context.</p>	<p>Addresses general biblical principles pertaining to pedagogical decisions, but explanation may lack detail.</p> <p>Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, provides minimal detail and general examples.</p>	<p>Accurately addresses relevant and specific biblical principles pertaining to pedagogical decisions; cites scripture reference.</p> <p>Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, using examples.</p>	<p>Clearly and accurately addresses several relevant and specific biblical principles pertaining to pedagogical decisions; cites scripture reference.</p> <p>Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, using specific examples.</p>
Rubric 7.3 - BWN: Interpersonal Principles: How does the biblical story impact your interactions with others? What biblical principles inform how you interact with students, parents, peer teachers & administration? Application: How does your BWV influence how you interact with students, parents, peers & administration?	<p>Fails to discuss biblical principles that deal with school related relationships and their role as a Teacher Candidate and/or the explanations are confusing.</p> <p>No clear connections are made between biblical principles and your interactions with students, parents, Cooperating Teachers & administration.</p>	<p>Discusses general biblical principles that deal with school related relationships and their role as a Teacher Candidate.</p> <p>Connections are made between the biblical principles and how you interact with students, parents, Cooperating Teachers & administration.</p>	<p>Discusses relevant and specific biblical principles that deal with school related relationships and their role as a Teacher Candidate; cites scripture reference.</p> <p>Accurate connections between the biblical principles and your interactions with students, parents, Cooperating Teachers & administration are explained in detail.</p>	<p>Discusses several relevant and specific biblical principles that inform school related relationships and their role as a Teacher Candidate; cites scripture reference.</p> <p>Clear and accurate connections between the biblical principles and your interactions with students, parents, Cooperating Teachers & administration are explained in detail with examples.</p>

Professional Development and Reflection

The **Capstone Project** is designed to be a culminating task in the midst of the final clinical placement practicum (Student Teaching). You have been encouraged throughout the education program to practice being a reflective professional to improve your craft of teaching. At this point in your preparation to be an educator, you have participated in a variety of professional development activities and experiences. This final piece of the **Capstone** provides the opportunity to synthesize and reflect on the personal and professional growth you have experienced. All of the following items can be completed as you go through the semester to allow for reflection in the moment, and to prevent having to remember and reconstruct events and learning at the point you are putting the final additions to your **Capstone**.

Provide the following four reflective pieces:

1. *Final Self-Reflection.* Provide an overall summative reflection of your clinical placement teaching experience by addressing the following:

- What did you learn about your teaching and the impact of your teaching on your students?
- What did you learn about your students (Cognitively, Developmentally, Diversity, Emotionally, Interests, Physically, Socially, etc.)?
- What did you learn about yourself as a person and as a professional educator?

For this final summative reflection, you may choose the medium in which you compile and submit your reflection. Be sure to view rubrics 10.1, 10.2 and 10.3 to assure you have hit the expectation with what you are submitting. Some mediums for you to consider for this task might be, but are not limited to:

- Info-graph
- Narrative Video
- Audio
- Narrative writing

2. *Professional Development Reflection.* In a narrative format (1-2 pages), reflect on a PD opportunity you have been able to attend. (Rubric 10.5)

- PD does not have to have occurred during this semester.
- Focus on discipline specific concepts from the PD that support meeting the requirements for the added endorsement.

3. *Professional Activities Reflection.* In a narrative format (1-2 pages), document using bullet points and reflect on professional activities you participated in collaboration with your CT. (Rubric 10.6)

- e.g., PLC, Data Team, Parent Teacher Conferences, Peer Collaboration, etc.
- Focus on discipline specific concepts from the professional activities that demonstrate understanding of the requirements for the added endorsement.

