School of Education

Capstone Project Instructions
Including TCPA and ESOL Portfolio Requirements
2023-2024

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Welcome to the Capstone

The clinical placement, often called student teaching, is the time when all coursework, observations, practicum, and teaching abilities come together. The **Corban Capstone** provides an opportunity for candidates to assess their practice of understanding the context for learning, planning, instruction, assessment, and reflection in their classroom. Included in the **Capstone Project** are the required components for the **Teacher Candidate Performance Assessment (TCPA)** and the **ESOL Portfolio**.

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. While the course work leading up to the final clinical placement semester will be formative in preparing candidates to complete this task, 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. Note that the successful completion of the **Capstone,** including the **TCPA** and **ESOL Portfolio** requirements, is one of several requirements for being recommended for a license/endorsement.

The **TCPA** aspect of the **Capstone** has been approved by TSPC in the state of Oregon as an alternative teacher performance assessment to be used in place of the edTPA. The **TCPA** is designed to provide evidence that a candidate can meet expectations of a teacher in planning, instruction and evaluation and is ready to be recommended for licensure. Candidates will receive a sub-score on the **TCPA** components in addition to an overall score on the **Capstone**.

The **Capstone** has also been designed to allow candidates who are pursuing an ESOL endorsement along with their preliminary license to meet the requirements of the **ESOL Portfolio**. In this instruction handbook there will be some elements that are denoted ESOL Endorsement only. Only complete these elements if pursuing the ESOL Endorsement. On the checklist that follows on page 9, the * refers to additional ESOL components required for candidates pursuing the ESOL endorsement.

The **Capstone Project** requires an extended unit of study (5-10 lessons) – long enough that the 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. During the semester candidates complete the **Capstone,** they will have opportunity to work with their supervisor and with peers in the senior seminar (EDU463/467/567) to navigate the compilation of this assessment. The candidate's response to each of the **Capstone** elements must reflect the student's own work and meet the standards of Corban University's Academic Integrity Policy.

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	*Immediately*	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.

	ASAP	Decide on your topic and start planning your unit..

	Next ASAP	Write your
		    - Unit Description
		    - Lesson Plans
		    - Planning Narratives
		    - Biblical Worldview Narrative
		
		Identify potential opportunities for advocacy.
		
		Identify PD opportunities that will help complete Reflections and Professional Development

While Teaching		Document Formative Assessments. Maintain student records throughout unit (Gradebook). Keep up with Reflection for each day on your Lesson Plans. Video/Transcribe debrief with your supervisor and complete reflection.
After Teaching		Complete IMPACT sheet (Excel). Analyze the Learning of your students. Complete Advocacy Plan and provide documentation.
As Appropriate		Complete the Professional Development Reflections. - Some are based upon events outside of the timing of the Capstone. Find and include your RAFT document.

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.

- Candidates are required to score a minimum of 54 on the TCPA components to have passed the **TCPA** assessment required to be recommended for a license.

- Candidates are required to score a minimum of a Proficient (2) on each row of the rubrics required for the **ESOL Portfolio** to have passed the assessment and be recommended for the ESOL endorsement.

All Capstones will be scored and returned to candidates within two weeks of submission. Resubmissions of components of the Capstone, TCPA and/or ESOL Portfolio will also be scored and returned within two weeks. Supervisors will be able to suggest improvements to be completed by candidates if the first submission does not hit the target.

What is the TCPA?

The **TCPA** aspect of the **Capstone** is designed to intentionally evaluate aspects of teaching that demonstrate a candidate's readiness to enter the profession. The **TCPA** has been approved by TSPC in the state of Oregon as an alternative teacher performance assessment to be used in place of the edTPA. The **TCPA** is designed to provide evidence that a candidate can meet expectations of a teacher in planning, instruction and evaluation and is ready to be recommended for licensure. Candidates will receive a sub-score on the **TCPA** components which will be reported to TSPC as a part of their application for licensure.

The **TCPA** includes the following components of the **Capstone**:

- Context for Learning (Rubrics 1.1, 1.2, 1.3, 1.4)
- Unit Description (Rubrics 2.1, 2.2, 2.3, 2.4)
- Lesson Plans (Rubrics 3.1, 3.2, 3.3)
- Planning Narratives (Rubrics 4.1, 4.2, 4.3, 4.4, 4.5)
- Instructional Evidence (Rubrics 5.1, 5.2, 5.3)
- Assessment and Learning Analysis (Rubrics 6.1, 6.2, 6.3, 6.4, 6.5)
- Overall Final Reflection (Rubrics 10.1, 10.2, 10.3)

While the **Capstone** includes additional components, these seven **TCPA** components comprise the score that will be reported to TSPC. These components are measured by 27 rubric rows. Candidates are required to have a minimum score of 54 with no rubrics scored as a 1 to pass. Additional scoring requirements and processes are explained in the following sections.

What is the ESOL Portfolio?

The **ESOL Portfolio** aspect of the **Capstone** is designed to evaluate aspects of teaching that demonstrate a candidate's knowledge and skills in the area of ESOL instruction. The ESOL Endorsement aspects of the **Capstone** has been approved by TSPC in the state of Oregon as part of the evidence required to add the ESOL Endorsement to a teaching license. In this instruction handbook there will be some elements that are denoted 'ESOL Endorsement Only.' Only complete these elements if pursuing the ESOL Endorsement. For candidates completing the **ESOL Portfolio** within the **Capstone**, the asterisk (*) throughout this instruction book denotes components that must have an ELL focus, or are additional required components be completed to receive the ESOL Endorsement.

The **ESOL Portfolio** requires an ESOL focus on the following components of the **Capstone**:

- Planning Narratives (Rubrics 4.6, 4.7, 4.8)
- Student Advocacy (Rubrics 8.1, 8.2)
- Professional Development & Reflection (Rubrics 10.4, 10.5)

Policies and Procedures for the Capstone

Support Boundaries

The **Capstone** is the work of the candidate alone. The candidate's response to each of the **Capstone** elements must reflect the student's own work and meet the standards of Corban University's Academic Integrity Policy. Cooperating Teachers (CT), University Supervisors (US), and faculty members may be consulted during the process of completing the assessment. Candidates must remember that these individuals can be used as a resource but are not to rely on them repeatedly for feedback. The **Capstone** should reflect the candidate's work and ability to perform as a professional teacher. Cooperating Teachers, University Supervisors, and faculty members are limited to the following supports while candidates complete the **Capstone**:

Acceptable Cooperating Teacher supports may include:

- Assistance accessing curriculum, standards, and receiving demographic data.
- Assistance viewing IEP and/or 504 plans.

Acceptable University Supervisor supports may include:

- Clarifying handbook requirements.
- Reviewing rubric level expectations.

Acceptable Faculty supports may include:

- Seminar workshops as a part of EDU462, EDU463, EDU467, EDU567.
- Clarifying handbook requirements.
- Reviewing rubric level expectations.

