Fresno Assessment of Student Teachers (FAST)

Teaching Sample Project (TSP)

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Teaching Sample Project

Due: November 8

*integrated unit of study with focus on*

(a) *content knowledge and literacy*

(b) *assessment*
Have you talked to your Mentor Teacher?

Teaching Sample Project

• Have you identified possible unit topic and projected time line?

• Unit should be taught in October; due November 8
## Parts of the Teaching Sample Project

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

<table>
<thead>
<tr>
<th>After Teaching the Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Decision Making</td>
</tr>
<tr>
<td>Analysis of Student Learning</td>
</tr>
<tr>
<td>Reflection and Self-Evaluation</td>
</tr>
</tbody>
</table>
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

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

Discuss in small groups:

• What standards are you using for your unit?

• How many Unit Learning Outcomes do you have in the unit? How well are they aligned with the standards?

• What types of things did you write about to justify the unit is appropriate for your students?
Learning Outcomes

• Description of integrated unit
  • addresses literacy (ELA standards) and content knowledge (NGSS, History/Social Science, Mathematics, Visual and Performing Arts, OR other content standards)
  • "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, connected to outcomes on Learning Outcomes table

• Rationale of appropriateness for students
  • how develops content knowledge and literacy skills
  • connections to past learning, prerequisite knowledge, or future learning
  • relevance to your students
Assessment Plan

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

Discuss in small groups:

• How many unit learning outcomes are you addressing in your Assessment Plan?

• What are requirements for Pre- and Summative Assessments?

• How have you described your formative assessments?

• Is the data from the assessments included in this section? Why or why not?
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

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

Formative Assessments

• Describe 2 examples
Implementation and Reflection
Components of Teaching Sample Project

1. Design for Instruction
2. Instructional Decision Making
3. Analysis of Student Learning
4. Reflection and Self-Evaluation
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:
  - ACCESS to CONTENT
  - ENGLISH LANGUAGE DEVELOPMENT AND LITERACY SKILLS
  - TECHNOLOGY
Design for Instruction
Things to think about

1. Are your lessons in alignment with pre-assessment results and contextual factors AND unit learning outcomes?
2. Do your lessons provide access to content and develop literacy skills for identified special needs, different levels of English language proficiency, and different instructional needs?
3. How are your lessons showing a variety of instructional methods and engagement activities?
4. What opportunities for critical and/or creative thinking are included in your lessons?
Instructional Decision-Making

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

Instructional Decision A & Instructional Decision B

• Techniques for monitoring student learning
• Adjustments made to instruction based on student learning
• Why did your adjustment improve students’ progress toward the learning outcome? Evidence?
Read this section in the two exemplars:
- Kindergarten – purple
- 3rd grade – yellow

Review the scoring rubric on page 37.

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

Be prepared to justify your score.
Review **Instructional Decision Making**. Share evidence (or not) related to your assigned question number and color.

1. How were students monitored during instruction?
2. Was the focus on (a) behavior or lesson structure or (b) student learning and engagement?
3. Are there examples of appropriate adjustments made specifically to address the needs of the students in this class and aligned with learning outcomes?
4. What reasons were given to show the adjustments would improve student progress?
Analysis of Student Learning

Did my students learn the content of the unit? What is the evidence?
Analysis of Student Learning

• Class Analysis
  • Results of assessments - DATA
  • Analysis and conclusions of student learning related to unit learning outcomes

• Progress report *(for one student who struggled during the unit)*
  • Analysis of learning with supporting data
  • Suggestions – support provided by teacher, school, and/or parents
Analysis of Student Learning

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

- Review the scoring rubric on page 38.

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

- Be prepared to justify your score.

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<th>Indicator</th>
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<tr>
<td>1</td>
<td>Does Not Meet Expectations</td>
<td>Provides limited evidence of the number of students meeting the learning outcomes; provides a limited description of how the data/scores reflect learning.</td>
</tr>
<tr>
<td>2</td>
<td>Meets Expectations</td>
<td>Provides clear evidence of the number of students meeting each of the two learning outcomes and making some or no progress toward the learning outcomes; provides realistic and specific suggestions for improving student learning.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations at a High Level</td>
<td>Provides clear evidence of the number of students meeting each of the two learning outcomes and making more progress toward the learning outcomes; provides detailed analysis of the strengths and weaknesses of the student.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Expectations</td>
<td>Provides clear evidence of the number of students meeting each of the two learning outcomes and making significant progress toward the learning outcomes; provides detailed and specific analysis of the strengths and weaknesses of the student.</td>
</tr>
</tbody>
</table>
Review **Analysis of Student Learning**. Share evidence (or not) related to your assigned question number and color.

1. Does the analysis provide clear evidence of the number of students meeting each of the two learning outcomes?
2. Does the analysis describe how the data/scores reflect learning related to each of the two learning outcomes?
3. Does the progress report use appropriate data and examples to describe strengths and areas for growth related to at least one learning outcome?
4. Are the suggestions in the progress report realistic?
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
Reflection and Self-Evaluation

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

- Review the scoring rubric on page 39.

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

- Be prepared to justify your score.

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<td>Insights on Effective Instruction and Assessment</td>
<td>TPE 6.1, 6.5</td>
<td>Does not describe effective instructional activities for at least one of these categories: (a) range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs. Provides limited or no statements about the alignment between assessments and learning outcomes. Does not describe subject matter knowledge. OR description of subject matter knowledge does not relate to this unit.</td>
<td>Describes effective instructional activities and provides plausible justification for at least one of these categories: (a) range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs. Identifies the alignment between assessments and learning outcomes. Describes subject matter knowledge related to the unit.</td>
<td>Describes effective instructional activities and provides plausible justification for at least one of these categories: (a) range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs. Identifies and justifies the alignment between assessments and learning outcomes. Describes how subject matter knowledge influenced the success of students.</td>
<td>Provides appropriate suggestions for redesigning learning outcomes, instruction, or assessment.</td>
</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>TPE 6.1</td>
<td>Provides limited or inappropriate suggestions for redesigning learning outcomes, instruction, or assessment.</td>
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<td>Implications for Professional Development</td>
<td>TPE 6.3</td>
<td>Presents a reasonable professional learning goal that is not related to the unit.</td>
<td>Provides a reasonable professional learning goal that is not related to the unit.</td>
<td>Provides a reasonable professional learning goal that is described in specific terms.</td>
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Circle overall rating: REFLECTION AND SELF EVALUATION 1 2 3 4
Review **Reflection and Self-Evaluation**. Share evidence (or not) related to your assigned question number and color.

1. How are the described instructional activities effective for range of English proficiency?

2. How are the described instructional activities effective for students with identified special learning needs or students with different learning needs?

3. What are the suggestions for redesigning learning outcomes, instruction, or assessments and how would these adjustments improve student learning?

4. Is there a reasonable professional learning goal connected to the unit? Are the specific steps related to reaching this professional learning goal?
Feedback on Teaching Sample Project

- **Unacceptable forms of support**: Editing and providing specific feedback on the unit by the University Coach, Mentor or colleague.

- **Make the unit and lessons your own**: Some units may be planned with school colleagues; however, you need to put 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

- 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.
What’s happening on October 11?

- What’s happening on Friday, October 11?
- Drop in session.
  - Make up for other sessions.
  - Questions and answers

- Come anytime between 4:30-6:30.
  - NG 118