Fresno Assessment of Student Teachers (FAST)

Teaching Sample Project (TSP)

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Teaching Sample Project

integrated unit of study with focus on
(a) content knowledge and literacy
(b) assessment
Teaching Sample Project (TSP) unit of study, with focus on assessment

- What is the focus of the unit? At least how many content areas must be addressed?
- For Multiple Subject candidates the unit must have a focus on English Language Arts (CCSS-ELA) and at least one other content area.
- What is the minimum number of lessons in the unit?
  - At least 5 cohesive lessons.
- How many lessons from the unit must be submitted for the TSP documentation?
  - THREE lessons.
Teaching Sample Project (TSP) 
*unit of study, with focus on assessment*

- When is the TSP due?
  - **DUE: Friday, November 8**

- When will the TSP be scored? Who scores the TSP?
  - **Scored: November 15 by faculty and coaches**

- When will you find out your scores for the TSP?
  - **The week of November 18**
Parts of the Teaching Sample Project

*See page 18 in TSP manual*

<table>
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<th>Before Teaching the Unit</th>
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<td>Students in Context</td>
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<td>Learning Outcomes</td>
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<th>After Teaching the Unit</th>
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<tr>
<td>Instructional Decision Making</td>
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<td>Analysis of Student Learning</td>
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<td>Reflection and Self-Evaluation</td>
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Initial Planning Components of Teaching Sample Project

- Students in Context
- Learning Outcomes
- Assessment Plan
- Design for Instruction
Students in Context

FAST manual pages 20-21
Students in Context

• Collect school and classroom data
  • *Students in Context* form, p. 32 in FAST manual

• Implications for instruction for students with:
  • Different levels of English proficiency
  • Identified special needs
  • Other instructional needs

• Classroom management plan
  • [see next page]
Students in Context

- Classroom management plan
  - expectations and consequences for:
    - students taking responsibility
    - instances of intolerance
    - other
  - classroom routines
    - two examples
    - describe how established and maintained
Students in Context

- Read this section in the two exemplars:
  - 3rd grade – yellow
  - Kindergarten – purple/white

- Review the scoring rubric on page 33.

- Discuss with a partner.
- Agree on a score for each exemplar.

- Be prepared to justify your score.
Learning Outcomes
Learning Outcomes

- Description of integrated unit
  - 5 cohesive lessons
  - addresses literacy and content knowledge
  - "big picture" ideas in unit

- Learning outcomes related to standards
  - 3 to 5 learning outcomes
  - Content standards from 2 or more disciplines, one must be English Language Arts

- Rationale of appropriateness for students
Each unit outcome should be addressed in one or more lessons.

Each lesson may address one or more outcomes.
Learning Outcomes

• Read this section in the two exemplars:
  • 3rd grade – yellow
  • Kindergarten – purple/white

• Review the scoring rubric on page 34.

• Discuss with a partner.
  • Agree on a score for each exemplar.

• Be prepared to justify your score.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Meets Expectations at a High Level</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes and Standards</td>
<td>TPE 3.1, 3.3</td>
<td>Outcomes do not clearly address content and literacy standards.</td>
<td>Outcomes clearly address content standards and literacy standards. Most outcomes represent the content and level of learning (e.g., DOK level) reflected in the content standards and address a range in the type or level of learning. Including a focus on higher level learning.</td>
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</tbody>
</table>

| Appropriateness for Students | TPE 3.2 | Description of unit and rationale provide general justification for the appropriateness of the unit for: (a) development of content knowledge or literacy skills, (b) past experiences, pre-requisite knowledge, or future learning, (c) relevance for student at that grade level | Description of unit and rationale provide general justification for the development of other content knowledge or literacy skills, (b) past experiences, pre-requisite knowledge, or future learning, (c) relevance for student at that grade level | Description of unit and rationale provide specific justification for the development of content knowledge or literacy skills, (b) past experiences, pre-requisite knowledge, or future learning, (c) relevance for student in that class | Description of unit and rationale provide specific justification for the development of content knowledge or literacy skills, (b) past experiences, pre-requisite knowledge, or future learning, (c) relevance for student in that class |

