# WICHITA STATE UNIVERSITY Teacher Licensure Capstone (TLC) Template

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| **Teacher Licensure Capstone ID Number:** |
| **Date Submitted:** |
| **Content Area of your TLC:** |
| **TLC Unit Focus:** |

*Note: Text fields and tables can be manipulated as needed to fit responses.*

## Task 1 - Contextual Information and Learning Environment Factors

**A. General Contextual Information for Community, District, and School in Narrative Form** (limited to 1 page)

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**B. Characteristics of Class** (Use the following two tables to record information for the Whole Class)

**Table 1.1 Class Contextual Information** (limited to 1 page)

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| Age range of students \_\_\_\_\_\_\_\_\_\_\_\_ Number of male students \_\_\_\_\_\_\_\_\_\_\_Total number of students \_\_\_\_\_\_\_\_\_\_\_\_ Number of female students \_\_\_\_\_\_\_\_\_\_ Number of non-binary students \_\_\_\_\_\_\_\_\_\_\_Percentage of economically disadvantaged students (i.e. students eligible for reduced lunch) \_\_\_\_\_\_\_\_\_\_ [**if reduced lunch information not available for class, provide school percentages]** |
| Number of students according to Race/Ethnicity (from [U.S. Census definitions](https://www.census.gov/topics/population/race/about.html)) | \_\_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_\_ Native Hawaiian/Pacific Islander \_\_\_\_\_\_ Asian/Asian American \_\_\_\_\_\_ White\_\_\_\_\_\_ Black/African American \_\_\_\_\_\_ Multiracial\_\_\_\_\_\_ Hispanic/Latinx \_\_\_\_\_\_ Other (specify)  |
| Number of students according to Language proficiency  | \_\_\_\_\_\_ English Language Learners |
| Number of students with identified special needs (sources and definitions of terms from [IDEA sec. 300.8](https://sites.ed.gov/idea/regs/b/a/300.8)) | \_\_\_\_\_\_Autism \_\_\_\_\_\_ Other health impairment\_\_\_\_\_\_Deaf-blindness \_\_\_\_\_\_ Pervasive Developmental Delay\_\_\_\_\_\_Deafness \_\_\_\_\_\_ Specific learning disability\_\_\_\_\_\_Emotional disturbance \_\_\_\_\_\_ Speech or language impairment\_\_\_\_\_\_Hearing impairment \_\_\_\_\_\_ Traumatic brain injury\_\_\_\_\_\_Intellectual disability \_\_\_\_\_\_ Visual impairment\_\_\_\_\_\_Multiple disabilities \_\_\_\_\_\_ 504 plan\_\_\_\_\_\_ Orthopedic impairment |
| **Must provide appropriate charts/graphs to display demographic data for district, school, and classroom in Appendix A.** |

**Table 1.2 Student Characteristics for Whole Class** (limited to 1 page for the entire section) Write about student characteristics that impact teaching in the classroom. Include curricular and extra-curricular interests, academic performance, class behavior, family/community background.

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| --- | --- | --- |
| **Student Characteristics** | **General Descriptions** | **Implication for Teaching** |
| **Curricular and extra-curricular interests Impacts on teaching in the classroom** |  |  |
| **Previously demonstrated academic performance:** **% Above standard \_\_\_\_\_**  **% Meets standard \_\_\_\_\_** **% Below standard \_\_\_\_\_** |  |  |
| **Interpersonal interactions/behavior in class** |  |  |
| **Family and/or community background**  |  |  |

**C. Sub- Group/Focus Student Information**

**Table 1.3 Subgroup/Focus Student Characteristics** (limited to 1 page)

|  |  |  |
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|  | **Describe this subgroup/student and a rationale for why you selected them.** | **What are the instructional implications?** |
| **SUBGROUP or****FOCUS STUDENT** |  |  |

## Task 2 - Instructional Design

**A. Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)**

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**B. Identify Learning Objectives:** Focus should be on student performance – not activities. *What will students know or be able to do*?

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| --- | --- | --- |
| **Obj. No.** |  **Learning Objectives** | **State Standard/Benchmark Met by Learning Objective** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

**C. Narrative:** How do the unit objectives address these standards? (**limited to 1 page)**

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**D. Table 2.1 – Instructional Design: Overview** of Unit Plan minimum 4 lessons, maximum 10.