Professional Development and Reflection Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
<p>Rubric 10.1 - Impact of Practice on Learners</p> <p>Candidate reflects on their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, etc.), and adaptations (current or future) of practice to meet the needs of each learner.</p> <p><i>Aligns with InTASC Standards #9 and #10</i></p>	<p>Candidate reflects on general or unrelated ideas such as time management. Candidate may provide minimal or weak evidence of how learners were impacted by instructional choices and there is minimal or unrelated reflection on adapting future instruction to meet the needs of all learners. Bias language is present.</p>	<p>Candidate reflects on general ideas of how their instructional choices impacted student learning. Evidence is sufficient to show understanding of the correlation between their instructional choices and impact on learners. Reflection includes how the candidate would adapt future instruction to meet the needs of all learners. Writing is free from bias.</p>	<p>Candidate has provided thoughtful information supported by evidence of correlation between instructional choices and impact on student learning. Clear connections to best practice regarding diverse learners are addressed and adaptations for future instruction to improve meeting student needs are considered. Writing is free from bias.</p>	<p>Candidate has provided detailed information that is supported by evidence of a clear correlation between instructional choices and impact on student learning. Clear and numerous connections to best practice regarding diverse learners are addressed along with specific ideas for adaptations for future instruction to improve meeting student needs. Writing is free from bias.</p>
<p>Rubric 10.2 - Reflection of Students</p> <p>Thoughtful reflection regarding students who were a part of the unit of instruction.</p> <p><i>Aligns with InTASC Standard #9</i></p>	<p>Candidate has not included basic observations and reflections regarding their students. The Candidate has not shown a commitment to deepening understanding of his/her own frames of reference (culture, gender, language, abilities, ways of knowing, etc.), the potential biases in these frames and their impact on expectations for and relationships with learners and their families. Bias language is present.</p>	<p>Candidate has included basic observations and reflections regarding their students. The Candidate is beginning to show a commitment to deepening understanding of his/her own frames of reference (culture, gender, language, abilities, ways of knowing, etc.), the potential biases in these frames and their impact on expectations for and relationships with learners and their families. Writing is free from bias.</p>	<p>Candidate has articulated observations and reflections regarding their students. The Candidate has shown a commitment to deepening understanding of his/her own frames of reference (culture, gender, language, abilities, ways of knowing, etc.), the potential biases in these frames and their impact on expectations for and relationships with learners and their families. Writing is free from bias.</p>	<p>Candidate has articulated insightful observations and reflections regarding their students. The Candidate is committed to deepening understanding of his/her own frames of reference (culture, gender, language, abilities, ways of knowing, etc.), the potential biases in these frames and their impact on expectations for and relationships with learners and their families. Writing is free from bias.</p>
<p>Rubric 10.3 - Self-Reflection</p> <p>Thoughtful reflection on profession of teaching and him/herself as a Teacher Candidate and individual. Description on how the candidate grew personally and professionally.</p> <p><i>Aligns with InTASC Standard #9</i></p>	<p>Candidate has not included basic observations and reflections. The Candidate does not yet seem to see him/herself as a learner, nor does he/she seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. No evidence that they have learned about themselves personally and professionally through the Capstone experience.</p>	<p>Candidate has included basic observations and reflections. The Candidate is beginning to see him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Evidence that they have learned about themselves personally and professionally through the Capstone experience.</p>	<p>Candidate has articulated observations and reflections. The Candidate shows development as to seeing him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Substantial evidence provided that they have learned about themselves personally and professionally through the Capstone experience.</p>	<p>Candidate has articulated insightful observations and reflections. The Candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. Examples are provided in addition to the substantial evidence that they have learned about themselves personally and professionally through the Capstone experience.</p>