Unacceptable Support for All:
- Editing a candidate's **Capstone** drafts prior to submission.
- Offering critique of candidate **Capstone** drafts prior to submission for official scoring that provides specific, alternative responses.
- Providing prior candidate work to current candidates outside of supervisor or director permission associated with an accommodation.
- Posting candidate work on public access websites or social media outlets.

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 there are transcription services available in the Corban University 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.

Resubmission and Retake Policy

Candidates will be given the opportunity to work with their supervisor to improve their work in preparation for resubmission to earn a score of 54 and/or improve a score of 1 on a rubric element on the **TCPA** or improve a score of 1 on a rubric element in the **Capstone**.

To resubmit elements**,** candidates must initiate the process with their University Supervisor within 48 hours of receiving their score. Candidates will reach out to the University Supervisor to set up a time to review the components of their work that did not meet the expectation. As a part of this meeting, a timeline for completing the revisions will be established. Revised work will be submitted to the University Supervisor and School of Education Licensing Coordinator to be sent out for additional blind scoring. The University Supervisor and blind scorers will have two weeks to review the submission and provide a score.

If, after this work and resubmission, a passing score has been earned, it will be considered the candidate's official score. Candidates will need to upload an entire completed **Capstone** to tk20 with the revised work for their electronic portfolio. If, however, the candidate fails again to earn a passing score, the candidate may petition to submit the assessment a third time. This petition must be submitted to the School of Education Licensing Coordinator within 48 hours of receiving the score.

If the petition for a third submission is granted, the candidate will be given a grade of "Incomplete" for the clinical placement course. The candidate will be allowed to continue to work on the assessment until

completing and submitting the work to be scored by a date determined by the Director of the Department (TUG or GTL). Students will be assessed a fee of $100 for the third submission scoring and scores will be returned within 3 weeks of submission. A passing score will result in a grade change from "Incomplete" to "Pass", while a failure to complete the third submission in the timeline provided or to meet the required score will result in a grade of "Fail." Students may appeal the score of a third submission through the process described in the following section.

Student Appeal Process

Students may appeal a non-passing score – a score of 1 – given on any element of the assessment after the third submission process has been completed. The procedure to appeal a score after the work has been scored by the second scorer (blind) is as follows:

1. The candidate contacts the School of Education Licensing Coordinator within 48 hours of receiving their score.

2. The candidate completes an Appeal Form and submits it to the School of Education Licensing Coordinator, including their explanation of why they believe their work has met the standard of receiving a 2 for the element(s) in question.

3. The School of Education Licensing Coordinator will have the candidate's assessment in question scored by a third scorer:
   a. The scorer must be trained to score the specific task in question.
   b. The scorer cannot be involved in the original or initial resubmission scoring.
   c. The scorer will score the assessment in a blind manner.

4. If the third scorer agrees with the original score, the score will stand, and the Director of the Department (TUG or GTL) will contact the candidate to inform them and the University Supervisor of the decision.

5. The third scorer will complete their scoring within two weeks of the initial appeal.

6. If the third scorer is not in agreement with the prior two scorers, the Director of the Department (TUG or GTL) will convene the three scorers to discuss the disagreement and come to a consensus.
   a. If the consensus scoring is passing, the new score will replace the initial score.
   b. If the consensus scoring is not passing, the old score will remain, and the candidate will have not passed the assessment. Students will need to meet with the Director (TUG or GTL) at this point to determine next steps.

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. (* Identifies a component that has an ESOL required focus if pursuing the ESOL endorsement):

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
- ☐ 4. Planning Narrative 5: Integration of Technology

- ☐ 4. ESOL ONLY Planning Narrative 6: Standards-based Content Objectives *
- ☐ 4. ESOL ONLY Planning Narrative 7: Standards-based Language Objectives *
- ☐ 4. ESOL ONLY Planning Narrative 8: English Language Proficiency Levels *

Instruction

- ☐ 5. Video/Transcription of Debrief with Supervisor
- ☐ 5. Reflection of Debrief

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

Student Advocacy

- ☐ 8. Student Advocacy Summary *
- ☐ 8. Student Advocacy Documentation *

Research and Foundational Theories (RAFT)

- ☐ 9. RAFT Document

Reflections and Professional Development

- ☐ 10. Final Professional Reflection on Capstone
- ☐ 10. Observation of another teacher *
- ☐ 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 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, number and type of staff members
- current issues surfacing at the school
- parent involvement
- special services offered by the school
- pertinent policies of the school
- cultural, socio-economic and linguistic diversity, percentage of students on free/reduced lunch
- goals of the school

Guiding questions:
- What makes your school special?
- What role does the school play in its community?
- What are the demographics and diversity of the school?

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 experiences, 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 city, town, school, classroom teacher, and students). Privacy issues must be respected.
- Please limit your Narrative to approximately 2500 words.

Context for Learning Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 1.1 - Community 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. *Aligns with InTASC Standards #2 & #3*	Candidate has inaccurately described the community served by their school or left out major aspects of the community. Bias language is used.	Candidate has described the community served by their school with few inconsistencies or inaccuracies. There was identification of details that distinguish this community. Writing is free from bias.	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.	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. Writing is free from bias.
Rubric 1.2 - School 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. *Aligns with InTASC Standards #1 & #3*	Candidate has inaccurately described their school or left out major aspects necessary for understanding the school culture. Bias language is used.	Candidate has described their school with few inconsistencies or inaccuracies. There was identification of details that distinguish this school. Writing is free from bias.	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. Writing is free from bias.	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. Writing is free from bias.
Rubric 1.3 Classroom 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. *Aligns with InTASC Standards #1 & #2*	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. Bias language is used.	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.	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. Writing is free from bias.	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. Writing is free from bias.

Rubric 1.4 - Application of Context				
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. *Aligns with InTASC Standards #1, #2, & #3*	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.	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.	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.	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.

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 D) 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
Rubric 2.1 - Alignment of Unit Unit goals and objectives in lesson plans are aligned with standards; focus on higher-level learning and application. *Aligns with InTASC Standards #4 & #6*	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.	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.	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.	Candidate has unit goals that will guide the unit and move students into higher-level learning and application. Goals are *comprehensive* 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.
Rubric 2.2 - Content of Unit 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. *Aligns with InTASC Standards #4 & #6*	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.	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.	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.	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 *appropriate* assessments directing students toward meeting the unit goals.
Rubric 2.3 - Rationale Addresses current academic purpose as well as how the learning from this unit impacts future schooling needs and application to life outside of school. *Aligns with InTASC Standards #4 & #5*	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.	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.	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.	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.

Rubric 2.4 - Prior Learning	Candidate may or may not have	Candidate has included a	Candidate has included a	Candidate has included a
Clear outline of unit prerequisite skills and knowledge needed for students to understand content and successfully demonstrate learning in current unit of study. *Aligns with InTASC Standards #1, #4 & #5*	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.	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.	Candidate has included a detailed description of prior knowledge AND key skills students need to possess to successfully complete this unit.	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.