Circle overall rating: LEARNING OUTCOMES 1 2 3 4
Assessment Plan

FAST manual pages 24-25
Assessment Plan

• For 2 learning outcomes, descriptions of
  • pre- and summative assessments
  • scoring criteria

• Descriptions of 2 specific formative assessments

• Respond to questions to justify your choice of format and assessment items
Learning Outcome A

- Pre-assessment & Summative Assessment
  - **Produces a score for each student** (rubric, point system, percentage)
  - Describe assessment tool, directions, criteria for scoring, criteria for meeting outcome

**How will you know what students learned?**

Learning Outcome B

- Pre-assessment
  - **Does not need to produce a score for each student**
  - Describe assessment tool, directions, criteria for scoring, criteria for meeting outcome

- Summative assessment
  - Describe assessment tool, directions, criteria for scoring, criteria for meeting outcome

**REMEMBER: Include copy of assessments**

Formative Assessments

- Describe 2 examples

**Give specific examples related to your unit.**
Assessment Plan

• Read this section in the two exemplars:
  • 3rd grade – yellow
  • Kindergarten – purple/white

• Review the scoring rubric on page 35.

• Discuss with a partner.
  • Agree on a score for each exemplar.

• Be prepared to justify your score.
Design for Instruction

FAST manual pages 27-28
Design for Instruction

- Summary of pre-assessment data
- Unit summary and overview – a minimum of 5 cohesive lessons in your UNIT
- Three lesson plans, written by you – using a lesson plan format of your choosing - submitted for TSP
- Description and rationale for:
  - ACCESS to CONTENT
  - ENGLISH LANGUAGE DEVELOPMENT AND LITERACY SKILLS
  - TECHNOLOGY
• Read this section in the two exemplars:
  • Kindergarten – purple
  • 3rd grade – yellow

• NOTE: Only one lesson plan is included in each exemplar. You need to include THREE lesson plans in your TSP.

• Review the scoring rubric on page 36.

• Discuss with a partner.
  • Agree on a score for each exemplar.

• Be prepared to justify your score.
Feedback on Teaching Sample Project

- Editing and providing specific feedback on the unit are **unacceptable forms of support** by the University Coach or Mentor.

- We understand that some units may be planned with school colleagues; however, **you need to make the unit and lessons your own** by putting your own stamp on the elements of the unit and the written lesson plans.

- **You must write all portions of the TSP yourself.**
Teaching Sample Project Submission Information

● Hard copy to Coach AND submitted on Tk20.
● Passing Score: 2 or better on each of the 7 sections.
● Score of 1 on any section: That section must be revised and scored again.
● Remember to include Section Headings and headings within each section.
● No binders or folders. Staple or clip together.
● Anonymity for school, teachers, and students.

● **DUE DATE:** Friday, NOVEMBER 8
Things to Remember: Writing

• **CLARITY:** Be clear and concise. Saying more isn’t better. Target your responses to the prompt and rubric.

• **SPECIFICITY:** General statements don’t show your knowledge. Be specific and give examples to support your statements.
RECOMMENDATIONS

• Start early.
• Keep records of what you do.
• Collect student work.
• Keep it manageable.
• MULTIPLE SUBJECT: Submit paper copy to coach or Brenna’s office by November 8. AND submit your TSP to Tk20.
• REMEMBER: If you do not earn at least a 2 on each section, you will need to redo the section and have it scored again.
Next TSP Seminars

- Friday, October 4, 4:30-6:30 in NG 118

- Drop in session: Friday October 11
  - between 4:30-6:30 in NG 118
What should you do before the next TSP Seminar?

- Identify your topic, standards, and unit learning outcomes.
- Write a draft of your Learning Outcomes section.
- Identify appropriate assessments for your unit learning outcomes.
- Set a timeline for assessing your students (pre/post) and teaching the unit.
Questions?