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*

- TSP demonstrates the ability to plan, implement, analyze and improve the effectiveness of instruction based on student learning.

- For Multiple Subject candidates the unit must have a focus on English Language Arts (CCSS-ELA) and at least one other content area.
  - At least 5 cohesive lessons in unit

- Completed in EHD 170/160B – Final Student Teaching
- **DUE:** Friday, November 8
- **Scored:** November 15 by faculty and coaches
Parts of the Teaching Sample Project

*See page 18 in FAST manual*

<table>
<thead>
<tr>
<th>Before Teaching the Unit</th>
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<tr>
<td>Students in Context</td>
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<td>Learning Outcomes</td>
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<td>Assessment Plan</td>
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<td>Design for Instruction</td>
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<th>After Teaching the Unit</th>
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<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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Students in Context

What do I know about my students that will help me plan?

How will I manage behavior and routines to enhance learning?
Students in Context

- Collect school and classroom data
- Implications for instruction based on data and students’ learning needs
- Classroom management plan
California Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

What should I teach? How is it relevant to my students?
Learning Outcomes

• Description of important standards-based content in the unit
• Unit learning outcomes related to standards
  • Content standards from 2 or more disciplines
• Justification for learning outcomes
Assessment Plan

How will I know what and whether my students are learning?
Assessment Plan

• Select, adapt, or develop assessments to assist in:
  • planning (pre-assessments),
  • monitoring student progress (formative assessments),
  • measuring student learning (summative assessments)

• Describe the details of assessments related to 2 outcomes

• Justify your choice of format and assessment items
Design for Instruction

How will I design cohesive lessons that are relevant and engaging to all students AND support the content?
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
• Description and rationale for:
  • instructional strategies
  • use of technology
Instructional Decision-Making

How will I monitor students during lessons and adjust instruction based on their learning?
Instructional Decision-Making

• Techniques for monitoring student learning
• Adjustments made to instruction based on student learning
### Analysis of Student Learning

**Did my students learn the content of the unit? What is the evidence?**

#### Pre-assessment Observation Checklist

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#### Summative Assessment Observation Checklist

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Analysis of Student Learning

- Results of assessments
- Analysis and conclusions of student learning related to unit learning outcomes
- Progress report for one student who struggled during the unit
Reflection and Self-Evaluation

How effective was the unit? What would I change?
Reflection and Self-Evaluation

• Reflect on your performance as a teacher:
  • effective instructional strategies for ALL learners
  • alignment and effectiveness of assessments
  • influence of subject-matter knowledge

• Suggested changes to the unit

• Professional goal related to the unit, with next steps
Questions?
Initial Planning Components of Teaching Sample Project

- Students in Context
- Learning Outcomes
- Assessment Plan
Students in Context

pages 21-22
Format of each section

Students in Context

Teaching Process Standard
The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.

Teaching Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning (1.6)
TPE 2: Creating and Maintaining Positive Environments for Student Learning (2.1, 2.3, 2.6)
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1)
TPE 5: Assessing Student Learning (5.8)

Overvie
In this section you will:

- Collect data about students in your class to assist with planning instruction and assessment.
- Describe the specific learning needs of three groups of students: (1) English language learners, (2) students with identified special needs, and (3) students with different instructional needs.
- Identify how your instruction will meet their learning needs.
- Develop a classroom management plan appropriate for your students and the classroom context.

Directions:

- How do I complete this section?

Students and Context Data
Complete the “Students in Context” chart in the project addendum by gathering data related to the school and students in your classroom. (For a digital version of the chart, see the Teaching Sample Project section of Tk20.) Office staff, state or district websites, mentor teacher, and special education teachers are good resources for this information.

Implications for Instruction
Respond to the following questions:

(a) How will you design your instruction to meet the learning needs of students with differing levels of English language proficiency, even if these levels are not represented in your class? Be specific about the instructional approaches (e.g. SDAIE, focus on ELD, structured English immersion) you will use to enhance English language development and academic learning.

[NOTE: For World Languages, address the language development of the language you are teaching.]

(b) How will you design instruction to address the identified special needs of your students (i.e. IEP, 504 plan, advanced learner, medical/physical)? Describe the specific learning needs and the methods you will use to support learning for two of your students with identified special needs.