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
Rubric 3.1 - Alignment Lessons show alignment starting with standards through unit goals to lesson objectives. Learning activities, resources, and assessments support this alignment. *Aligns with InTASC Standards #4 & #6*	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.	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.	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.	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
Rubric - 3.2 Variety Lessons use a variety of instructional techniques, teaching strategies, resources, and assessments. Lessons cite a variety of research and theories. *Aligns with InTASC Standards #2, #4, #5, #7, #8*	Plans provide for minimal or no variety in instruction, strategies, materials, and assessments. Over reliance on a single resource, strategy, method, or theory.	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.	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.	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.
Rubric 3.3 - Lesson Reflection Thoughtful reflection on learning about the lesson subject and the effectiveness of the strategies, approaches, and materials. *Aligns with InTASC Standards #9(g)*	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.	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.	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.	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.

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.

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.

5. Integration of technology - International Society for Technology in Education (ISTE).

   a. In this narrative describe the ways in which you used technology in **two or more** areas preparing the unit – teacher learning content, teacher planning, student learning content, student assessment. Considering the following possibilities:

      i. Identify ISTE teacher standards that were used in the teacher learning content.

      ii. Explain how the unit was designed (instruction and assessment) utilizing the ISTE teacher standards. This can include student data, assessment, and tracking.

      iii. Identify ISTE student standards that were used in design and in implementation for student learning of content and/or student assessment.

ESOL Planning Narratives

If you are seeking an ESOL endorsement you must complete the following additional planning narratives. The ESOL Planning Narratives provide evidence of your understanding regarding English Language Proficiency levels and:

- how will your teaching be affected by what you have learned about your community, school, and classroom.

- the resources in the community or at the school that will be helpful as you do your lesson planning.

There are three ESOL Planning Narratives:

6. Standards-based content objectives which, with learning activities, are appropriate for students' language proficiency levels.
   a. Provide evidence of professional consideration given to integrating standards-based content objectives into planning and instruction to meet the needs of diverse learners with a focus on ELL strategies and supports.

7. Standards-based language objectives which develop students' genres, structures, and conventions in English as well as their language learning strategies.
   a. Provide evidence of professional consideration given to integrating standards-based language objectives into planning and instruction to meet the needs of diverse learners with a focus on ELL strategies supporting academic language, forms and functions.

8. Documentation of Students' English Language Proficiency levels: explanation of how students' proficiency levels impacted choice of teaching and learning strategies.
   a. Provide evidence of professional consideration of ELP levels used for planning and instruction to meet the needs of diverse learners with a focus on ELL strategies for Beginning, Intermediate, and Advanced language learners.

Planning Narratives Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 4.1 - Planning Narrative 1: Scaffolded Teaching Strategies Evidence of scaffolded strategies provided; instruction includes necessary supports so that content is accessible to all learners. *Aligns with InTASC Standards #1, #2, #3 & #7*	Information provided is inadequate, lacks appropriate development, or is missing. Candidate treats class as "one plan fits all". Bias language used.	Candidate has provided sufficient examples of scaffolded strategies in planning and instruction for all students to access content. Writing is free from bias.	Candidate has provided examples of 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.	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.
Rubric 4.2 - Planning Narrative 2: Differentiation for academic and cultural background of students 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. *Aligns with InTASC Standards #1, #2, #3 & #7*	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.	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.	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 *and/or* process for assessments. Theories provide generic support for planning decisions. Writing is free from bias.	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 *and* process for assessments. Theories provide specific support for planning decisions. Writing is free from bias.

Rubric 4.3 - Planning Narrative 3: Learning activities requiring authentic use of language Intentional time is provided in instruction to allow students to process learning in English and/or native languages. *Aligns with InTASC Standards #1, #2, #3 & #7*	Time for oral language processing is not included in explanation of instruction. Bias language used.	Candidate has provided examples of intentional time given during instruction for oral language processing. Writing is free from bias.	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.	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.
Rubric 4.4 - Planning Narrative 4: Instruction with consideration of student strengths and needs 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. *Aligns with InTASC Standards #1, #2, #3 & #7*	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.	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.	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.	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.
Rubric 4.5 - Planning Narrative 5: Integration of Technology Technology use by teacher includes planning and instruction components. Technology use by students includes student engagement with technology to enhance learning and is thoughtfully planned; embedded in unit plan; clear links to specific lessons. *Aligns with InTASC Standards #3 & #8*	Candidate did not provide evidence of using technology in planning or instruction. Students have little to no use of technology; or student use of technology appears to be an afterthought, with no connection to the unit or lesson plans. Student learning is not enhanced or may be adversely affected.	Candidate provides evidence of using technology to plan OR in a teaching strategy in the unit. Student use of technology is thoughtful and promotes engagement and an enhancement of learning. *In limited student technological-use situations, a candidate may receive a 2 based upon their planning and instructional strategies alone.	Candidate provides evidence of using technology to plan AND in teaching strategies in the unit. Student use of technology promotes a strong level of engagement and enhancement of learning. Clear links are shown between lesson plans and ISTE standards.	Candidate provides evidence of using technology to plan and in teaching strategies in multiple instances throughout the unit. Student use of technology promotes a critical level of engagement, enhancement of learning, and prioritizes the possibilities for learning locally and globally. Clear link and explanation provided between lesson plans and ISTE standards.

ONLY for ESOL Endorsement **Rubric 4.6 - Planning Narrative 6: Standards-based content objectives** Professional consideration given to integrating content objectives with ELP standards into planning, instruction, and assessment to meet the needs of ELL students. *Aligns with InTASC Standards #5, #7 & #8*	Information provided is inadequate, lacks appropriate development, or is missing either content or ELP focus. Bias language used.	Candidate has provided sufficient information regarding how content objectives and ELP standards helped develop strategies and supports. Applications to accommodating ELLs are evident.	Candidate has provided thorough information regarding content objectives and ELP standards. Applications show thoughtful consideration of information. There is clear evidence of effective instruction that meets the needs of ELL students. Theories included provide generic support for planning decisions.	Candidate has provided detailed information regarding content objectives and ELP standards. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students. Theories included provide specific support for planning decisions.
ONLY for ESOL Endorsement **Rubric 4.7 - Planning Narrative 7: Standards-based language objectives** Professional consideration given to integrating language objectives with ELP standards into planning, instruction, and assessment to meet the needs of ELL students. *Aligns with InTASC Standards #1, #7 & #8*	Information provided is inadequate, lacks appropriate development, or is missing ether language or ELP focus. Bias language used.	Candidate has provided sufficient information regarding how language objectives and ELP standards helped support academic language using forms and functions. Applications to accommodating ELLs are evident.	Candidate has provided thorough information regarding language objectives and ELP standards. Applications show thoughtful consideration of information. There is clear evidence of effective instruction that meets the needs of ELL students. Theories included provide generic support for planning decisions.	Candidate has provided detailed information regarding language objectives and ELP standards. Applications show thoughtful, careful consideration of information. There is clear and abundant evidence of effective instruction that meets the needs of ELL students. Theories included provide specific support for planning decisions.
ONLY for ESOL Endorsement **Rubric 4.8 - Planning Narrative 8: Documentation of English Language Proficiency Levels** Professional consideration of ELP levels used for planning, and instruction to meet the needs of diverse students. *Aligns with InTASC Standards #1, #2 & #7*	Narrative provided is inadequate, lacks appropriate development, or is missing ELP level information. Bias language used.	Candidate has provided sufficient evidence of using ELP levels for planning and instruction.	Candidate has shown thoughtful consideration of how ELP levels influenced planning and instruction. There is evidence of effective instruction designed using ELP standards meets the needs of ELL students. Theories included provide generic support for planning decisions.	Candidate has shown thoughtful and intentional consideration how ELP levels impacted planning and instruction. There is clear and abundant evidence of effective instruction designed using ELP standards meets the needs of ELL students. Theories provide specific support for planning decisions.