<p>Rubric 10.5 - Professional Development Reflection</p> <p>Thoughtful reflection on learning from a workshop or other professional development attended.</p> <p>ESOL Endorsement requires ELL focus</p> <p><i>Aligns with InTASC Standards #9 & 10</i></p>	<p>Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.</p>	<p>Candidate has provided reflection on a professional development that summarizes the event and outlines at least one learning take-away that will impact their practice in the future. *Connections to practice regarding diverse learners are made.</p>	<p>Candidate has provided reflection on a professional development that includes a detailed summary of the learning and more than one take-away that will impact their practice in the future. *Clear connections to practice regarding diverse learners are made.</p>	<p>Candidate has provided reflection on a professional development that includes a detailed summary of the learning and more than one take-away that impacted THEIR practice this year as well as in the future. *Clear and numerous connections to practice regarding diverse learners are made.</p>
<p>Rubric 10.6 - Professional Activities Reflection</p> <p>Thoughtful reflection on learning from professional activities done in collaboration with cooperating teacher.</p> <p><i>Aligns with InTASC Standards #9 & 10</i></p>	<p>Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.</p>	<p>Candidate has provided reflection on professional activities that demonstrates they were involved in a meaningful way to contributing to the school community.</p>	<p>Candidate has provided reflection on professional activities that demonstrates they were involved in a meaningful way to contributing to the school community. Candidate also has provided insight into their learning because of their involvement.</p>	<p>Candidate has provided reflection on professional activities that demonstrates involvement in a meaningful way contributing to the school community. Candidate also has provided insight into their learning because of their involvement and included implications for their future practices as a teacher.</p>

Appendix A: Unit Description Template

Unit Description Template (Put your Title Here)

The Unit Description provides an overview of the unit. It shows how your unit of study fits within the scope and sequence of the curriculum for your grade level. It also demonstrates your ability to educationally support what you teach. The necessary headings and information to include are described below. Delete this paragraph, and other instructional paragraphs when you finalize your document for submission but keep the headings.

Content Area:

Topic:

Subject:

Grade:

Standards: (At least 1 Content and 1 Language Arts)

Your unit must be based on State/National or Common Core content standards and Common Core language arts standards. Include standards that are outside of the subject area that are applicable to your unit. You will need to include at least one language arts standard in addition to any content standards being used.

Unit Goals:

Your goals are the link between standards and individual lessons. Take the standards and synthesize them into 2-4 broad goals that will cover the entire unit. One or more of these goals will then be identified as the general learning target for each lesson. Each lesson will have objectives which describe the desired learning outcomes more specifically. It is likely that each unit goal will be used as the lesson goal for multiple lessons because every part of a particular goal might not be addressed in any one lesson.

Begin your goals section with, "At the end of this unit students will ..."

Then number your 2-4 goals and begin each with verbs such as "know" or "be able to" or "understand" or "recognize." Include more than one of these verbs or more than one learning outcome in each goal to make it broad enough to cover multiple lessons. It is important that you NOT describe activities students will DO (like discussing, reading, drawing and working in groups), but learning outcomes; describe what you want them to learn, not what you want them to do on the way to the learning. You may want to have a 'grocery list' of specific content to complete your goal. For example:

1. *At the end of this unit students will understand the different aspects of culture including customs, clothing, food, traditions, and beliefs.*
2. *At the end of this unit students will be able to write a summary of ...*
3. *At the end of this unit students will be able to*

Unit Content:

Write a descriptive paragraph of the specific content you will teach in the unit. Then, include a simple day-by-day topical outline (see examples). Your topical outline should include only the titles of each lesson; avoid listing strategies you plan to implement as they will be found in your lesson plans. This section is designed to show a broad overview of your content, demonstrate your content knowledge, and provide evidence that you have organized the content to promote learning in an age-appropriate, conceptually sequenced manner.

Three Examples

<u>Parts of Speech</u>	<u>World War II: The Global War</u>	<u>Geometric Shapes</u>
Day 1: Nouns: Person, Place, or Thing	Day 1: Blitzkrieg invasion of Poland	Day 1: Identifying shapes
Day 2: Pronouns: I, you, we, she, he, etc	Day 2: Early events/Invasion of France	Day 2: Sorting shapes by attributes
Day 3: Proper nouns:	Day 3: Battle of Britain	Day 3: Spatial problem solving
Day 4: Verbs: Action Words	Day 4: War in Europe expands	Day 4: Shapes within a shape
Day 5: Verbs: State of being	Day 5: Pearl Harbor & The Pacific	Day 5: Combining figures
Day 6: Adjectives: Modify a noun	Day 6: Ending the war in the Pacific	Day 6: 3D shapes: Names/Recognize
Day 7: Adverbs: Modify verbs/adjectives	Day 7: Russia & Africa: Forgotten fronts	Day 7: Shapes in the real world
Day 8: Parts of speech presentations	Day 8: D-Day; Battle of the Bulge	Day 8: Attributes of shapes in context
Day 9: Parts of speech review	Day 9: V.E. Day & V.J. Day	Day 9: Shape presentations
Day 10: Summative Assessment	Day 10: Review & Exam	Day 10: Guess my shape: Review