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| --- | --- | --- | --- | --- |
| **Lesson** | **Date** | **Learning****Objective(s)** | **Instructional Activities/Strategies** | **Describe Specific Adaptations/Differentiation/Universal Design for Learning (UDL)** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |
| **10** |  |  |  |  |

**E. Table 2.2: Description of Pre-assessment, Formative Assessments, and Summative (Post) Assessment** (limited to 2 pages) (minimum 2 formative assessments)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Describe the assessment to be used** | **Explain rationale for choosing this assessment** | **Which objectives does this assessment address?** | **Identify how the assessment will be scored and/or the criteria to be used for evaluation. What accommodations or modifications will you make for your focus student or sub-group?** |
| **Pre-Assessment** |  |  |  |  |
|  **Formative Assessment** |  |  |  |  |
| **Formative Assessment** |  |  |  |  |
| **Add more Formative Assessments as needed** |  |  |  |  |
| **Summative (Post) Assessment** |  |  |  |  |

**F. Additional Details in Instructional Design** (limited 1 page)

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| How do the instructional strategies/activities address the learning objectives for this unit? |  |
| How will critical thinking and problem solving strategies be implemented in the unit? Give specific examples of use. |  |
| How does the unit demonstrate integration of knowledge/skills across and within content fields? |  |
| Explain the literacy/reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading strategy) |  |
| How will technology be integrated within the unit? Explain candidate use and student use. |  |

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| **Provide a copy of two complete detailed lesson plans in Appendix B.** |

## Task 3 - Teaching and Learning

**A. Narrative: Daily Teaching Reflections** (limited to 2 pages total)

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| **Day 1:****Day 2:****Day 3:****Day 4:….Continue to reflect for each day of your unit …** |

**B. Student Interaction and Engagement** (Strategies for promoting student-to-student interaction and student-to-teacher interaction) (limited to 1 page)

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| --- | --- |
| Strategies for promoting student-to-student interaction |  |
| Strategies for promoting student-to-teacher interaction |  |

**C. Analysis of Assessment** (limit 1 page)

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| **Pre-Assessment:** |
| Description of results, based on pre-assessment chart (appendix C) |  |
| Describe how pre-assessment data was used to proceed with instruction for all students. |  |
| **Formative Assessment:** |
| student performance results of formative assessment |  |
| Discuss the results in reference to the learning objectives. |  |
| Discuss any accommodations or modifications based on the results of formative assessments. |  |
| **Summative (Post) Assessment:** |
| Description of results, based on summative assessment chart (appendix C) |  |
| How do the results demonstrate meeting your learning objectives? How do they demonstrate not meeting learning objectives? |  |

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| **Provide a copy of pre-assessment document and the corresponding scoring key/rubric in Appendix C.** |

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| **Provide a copy of one formal formative assessment document and the corresponding scoring key/rubric in Appendix C.** |

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| **Provide a copy of one informal formative assessment document and the corresponding scoring key/rubric in Appendix C.** |

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| **Provide a copy of the summative assessment document and the corresponding scoring key/rubric in Appendix C.** |

**D. Visual Representation of Disaggregated Data**

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| **1. Chart/Table/Graphs of disaggregated data for the Pre-assessment should be included in Appendix C.****Create a chart, table, and/or graph** that includes data for the Whole Class, and Subgroup/Focus Students. Title the table/chart/graph and use labels to accurately portray the data.  |

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| **2. Chart/Table/Graph of disaggregated data for the Summative Assessment should be included in Appendix C.** C**reate a chart, table, and/or graph** that includes data for the Whole Class and Subgroup/Focus Students. Title the table/chart/graph and use labels to accurately portray the data. |

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| **Task 4 - Self-Evaluation and Reflection** |

**A. Description of Successful Objectives** (limited to 1/2 page)

(Identify at least 1, maximum of 2 objectives)

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| **Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.** | **Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.** |
| Objective 1: |  |
| Objective 2: |  |

 **B. Description of Least Successful Objectives** (limited to 1/2 page)

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| **Based on the analysis of all the assessment results, identify your least successful learning objective(s) from the unit.** | **Explain why these objective(s) were not as successfully met. Give more than one reason for each of the least successful objectives identified.** |
| Objective 1: |  |
| Objective 2: |  |
| **Discuss at least TWO things to do differently in the future to improve students’ performance. Be frank and thorough in your analysis.** |
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**C. Reflection on Unit and Implications for Teaching** (limited to 1page)

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| **Based on the teaching of the unit, student performance, and two detailed lessons, identify at least TWO aspects of your instruction that should be improved. Explain reasoning.** | **What steps are you going to take to improve your teaching in these areas? Be specific.** |
| Aspect 1:  |  |
| Aspect 2:  |  |

*Note:* Add additional pages for the writing of your capstone – your capstone response to Task 1-4 may not exceed 20 pages (this does not include the title page (cover sheet) your appendices)

## REFERENCES

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

## APPENDIX A Demographic Data for classroom, school, and district

## APPENDIX B Detailed Lesson Plans (2)

## APPENDIX C Assessments and Rubrics