Instructional Evidence

Teacher candidates will provide evidence of effective instruction and reflective practice including:

1. Documentation of a **structured debrief meeting** between the teacher candidate and the university supervisor.

2. A written **reflection** which includes a summary of discussion from the meeting and insight developed as a result of the meeting.

Instructions for the Debrief Meeting

Schedule a structured debrief meeting with your university supervisor after a formal lesson observation during the unit you have designed. Conduct the meeting in a 'candidate-led' manner in which the candidate will reflect on the guiding questions listed below using specific examples/instances from the lesson. The teacher candidate will record the entire debrief conversation (video or audio) in order to complete the post-debrief reflection and summary.

Include examples from the teaching moments within the lesson that support key aspects of teaching. Ensure all of the following questions are discussed and recorded during the debrief meeting:

- What went well? What stands out as a highlight of the lesson?
- What was unexpected or was challenging during the lesson?
- How could the lesson be improved for the next time it is taught?
- In what ways was an environment created that supports individual and collaborative learning, and encourages active student engagement for all learners?
- What instructional, learning, and management strategies were utilized to deepen student understanding of content, and to apply knowledge in meaningful ways for all learners?

Prepare evidence for submission (choose one of the following options):

- Transcription: use a transcription app to easily convert audio to a written transcript
- Record to cloud: ZOOM recording with shareable link to video
- Video converting tool (Handbrake or a similar application)

Post-Debrief Reflection

Based upon the debrief meeting and after reviewing the video/audio recording of the meeting, reflect on the experience in a written narrative (See Appendix C). Be honest and authentic in the reflection using both strengths and areas for growth which lead to identifying next steps. The reflection should address each of the questions from above, include examples of key teaching moments from the lesson, provide insight as to how a productive learning environment was established, and how all students were actively engaged. Be sure to summarize AND reflect. Consider these sentence frames:

- Summarize the responses to each debrief question. *"In question 1 of the debrief, we discussed…"*
- Reflect on your learning and next steps. *"As a result of this debrief, I learned…"* or *"After reflecting on our debrief, I plan to…"*

Instructional Evidence Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 5.1 - **Lesson Debrief Submission** Documentation of structured debrief meeting with university supervisor. *Aligns with InTASC Standards #3, #5, & #8*	Missing document/link or incomplete video/audio transcription of debrief meeting.	Video or transcription is complete, and links or documents are accessible.	NA	NA
Rubric 5.2 - **Post-Debrief Reflection:** **Summary** Narrative provides a thorough summary of the structured debrief meeting between the teacher candidate and university supervisor. Summary is accurate and honest. Reflection based upon supervisor's lesson feedback. Focuses on learning and management strategies for all students. *Aligns with InTASC Standards #3, #5, & #8*	Debrief questions are inadequately summarized. There is a lack of detail and examples of key teaching moments. Some debrief questions are missing. Candidate has not included basic or accurate observations and reflections regarding their teaching and debrief meeting. Shows little/no understanding or knowledge of how to use a variety of learning and management strategies to support all students. Bias language used.	All debrief questions are summarized. Examples from the lesson were used in support for most of the questions. Candidate has included accurate observations and reflections regarding their teaching and debrief meeting. Begins to understand and know how to use a variety of learning and management strategies to support all students. Writing is free from bias.	All debrief questions are summarized with supporting examples from the lesson. Candidate has articulated observations and reflections regarding their teaching and debrief meeting. Understands and knows how to use a variety of learning and management strategies to support all students. Writing is free from bias.	All debrief questions are summarized with supporting examples from the lesson. Candidate has articulated insightful observations and reflections regarding their teaching. New insight provided beyond scope of what was addressed in debrief meeting. Understands and knows how to use a variety of learning and management strategies to support all students, connecting to best practice. Writing is free from bias.
Rubric 5.3 - Post-Debrief Reflection: Next Steps Thoughtful reflection on teaching practice and planning for future teaching. *Aligns with InTASC standards #3, #5, & #8*	Candidate has not included basic or accurate observations and reflections on his/her practice and a plan for adaptations/adjustments. Next steps are missing or are disconnected to debrief and reflection. Bias language used.	Candidate has provided accurate analysis and reflection on his/her practice and a plan for adaptations/adjustments. Next steps included are broadly targeted at improving practice and student learning. Writing is free from bias.	Candidate has provided accurate analysis and reflection on his/her practice and a plan for adaptations/adjustments with limited connections to research/theory. Next steps included are directly targeted at improving practice and student learning. Writing is free from bias.	Candidate has provided accurate analysis and reflection on his/her practice and a plan for adaptations/adjustments with numerous connections to research/theory. Next steps included are directly targeted at improving practice and student learning. Writing is free from bias.

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. 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. 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. Based upon the feedback you provided, what might be the next steps for these students and the class as a whole?

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

IMPACT Data Sheet

- Use assessment data from the students in your class to complete the first page of the IMPACT Data Sheet.

- MS Excel will compute all of the percentages needed for data analysis on the second page.

- 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 on the second page of the IMPACT Data Sheet to write the Whole Class Learning Analysis & Summary.

- This summary will take the form of a narrative addressing the following:

  - 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
6.1 - Unit Assessments & Data Collection 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. *Aligns with InTASC Standards #1, #6 & #8*	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.	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.	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.	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.
Rubric 6.2 – Feedback Narrative 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. *Aligns with InTASC Standards #1, #6 & #8*	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.	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.	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.	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.