Rationale for Instruction:

Why is it important for your students to learn this material? How does it help students prepare for future learning? How does it prepare them for subsequent units in this content area? How does it support other content areas? How does it enhance their understanding of the world? How will it help them become informed citizens? Show the importance of this unit beyond the fact that it is in the curriculum and your cooperating teacher told you to teach it.

Unit Prerequisites:

What prior knowledge AND skills do your students need to successfully complete this unit? Include references to prior instruction of both knowledge and skills. Cite evidence of:

- what students know
- what they can do, and
- what they are still learning to do.

Annotated Bibliography:

Include an annotated bibliography of all resources used in planning for the content of your unit. Be sure to include published curriculum, web sites, journals, textbooks and other teaching materials which helped you plan to teach the unit. Not only will this serve as information for the reader, but it will also be helpful to you should you teach the unit again. Please list these resources using APA formatting and include the annotation describing how you used each source.

Appendix B: Lesson Plan Template

Day #: Delete this & type your lesson title here

Content Standard(s):
Language Arts Standard(s):

Focal Unit Goal: Which unit goal(s) will this lesson address?

1. *Example: At the end of this unit students will understand the different aspects of culture including customs, clothing, food, traditions, and beliefs.*

Lesson Objectives: Remember to use a variety of levels & domains

Content Objectives Students will be able to...	Language Objectives Students will be able to...
1. <u>verb</u> ...	1. <u>verb</u> ...
2. <u>verb</u> ...	2. <u>verb</u> ...

Language Demand: Provide a description of the main language demand of this lesson.

- *Example: Students will analyze two historical events.*

Key Vocabulary:

•	•	•
•	•	•
•	•	•

Formative Assessment

How will you measure students' progress towards lesson objectives? (Link to Objectives)

Informal

- Cold Call (C.O. 1)
- Whole class informal discussion (L.O. 1, 2)

Formal

- Worksheet 5.2 (C.O. 1, 2)
- Group presentation (L.O. 2)

Content: WHAT are students going to learn?

For example:

Vocabulary for the lesson

Drawing of figures or shapes you will instruct with

Sample problems you will use

Direct instruction notes

Steps to a process, procedure or formula

Motivation: Hook & Engage - Introduction and Learning Target.

Describe what you will DO at the very beginning of your lesson to HOOK students' attention on the learning at hand, helping them see the value and relevance of the lesson. Make sure it ties to your objectives. It does not have to be long or elaborate, but it should be meaningful, more than "Today we are going to learn about ..."

Strategies: HOW are students going to learn?

For example:

Teams: Problem Solving Steps (10-20 minutes, C.O. 1, L.O. 2)

- Divide class into 4 equal groups; distribute math levels throughout the groups
- Distribute butcher paper and pens
- Groups work together to create a list of steps used in creating story problems
- List steps for solving story problems

Teams: Solve story problem (15-20 minutes, C.O. 2)

- new piece of butcher paper and a story problem
- team works together solve the problem
- show and label their steps on the butcher paper

Teams: Present solution to class (15-20 minutes, L.O. 1, 2)

- read their story problem
- present their answer to the class
- class discussion; evaluate each team's solution
- determine who followed the guidelines

Differentiation/Scaffolding: Identify supports for individuals / groups of students to be used.

Link differentiations directly to strategies. For example:

Teams: Solve Story Problem – Provide students C, Q and T a separate instruction sheet...

Direct Instruction – Provide all students a graphic organizer to ...

Discovering Short-Story Plots – Provide ELL sub-group translated story to analyze.

