**Examples of P-12 Student Learning**

**How do VCSU teacher candidates assess student learning?**

Candidates complete a Teaching for Learning Capstone (TLC) unit during their student teaching (clinical practice) field experience. The TLC unit requires candidates to create and/or modify unit and lesson plans that consider the needs of all learners in their classroom. Candidates develop pre-, post-, and formative assessments to inform their instruction and to assess student progress toward the learning targets for the unit. Candidates also video themselves teaching and reflect on their experience.

**How do VCSU teacher candidates provide evidence of student learning?**

The evidence of the candidate’s TLC units is incorporated into the candidate’s senior portfolio in myeFolio. The TLC template is aligned with the unit’s conceptual framework. Candidates demonstrate their evidence of student learning in the EVALUATE section of the senior portfolio.

Candidates provide student work samples from three focus students - one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Candidates describe each student’s individual learning strengths and challenges relative to what was measured by the assessment.

Candidates also provide work samples from each student. Candidates are required to remove the names of students, their own name, and the name of the school with correcting fluid, tape, or marker prior to copying/scanning the work samples. Candidates demonstrate evidence of feedback on the work of two of the three focus students.

*These links provide access to work samples to be shared with the BOE team. The portfolios are not to be archived in the NCATE/CAEP databases.*

**Exhibit 1.4.g.1**

*Access to Candidate Work Samples of P-12 Learning*

<table>
<thead>
<tr>
<th>Link Title/Topic</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.g.1a Candidate Work Sample of P-12 Student Learning</td>
<td><a href="http://casieantony.myefolio.com/evaluate">http://casieantony.myefolio.com/evaluate</a></td>
</tr>
<tr>
<td>1.4.g.1b Second Candidate Work Sample of P-12 Student Learning</td>
<td><a href="http://michaelcassell.myefolio.com/Evaluate">http://michaelcassell.myefolio.com/Evaluate</a></td>
</tr>
<tr>
<td>1.4.g.1c Third Candidate Work Sample of P-12 Student Learning</td>
<td><a href="http://katherinebartram.myefolio.com/Evaluation">http://katherinebartram.myefolio.com/Evaluation</a></td>
</tr>
</tbody>
</table>
The Teaching for Learning Capstone (TLC) focuses on a teacher candidate’s efforts to plan instruction to meet the needs of all learners, implement lessons that instruct and engage all students, apply strategies to assess student learning, and think reflectively to analyze the teacher candidate’s impact on student learning as well as his or her own practice. *Teacher candidates will utilize the TLC model to plan, implement, evaluate, and reflect on one unit of instruction during their student teaching experience.*

The four components of the VCSU Conceptual Framework assessed include the ability to:

**PLAN** – Planning Instruction and Assessment; **IMPLEMENT** – Instructing and Engaging Students in Learning; **EVALUATE** – Assessing Student Learning; and **REFLECT** – Reflection on Teaching and Learning during Unit.

The Valley City State University School of Education has adapted its version of the Teacher Performance Assessment (TPA) - titled as the Teaching for Learning Capstone (TLC) at VCSU – through making modifications to the Minnesota Field Test Pre-Release Handbook, September 2011, and to the 2011 version of the TPA model from Stanford University. The VCSU revisions were made with input from P-20 faculty who attended work sessions involving representatives from every content area in which VCSU has a teacher education major. Revisions were continued with feedback from unit faculty following