Rubric 6.3 - **IMPACT Data Analysis & Student Record Document** Documentation of Teacher Candidate impact on student learning is presented. *Aligns with InTASC Standards #6 & #9*	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.	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.	NA	NA
Rubric 6.4 - Whole Class Learning Summary 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. *Aligns with InTASC Standards #6 & #9*	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 patters included. Unprofessional and/or biased writing.	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.	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.	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.
Rubric 6.5 - Teaching Impact & Next Steps 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. *Aligns with InTASC Standards #6 & #9*	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.	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.	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.	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.

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?	Misidentifies biblical principles, explanations are confusing; and/or do not relate to subject area or content of the specific unit. Connections are irrelevant, unsubstantiated or confusing between biblical principles and subject area or content of the unit.	Identifies broad biblical principles that relate to the subject area or content specific to the unit. Connections are made between biblical principles and subject area or content of the unit; alludes to how these connections will be communicated to students.	Identifies relevant, specific biblical principles that deal with the subject area or content specific to the unit; cites scripture reference. Connections are made between biblical principles and subject area or content of the unit; describes how these connections will be communicated to students.	Identifies several relevant, specific biblical principles that inform a biblical perspective on the subject area or content specific to the unit; cites scripture reference. Thoughtful connections are made between biblical principles and subject area or content of the unit; describes how these connections will be communicated to students.
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?	Does not identify biblical principles; several are not relevant to pedagogical decisions and/or the explanations are confusing. No clear connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed and/or are grossly taken out of context.	Addresses general biblical principles pertaining to pedagogical decisions, but explanation may lack detail. Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, provides minimal detail and general examples.	Accurately addresses relevant and specific biblical principles pertaining to pedagogical decisions; cites scripture reference. Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, using examples.	Clearly and accurately addresses several relevant and specific biblical principles pertaining to pedagogical decisions; cites scripture reference. Connections between biblical principles and decisions pertaining to instruction, assessment, and management are expressed, using specific examples.
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?	Fails to discuss biblical principles that deal with school related relationships and their role as a Teacher Candidate and/or the explanations are confusing. No clear connections are made between biblical principles and your interactions with students, parents, Cooperating Teachers & administration.	Discusses general biblical principles that deal with school related relationships and their role as a Teacher Candidate. Connections are made between the biblical principles and how you interact with students, parents, Cooperating Teachers & administration.	Discusses relevant and specific biblical principles that deal with school related relationships and their role as a Teacher Candidate; cites scripture reference. Accurate connections between the biblical principles and your interactions with students, parents, Cooperating Teachers & administration are explained in detail.	Discusses several relevant and specific biblical principles that inform school related relationships and their role as a Teacher Candidate; cites scripture reference. Clear and accurate connections between the biblical principles and your interactions with students, parents, Cooperating Teachers & administration are explained in detail with examples.

Advocacy for Students

All teachers should be advocating for their students. Students' needs often extend beyond the classroom, and in many cases, students and their families are unable to have a voice regarding their education or the resources they need. There are more factors today that create increasingly significant challenges in education. The context for learning in the Capstone details how every community, school, classroom, and child is different. Barriers that students face in accessing a holistic education include, but are not limited to: pervasive trauma, financial hardship, limited English proficiency, difficulties navigating the educational system, and immigration status, chronic absenteeism, issues with mental health, homelessness, racial tension and injustices, and natural disasters.

These are all factors that can impact the ability of a student or his/her family to seek help and resources. "The solution is for *each* student. To get the solution we have to stop thinking about *all* students as if students are faceless components of an amorphous blob. We must move past thinking in subgroups, categories, stereotypes, and caricatures. We need to see, hear, love, and respect each student...Holistic personalized learning is best mediated through relationship" (Eckert, 2023, p. 2).

In classes such as Intercultural Communication and Teaching (EDU221/614), Introduction to Linguistics and Language Acquisition (EDU311/611/711), Teaching the Exceptional Learner (EDU317/319), Teaching Diverse Learners (EDU534), Content Area Instruction and Assessment - ESOL (EDU416/616/716), and ESOL Methods and Materials (EDU415/615/715), Corban Education Students learn that effective teachers build relationships with their students that allow them to gain insights into the diverse needs in their classrooms. Advocating for students and their families is a critical piece to teachers and administrators being able to provide students "an equitable as well as an excellent education in the United States" (Fenner, 2014, p. 1).

For this component of the Capstone, "advocacy" goes beyond what you may have described in the Context for Learning and what you do in your classroom to enable students to be successful. Advocacy includes opportunities to help students physically, socially, emotionally, and academically beyond the regular course of daily instruction that each student experiences. Specific instructions for the task are on the next page.

To demonstrate your ability to advocate for a student or students provide the following:

1. A 2-3 page (max) summary of how you advocated for a student or students. Your summary should include:

    -   Why advocating was necessary.
    -   Your overall experience as an advocate.
    -   Were you able to assist your student and/or the family through this advocacy?
        -   If so, why?
        -   If not, what barriers prevented you from being successful?

2. Documentation of an activity(ies) advocating for the student(s). This could include notes regarding specific people, organizations, community resources, etc. that were contacted. How was contact made (phone calls, emails, personal contact)? Include documented dates of contact. Some possible options could be, but are not limited to:

    -   Seeking tutoring/mentoring
    -   Accessing resources for families (food, city bus passes, counseling, scholarships, etc.)
    -   Extra-curricular activities (scholarships for sports, music lessons, cultural opportunities, etc.)
    -   Accessing resources related to health (dental, eyeglasses, etc.)
    -   Organizing ELL focused activities for your school
    -   Accessing translation services

You may focus on several small instances of advocacy that represent real-world teacher practice, focus on a larger project, or a combination of both.

Student Advocacy Rubric

	1 - Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 8.1- **Advocacy Summary** Advocacy on behalf of students and/or families is addressed in a meaningful way. Consideration is given to the need and desired impact for the student(s) personally, physically, emotionally, and or/academically. Thoughtful analysis of the steps taken, and the outcome(s), included. *Aligns with InTASC Standards #1, #9 & #10*	Candidate made minimal attempts to advocate for students. Few steps were taken to impact students, or no follow-through was demonstrated in the advocacy process. No analysis provided.	Candidate made attempts to advocate for students. Steps were taken to impact students through the advocacy process. Analysis shows understanding and desire to meet needs of student(s) in meaningful way.	Candidate has advocated for students in a meaningful way. Steps were taken to impact students in a way that helped their academic and/or personal lives. Candidate demonstrated respect and sensitivity in the advocacy process that elicited trust from students and/or students' families. Analysis shows consideration of multiple factors to make an impact to meet the need of student(s).	Candidate has advocated for students in a meaningful way. Significant time was devoted to the advocacy process. Steps were taken to impact students in a way that helped their academic and/or personal lives. Candidate demonstrated respect and sensitivity in multiple ways in the advocacy process that elicited trust from students and/or families. Analysis shows thoughtful, careful consideration of impact to meet the need of student(s).
Rubric 8.2 - **Documentation of activity** Information is provided to describe and support the advocacy process. *Aligns with InTASC Standards #1, #9 & #10*	Documentation missing OR information provided in the documents is inadequate, lacks appropriate development, or is unrelated to the summary. Bias may be apparent.	Documentation provides sufficient information to support the advocacy summary.	Documentation provides detailed information in support of the advocacy summary.	Documentation provides detailed and thorough information in support of the advocacy summary.