Closure: Wrapping it up - How are you going to tie it all back to the objectives?

Actively engage students in reviewing what they were supposed to have learned today based upon the objectives. A brief comment about what we did today is NOT sufficient.

Student Materials, Teacher Resources & Research/Theory Connection

Make a simple list for each.

Technology/Media Used:

- Cite websites you used for videos, primary sources, or other media items.
- List what, if any, technological tools students will be using.

Resources:

- Cite the sources you used with the format: Last, First (Year). Title. City, State: Publisher.

Materials Needed:

- List what, if any, materials students will be using (e.g. markers, scissors, lab equipment, protractor, journal, map, whiffle balls, hula hoops, trombones, etc.).

Connections to Research & Theory:

- List research or theory that is connected to your instructional plan.

Reflection:

What went well? What did not go so well? How could/would you improve this lesson the next time you taught it?

Appendix C: Assessment and Data Collection Planning Tool Template

Section 1: Pre-Assessment

Pre-Assessment Description: <i>Date Administered:</i> <i>Scoring Tool Used:</i>
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Section 2: Daily Assessment Description

<i>Lesson Number</i>	<i>Assessment Description:</i> Provide a brief description of each assessment and which lesson objective(s) and unit goal(s) the assessment addresses.

Section 3: Collected Student Work

Bold the single assessment that will be used for the Feedback Narrative.

<i>Lesson Number</i>	<i>Name of Assessment Collected</i>	Scoring Tool: Rubric/Scoring Guide/Informal (Circle one)	Student Feedback: Oral/Written (Circle one)
		R SG Inf	O W
		R SG Inf	O W
		R SG Inf	O W

Section 4: Student Progress Identifiers

<i>Unit Goal Number</i>	Evaluating Student Work: Provide a brief description of how you will determine <i>Met</i> , <i>Progress</i> , and <i>Not Met</i> for each unit goal based on assessments identified in Sections 2 & 3.
<i>Example:</i> #2	<i>Students will be assessed on Unit Goal 2 through the Name that Game worksheet identified in lesson 5. Through use of a 4-point rubric I will determine progress towards Goal 2. Met will be identified as a score of 3 on at least 3/5 categories. Progress will be identified as a score of 2 on at least 3/5 categories. Not Met will be identified as a score of 1 on at least 3/5 categories.</i>

Appendix D: Feedback Narrative Example

I chose a formative assessment on Day 3 as the focus for feedback with my three third grade students. This assessment was a written assessment that included four questions on our topic of main idea and key details within the story *Abuelita Full of Life* by Amy Costales. The first question asked students to identify a key detail in the story. The second question asked students to tell why that key detail was important to the overall story. The third question asked students to identify what they believe the author's purpose was for writing this story, and the fourth question asked students to share how the illustrations contributed to understanding the character of Abuelita.

The focus for this assessment is to gauge how my students are able comprehending the following comprehension skills:

- How to identify key ideas and details in a text and why some details are more important than others
- Explain the use of illustrations as an important part of understanding the main idea of a story.
- Give an opinion of the author's purpose as part of the reading experience

The standards used for this assessment were:

- 3.RL.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- 3.RL.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- 3.W.1b – Provide reasons that support the opinion.

The target goal/objectives for this assessment were:

- *Unit Goal #1:* The student will be able to identify key details within the text.
- *Lesson 3 Language Objective #2:* The student will be able to articulate personal thoughts on the main idea of the text.
- *Lesson 3 Content Objective #1:* The student will be able to describe how illustrations contributed to the character of Abuelita.
- *Lesson 3 Content Objective #2:* The student will be able to provide textual evidence to support opinion.

For my focus students, I have chosen:

- Student C (High, ELL, TAG): Student C had a perfect score on the assessment and often works above grade level.
- Student T (Medium): Student T scored three out of four and struggled to articulate how the illustrations contributed to the main character of the story.
- Student M (Low, IEP): Student M scored one out of four on the assessment and has shown persistent struggle with literacy concepts overall.