[Note: If you do not have students with identified special needs in your class, select students who appear to be struggling with instruction.]

(c) How will you design instruction to address the needs of another student or group of students that may have different instructional needs? Identify another student or group of students in your classroom you need to consider as you plan instruction. Describe the specific learning needs of the student or group of students and the methods you will use to support their learning.
Overview

In this section you will:

- Collect data about students in your class to assist with planning instruction and assessment.
- Describe the specific learning needs of three groups of students: (1) English language learners, (2) students with identified special needs, and (3) students with different instructional needs. Identify how your instruction will meet their learning needs.
- Develop a classroom management plan appropriate for your students and the classroom context.
Directions: How do I complete this section?

- Students and Context Data
  Complete the “Students in Context” chart in the project addendum to assist with planning instruction and assessment. (For a digital version, see the Teaching Sample Project section of Tk20.) Office staff, state or district websites, mentor teacher, and special education teachers are good resources for this information.

- Implications for Instruction
  Respond to the following questions:

  (a) How will you design your instruction to meet the learning needs of students with differing levels of English language proficiency, even if they are not represented in your class? Be specific about the instructional approaches (e.g. SDAIE, focus on ELD, structured English immersion) you will use to enhance English language and academic learning. [NOTE: For World Languages, address the language development of the language you are teaching.]

  (b) How will you design instruction to address the identified special needs of your students (i.e. IEP, 504 plan, advanced learner, medical/physical)? Describe the specific learning needs and the methods you will use to support students with identified special needs. [Note: If you do not have students with identified special needs in your class, select students who appear to be struggling with instruction.]

  (c) How will you design instruction to address the needs of another student or group of students that may have different instructional needs? Identify another student or group of students in your classroom you need to consider as you plan instruction. Describe the specific learning needs of the student or group of students and the methods you will use to support their learning.
Classroom Management Plan

For this section use a format that easily conveys the required information. You may use a narrative, graphic organizer, or outline.

**Expectations and management strategies.** Identify three expectations for your students’ behavior that will support academic learning. Provide an example of how you will respond to behavior that does and does not meet the expectations. The three expectations must address these areas:

- one expectation should be related to facilitating student independence and individual responsibility for behavior or learning,
- one expectation should address instances of intolerance and harassment among students, such as bullying, racism, and sexism,
- one expectation should reflect another aspect of creating an inclusive classroom climate.

**Classroom routines.** Give examples of two classroom routines or procedures you have established in your classroom:

- Explain how the routine will facilitate learning in your classroom.
- Describe how you communicated the expectations of this routine to your students when it was first introduced and throughout the year.
Classroom Management Plan

For this section use a format that easily conveys the required information. You may use a narrative, graphic organizer, or outline.

Expectations and management strategies.

Identify three expectations for your students' behavior that will support academic learning. For each expectation give an example of how you will respond to behavior that does and does not meet the expectations.

The three expectations must address these areas:

- one expectation should be related to facilitating student independence and individual responsibility for behavior or learning (i.e. self-monitoring),
- one expectation should be related to addressing instances of intolerance and harassment among students, such as bullying, racism, and sexism,
- one expectation should reflect another aspect of creating an inclusive classroom climate.

Classroom routines.

Give examples of two classroom routines or procedures you have established in your classroom. For each routine:

- Explain how this routine will facilitate learning in your classroom.
- Describe how you communicated the expectations of this routine to your students when it was first introduced and throughout the year.

Documentation (suggested page length)

1. “Students in Context” chart (1-1 1/2 pages),
2. Instructional implications responses (2 pages),
3. Classroom management plan narrative or graphic organizer (2-3 pages)
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
What can you do right away in your placement to prepare for the Teaching Sample Project?

- **Students in Context**
  - Learn about your students
  - Identify Classroom Management Plan
By September 15

Teaching Sample Project

• *Write a draft of Students in Context section.*
Talk to your Mentor Teacher

Teaching Sample Project

• Identify possible unit topic and projected time line
  • Unit should be taught in October
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.**
Two Required TSP Seminars

- Friday, September 20, 4:30-6:30 in NG 118
- Friday, October 4, 4:30-6:30 in NG 118
- Drop in session: Friday October 11
  - between 4:30-6:30 in NG 118
Questions?