RAFT
Research and Foundational Theories

Throughout your time at Corban, candidates have been developing an annotated list of Research and Foundational Theories (RAFT) that inform understanding regarding a wide range of educational topics. As a part of this Capstone, it is important to show how you have used research and foundational theories to inform practice.

To demonstrate your ability to use research and theories in planning, instructional design, differentiation, use of resources and materials, management and assessment provide:

1. The RAFT document that you have compiled during the time in the program.

Evidence of your use of the RAFT throughout the Capstone will be found in the following components:

Lessons Plans - Documentation shown in each lesson plan in the Materials and Resources box of the research and theories used in developing the lesson.

Planning Narratives - In each planning narrative include at least one theory or piece of research that informed how you approached the topic of that narrative. You may use the same theory in multiple narratives if it is applicable, but it is also important to show a variety of understanding based on the RAFT you have developed over your time in the program. For candidates pursuing an ESOL Endorsement, provide ESOL focused items from your RAFT for narratives, especially in narratives 6-8.

Research and Foundational Theories (RAFT) Rubric

	1 – Not Acceptable	2 - Proficient	3 – Accomplished	4 - Exemplary
Rubric 9.1 - RAFT Annotated Bibliography of Research and Foundational Theories compiled during time in Corban's program. *Aligns with InTASC Standards #9 & #10*	RAFT document not submitted OR RAFT document has an insufficient number of entries OR RAFT document that is submitted has missing information or lack of citations, summaries or applications.	RAFT document submitted has a wide variety of entries that covers multiple aspects of education. RAFT includes at least 15 entries from various courses and professional development opportunities.	NA	NA
Rubric 9.2 - RAFT in Lesson Plans Research and Foundational Theories are used in each Lesson Plan in the Capstone to show intentionality and informed practice in the planning of lessons. *Aligns with InTASC Standards #7, #9 & #10*	One or more lesson plans missing references to research and theories. Repetition of a single theory/source or focal area through all lesson plans. Weak connection of RAFT to practice OR misconceptions in application of research and theory.	Awareness of research and theories is evident throughout lesson plans. Variety (2+) of theories/sources and focal areas used through all lesson plans. Connections show basic understanding of RAFT and implications for practice.	Strong awareness of research and theories is evident throughout lesson plans. Variety (3+) of theories/sources and focal areas used through all lesson plans. Understanding of RAFT leads to intentional connections which inform practice.	Exemplary awareness of research and theories is evident throughout lesson plans. Variety (4+) of theories/sources and focal areas used through all lesson plans. Understanding of RAFT leads to intentional connections which inform and shape practice.
Rubric 9.3 - RAFT in Planning Narratives Research and Foundational Theories are used throughout the Planning Narratives to show intentionality and informed practice in each of the areas. *Aligns with InTASC Standards #1-3, 6, 8-10*	One or more narratives missing references to research and theories. Repetition of a single theory/source or focal area through all narratives. Weak connection of RAFT to practice OR misconceptions in application of research and theory.	Awareness of research and theories is evident throughout narratives. Variety (2+) of theories/sources and focal areas used through all narratives. Connections show basic understanding of RAFT and implications for practice.	Strong awareness of research and theories is evident throughout narratives. Variety (3+) of theories/sources and focal areas used through all narratives. Understanding of RAFT leads to intentional connections which inform practice.	Exemplary awareness of research and theories is evident throughout narratives. Variety (4+) of theories/sources and focal areas used through all narratives. Understanding of RAFT leads to intentional connections which inform and shape practice.

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 you to reflect in the moment, rather than having to remember and reconstruct events when you are putting the final revisions in 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. *Observe another teacher.* Set up a time to observe another teacher in your building (not your CT). In a narrative format (1-2 pages), based upon your notes from the observation, reflect on what you observed in watching another professional teacher model their teaching for you. (Rubric 10.4)

   * If you are seeking an ESOL endorsement you must observe another ESOL teacher

3. *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.
   • If seeking ESOL endorsement, relate what you have learned to ELLs in your classroom.

4. *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.

Professional Development and Reflection Rubric

	1 – Not Acceptable	2 - Proficient	3 - Accomplished	4 - Exemplary
Rubric 10.1 - Impact of Practice on Learners 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. *Aligns with InTASC Standards #9 and #10*	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.	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.	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 adaptions for future instruction to improve meeting student needs are considered. Writing is free from bias.	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 adaptions for future instruction to improve meeting student needs. Writing is free from bias.
Rubric 10.2 - Reflection of Students Thoughtful reflection regarding students who were a part of the unit of instruction. *Aligns with InTASC Standard #9*	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.	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.	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.	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.
Rubric 10.3 - Self-Reflection Thoughtful reflection on profession of teaching and him/herself as a Teacher Candidate and individual. Description on how the candidate grew personally and professionally. *Aligns with InTASC Standard #9*	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.	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.	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.	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.

Rubric 10.4 - Observation Notes & Reflection of another Teacher Thoughtful reflection based upon observing another teacher. Focus on the lesson subject, the effectiveness of strategies and approaches, materials & student learning. **ESOL Endorsement requires ELL focus** *Aligns with InTASC Standard #9*	Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.	Candidate has provided reflection on observing another teacher that includes insight focusing only on the effectiveness of the teaching and management strategies observed. *Connections to practice regarding diverse learners are made.	Candidate has provided reflection on observing another teacher that includes insight focusing on the effectiveness of the teaching and management strategies observed but may include additional aspects of teaching. Candidate makes personal connections to their own practice based upon observation. *Clear connections to practice regarding diverse learners are made.	Candidate has provided reflection on observing another teacher that includes professional insight focusing on a variety of aspects of teaching beyond the effectiveness of the teaching and management strategies observed. Candidate makes several personal connections to their own practice based upon observation. *Clear and numerous connections to practice regarding diverse learners are made.
Rubric 10.5 - Professional Development Reflection Thoughtful reflection on learning from a workshop or other professional development attended. **ESOL Endorsement requires ELL focus** *Aligns with InTASC Standards #9 & 10*	Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.	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.	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.	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.
Rubric 10.6 - Professional Activities Reflection Thoughtful reflection on learning from professional activities done in collaboration with cooperating teacher. *Aligns with InTASC Standards #9 & 10*	Reflection provided is inadequate, lacks appropriate development, or is missing. Bias may be apparent.	Candidate has provided reflection on professional activities that demonstrates they were involved in a meaningful way to contributing to the school community.	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.	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.