I met with each student one on one and went over their assessment with them orally. We then looked at each question one by one noting strengths in correct answers and some strengths when answers were half-correct. At that point we looked at questions that were incorrect and

talked about their answers so that I could address any misconceptions or reteach as needed. The goal was that at the end of the conference they could articulate what they had done well and have one goal to work on related to the standards and objectives of this assessment.

Student C is a very strong reader and writer. Our discussion was focused on how to elaborate on their answers to share more of their personal ideas. I want to spend time helping her see how she can expand her answers and show her thinking beyond the questions. For question one I highlighted her capability to identify key ideas and details within a story. My remarks included statements such as, “You were able to identify important key details within the text. I noticed that you were also able to provide a strong opinion for why each detail was important to the story.” Student C related that they enjoyed the story, and each page allowed them to pick out one important idea to write down. Another area of feedback was focused on question four and author’s purpose. She stated that “the author wants us to think of Abuelita as a kind old person who helps other” and when we looked at her supporting evidence, we were able to find two places in which she could expand her support for her opinion by giving a specific example from the story, such as when Abuelita brings him hot chocolate in the morning, or listens to him read. We ended our session with Student C retelling me what they heard for strengths and what her growth goal for our next story was to expand on her thinking with more detail or textual evidence.

Student T overall did well on the assessment when it came to identifying key ideas and details and giving supporting evidence. My feedback on these strengths included, “You identified several key ideas and details and gave strong reasons for why those were important to the story” as well as, “you were able to show evidence from the text that supported your opinions about author’s purpose.” Student T felt proud of his work and indicated that he liked the story. We then talked about the illustrations and how they help us understand a story. He said that he thought some of the illustrations were silly like when Abuelita makes everyone sneeze in the house. We talked about how illustrations like that help us understand the main idea of a story. I asked him why it was important that we know she brings new smells into the house? He said, “it is because she is new to living there and it is different.” This statement shows me that he has a better understanding of how illustrations support the story when talking, over writing out, his thoughts. Our growth goal for the next story is that he will try to write 1-2 strong sentences about the how illustrations help us understand the main idea of a story.

Student M struggled with this formative assessment, and it was important to sit with her and show her some strategies that can help her feel more confident in her comprehension work. I started our time by showing her what she had done well on the assessment. She had correctly identified a key detail of the story. She said, “I liked this part of the story,” and then we opened the book together to see if we could be detectives and find two more key ideas by using the illustrations as our guide. Student M was able to verbally articulate two more ideas without prompting, and then I asked her, “Why do you think the author wrote this book?” She indicated that the author wants us to know about nice old people. I set a growth goal with this student that in our next story she would try to find two or more key ideas by using the illustrations and be able to share her thinking with me orally. I believe that this student struggled immensely with the writing expectation and that oral assessments would be helpful in assessing content knowledge without the expectation of written work for the next story.

These three students represent my class as a whole group because my data showed that out of 19 students, 4 had a perfect score, 10 scored a 75% or higher, and 5 scored below 50%. As a whole class strengths analysis, the data showed that 95% of the students felt comfortable identifying a key detail in the text and 90% felt comfortable attempting to identify the main idea. Finally, 93% showed ability to assess the author's purpose for writing the story. The biggest growth point based on data of 63% is students being able to identify and articulate the connection between illustrations and the main character as a piece of understanding the main idea. We will continue to work on this growth point into the next unit as we learn how illustrations give us clues to character traits and set the mood for the story.

My next steps for the three focus students were stated within their feedback paragraphs. Based on my data, my next steps for the whole class will be to move forward into the next story in the unit but continue to work on:

- For the whole group I will provide regular opportunity for discussions focused on using illustrations to better understand the main character.
- For my stronger students we will practice how to expand thinking beyond the prompt using vocabulary from the story.
- For the middle group I will continue to reinforce how to identify and support opinions of the key details and main idea of a story to make sure they solidify those skills.

Appendix E: InTASC Standards



The Learner and Learning

Standard #1: Learning 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 and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understandings of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

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 learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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 meaningful ways.

Professional Responsibility

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.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.