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: **Subject:**
Topic: **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

Parts of Speech	World War II: The Global War	Geometric Shapes
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 (knowledge)
- what they can do, and (skills)
- 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	Language Objectives
Students will be able to…	Students will be able to…
1. **verb** … 2. **verb** …	1. **verb** … 2. **verb** …

Language Demand: Provide a description of the main language demand of this lesson.
• *Example: Students will analyze two historical events.*

Key Vocabulary:		
• • •	• • •	• • •

Formative Assessment	*Informal*
How will you measure students' progress towards lesson objectives? (Link to Objectives)	• 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: Structured Debrief and Reflection Template

Date of Debrief Meeting:	University Supervisor Name:
Lesson Number and Title:	

Based upon the debrief meeting and after reviewing the video/audio recording of the meeting, reflect on your experience. Select one of the two options for completing the reflection.

1. Written narrative: For this option, delete the boxes below and write a narrative response that addresses each question with examples and a summative style reflection.

OR

2. Targeted prompts including a summative reflection: For this option, respond in each box including examples and then compose a reflective narrative below.

For either option, be sure to summarize AND reflect. Consider these sentence frames:

- Summarize the responses to each debrief question. *"In question 1 of the debrief, we discussed…"*
- Reflect on your learning and next steps. *"As a result of this debrief, I learned…"* or *"After reflecting on our debrief, I plan to…"*

Lesson Debrief Questions:
1. What went well? What stands out as a highlight of the lesson?
2. What was unexpected or was challenging during the lesson?
3. How could the lesson be improved for the next time it is taught?
4. In what ways was an environment created that supports individual and collaborative learning, and encourages active student engagement for all learners?
5. What instructional strategies were utilized to deepen student understanding of content, and to apply knowledge in meaningful ways for all learners?

Summative Reflection:

Appendix D:
Assessment and Data Collection Planning Tool Template

Section 1: Pre-Assessment

Pre-Assessment Description:
Date Administered:
Scoring Tool Used:

Section 2: Daily Assessment Description

Lesson Number	*Assessment Description:* 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.*

Lesson Number	*Name of Assessment Collected*	**Scoring Tool**: **R**ubric/**S**coring **G**uide/**Inf**ormal (Circle one)	**Student Feedback**: **O**ral/**W**ritten (Circle one)
		R SG Inf	**O W**
		R SG Inf	**O W**
		R SG Inf	**O W**

Section 4: Student Progress Identifiers

Unit Goal Number	**Evaluating Student Work:** Provide a brief description of how you will determine *Met*, *Progress*, and *Not Met* for each unit goal based on assessments identified in Sections 2 & 3.
Example: #2	*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 3/5categories. Not Met will be identified as a score of 1 on at least 3/5 categories.*

Appendix E: Feedback Narrative Example

I chose my assessment on day 3 as the focus for feedback with my 3 students. This assessment was a written assessment that included four questions on our topic of main idea and key details within a story. 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 share their thoughts on what they believe is the main idea of the story "Abuelita" and the fourth question asked students to share how they perceived the illustrations contributed to the character of Abuelita.

The main focus for this assessment is to gauge how my students are understanding the use of key ideas and illustrations as important parts of understanding the main idea of a story. The standards used for this assessment were:

- RL.3.2 – 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.
- Rl.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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.

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. I asked them to first tell me how they thought they had done on the assessment and if one question was harder than another for them to answer. 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 talk about their answer so that I could address any misconceptions or reteach as needed.

Student C's discussion was focused on elaborating answers to share more of their personal ideas. As Student C does not struggle in this content area, I want to spend time helping her see how she can expand her answers and show her thinking beyond the questions. We acknowledged strengths of being

correct along with some growth points of using more content specific vocabulary as well. Student C was receptive and accepted the challenge of working towards the goals stated above.

Student T did well until question 4. We discussed that a strength was knowing the key detail and main idea. We discussed the growth point regarding question 4 and talked about how he could use the illustrations to better understand the main character and their place in the story. Student T was receptive and readily engaged in the conversation.

Student M was discouraged by the assessment and so I chose to ask her each question to see what she could articulate as an oral assessment opportunity. Student M was able to identify a key detail and with some prompting verbally, the main idea. We then got out the book and talked about how the illustrations work to help us understand the main character of Abuelita. I felt this was a good use of our time and she left the discussion feeling better about her assessment. My goal with Student M is to continue to encourage her to try even when it is hard.

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. The biggest growth point based on data 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 in the unit but continue to work on:
- providing illustrations as a way to better understand the main character for the majority.
- using more content specific vocabulary for my high students.
- revisiting key details and main idea for the middle group to make sure they solidify those skills.

Appendix F: 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.

Appendix G: International Society for Technology in Education (ISTE) Technology Standards ©2020

ISTE Standards for Students

1. Empowered Learner
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  1a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
  1b) Students build networks and customize their learning environments in ways that support the learning process.
  1c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  1d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  2a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
  2b) Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
  2c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
  2d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

  3a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

  3b) Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  3c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  3d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

   4a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

   4b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

   4c) Students develop, test and refine prototypes as part of a cyclical design process.

   4d) Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

   5a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

   5b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

   5c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

   5d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

   6a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

   6b) Students create original works or responsibly repurpose or remix digital resources into new creations.

   6c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

   6d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

   7a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

   7b) Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

   7c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

   7d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ISTE Standards for Educators

1. Learner
Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
   1a) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
   1b) Pursue professional interests by creating and actively participating in local and global learning networks.
   1c) Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader
Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
   2a) Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
   2b) Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
   2c) Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen
Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
   3a) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
   3b) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
   3c) Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
   3d) Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator
Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
   4a) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
   4b) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
   4c) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
   4d) Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

5a) Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

6a) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c) Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

6d) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

7a) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

7c) Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Appendix H:
The Ethical Educator & Professional Practices
Teacher Standards & Practices Commission
250 Division St. NE
Salem, OR 97301

Responsibilities of TSPC

In 1973, the Teacher Standards and Practices Commission became an autonomous body. It was created amid demands across the nation that educators' police their own ranks. As a result, one of the statutory responsibilities of TSPC is to maintain professional Standards of Competent and Ethical Performance of Oregon Educators. These Standards can be found in Oregon Administrative Rules, Chapter 584, Division 020. Approximately 200 discipline cases are investigated by the Commission each year.

What is a Competent and Ethical Educator?

The competent educator demonstrates:
- Knowledge and use of curriculum and instruction to meet the needs of all students.
- Ability to provide a climate for students that is conducive to learning and respects the rights of all persons without discrimination.
- An understanding of students and ability to establish and maintain good rapport and assist the growth of students.
- Ability to work effectively with students, staff, parents and community.

The ethical educator demonstrates:
- A willingness to accept the requirements of membership in the education profession.
- A willingness to consider the needs of the students, the district and profession.

What is a Culturally Competent Educator?

The competent educator demonstrates:
- Capacity to promote equity of student access and outcomes.
- Advocacy for social justice.
- Awareness of laws and policies affecting learners.
- Creates a respectful and collaborative environment.
- Ability to navigate conflicts around race, ethnicity, religion, class, and language in a safe and productive manner.
- Ability to work collaboratively with students, staff, and parents from diverse racial, ethnic, religion, class and language background.
- Demonstrates respectful and welcoming verbal and non-verbal interaction skills.

What is the Responsibility of the Superintendent? OAR 584-020-0041(2)

The district's chief administrator must report to TSPC within 30 days when, after appropriate investigation, the chief administrator **reasonably** believes that an educator has violated standards by committing acts of gross neglect of duty or gross unfitness

What is Gross Neglect of Duty? OAR584-020-0040(4)

Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. Some examples of Gross Neglect of Duty are: unreasonable physical force against students or fellow employees; sexual conduct with a student; appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance; knowing falsification of any document or knowing misrepresentation directly related to licensure, employment or professional duties; knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials; knowing and willful failure of a chief administrator to report a violation of Commission standards; etc. See OAR 584-020-0040(4) for additional examples of Gross Neglect of Duty.

What is Gross Unfitness? OAR 584-020-0040(5)

Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours and off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill professional responsibilities effectively. Some examples of Gross Unfitness are: fraud or misrepresentation; conviction of violating any federal, state, or local law; violation of a term of probation imposed by a court; admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; etc. See OAR 584-020-0040(5) for additional examples of Gross Unfitness.

What Happens When TSPC Receives a Complaint? ORS 342.176

- TSPC conducts an investigation to determine whether or not the allegation(s) is
- The educator is notified of the complaint and encouraged to respond to the allegation(s).
- The Commission considers the Preliminary Investigation report and determines whether or not there is sufficient cause or evidence to charge the educator with a violation of TSPC Standards.
- The Commission may dismiss the complaint for lack of sufficient cause; **or**
- Enter into a settlement agreement with the educator (Order of discipline); **or**
- TSPC may inform the educator of charges and of an opportunity for hearing.

What Happens When the Educator Requests a Hearing? ORS 342.177(1)

The Commission is represented by legal counsel from the Attorney General's Office. The educator may be represented by an attorney. Hearings are conducted by an Administrative Law Judge. Based on evidence presented at the hearing, the Administrative Law Judge makes a recommendation to the Commission regarding whether the educator has engaged in unprofessional conduct. The Administrative Law Judge submits a Proposed Order to the full Commission. The Proposed Order is advisory to the Commission which is voted on in public session.

What Sanctions May the Commission Impose? ORS 342.175(2) and ORS 342.177(3)

By law, the Commission must permanently revoke or deny a license to educators who are convicted of crimes listed in ORS 342.143 (sex-related crimes including prostitution). In other cases, the Commission may revoke, suspend, issue a public reprimand, or place an educator on probation depending on the facts and circumstances of the case**.**

What are the Factors for Imposing Disciplinary Sanctions? OAR 584-020-0045

- If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents.
- The likelihood of a recurrence of the misconduct or violation.
- The educator's past performance.
- The extent, severity, and imminence of any danger to students, other educators or the public.
- If the misconduct was open and notorious or had negative effects on the public image of the school.
- The educator's state of mind at the time of the misconduct and afterwards.
- The danger that students will imitate the educator's behavior or use it as a model.
- The age and level of maturity of the students served by the educator.
- Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction.

What happens when an Order is adopted by TSPC ORS 342.203

The educator, the educator's school district and the complainant are notified. The Commission maintains records of all disciplined educators. Annually, the list of sanctioned educators is posted on the TSPC Website. When an Order is adopted, it is reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) which maintains a national list of disciplined educators.

What Can Educators Do To Avoid Complaints Being Filed with TSPC?

Think about your interaction with students.

- Do you fail to maintain professional physical and emotional boundaries with students?
- Do you flirt with students?
- Do you discuss your personal life with your students?
- Do you telephone students or send emails of a personal nature?

- Do you close your classroom door if you are talking to a student alone?
- Do you transport students in your personal vehicle?
- Do you fail to inform your supervisor and refer to a counselor any student who may have a romantic attachment to you?
- Do you buy gifts for students?

Think about your knowledge of state law, school policies and procedures.
- Do you know the laws, district policies, school rules and your rights?
- Do you know the Oregon child abuse reporting law ORS 419B.010?
- Do you know the policies in your school regarding the proper handling of money and finances?
- Do you have clear behavioral management rules?
- Do you know about corporal punishment laws ORS 339.250 and district policies?
- Do you know about confidentiality requirements?
- Do you know your district's Acceptable Use Policy regarding technology, including computers, e-mail and internet access.

Think about your reputation in the community.
- Do you maintain a professional reputation in the community and school district?
- Do you communicate with parents and document that communication?
- Do you engage in behavior in the community that students may use as a positive model?

"If I could take back those five minutes…"

From TSPC case files
Use of school computer equipment to receive, store product or send sexually explicit materials OAR 584-020-0040(4)(q)
Educator used classroom computer to access sexually explicit materials on the Internet. Educator downloaded sexually explicit materials, copied materials on school equipment and distributed to other staff.

Knowing misrepresentation directly related to licensure OAR 584-020-0040(4)(c)
On TSPC Application for renewal of licensure Educator failed to report a criminal conviction (Assault IV).
Sanction: Application denied/right to apply suspended for 128 days, reinstatement requires anger management evaluation, 2 years probation (requiring treatment/counseling if referred by evaluator)

Any sexual conduct with a student OAR 584-020-0040(4)(f) and OAR 584-020-0040(4)(g)
Educator engaged in sexual behavior with a high school student in the Educator's home. Educator pled guilty to the crime of Official Misconduct and was convicted.   **Sanction: Revocation**

Appearing on duty or at any district-sponsored activity while under the influence of alcohol OAR 584-020-0040(4)(g)
Educator serving as athletic director attends sports events after consuming alcoholic beverages on two separate occasions. Educator required to enroll in an alcohol treatment program as a part of settlement agreement with TSPC.
Sanction: Public reprimand and 4 years probation (with special conditions requiring educator to continue alcohol treatment plan and submit progress reports every 6 months to Executive Director)

Conviction of violation on any federal, state, or local law OAR 584-020-0040(5)(c)
Educator convicted of Driving under the Influence of Intoxicants. Educator required by court order to complete alcohol treatment program.
Sanction: Public reprimand and 4 years probation (with special conditions requiring educator to abstain from consumption of alcohol, submit progress reports every 6 months to Executive Director and continue alcohol treatment plan)

Failed to refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues OAR 584-020-0035(1)(b)
Educator exploited her professional relationship with a student to promote her own religious issues. Educator repeatedly communicated with a student suffering from an illness that religious faith would be the source of healing for her condition.
Sanction: 6 months suspension, special conditions for reinstatement and 4 years' probation upon reinstatement.