SLIDE 1

This module on the FAST Site Visitation Project focuses on Reflection. The FAST manual includes all the requirements and rubrics for this project.

SLIDE 2

[pause]

SLIDE 3

The Site Visitation Project is one of the 6 formal observations conducted by your university coach. It is different than other formal observations because it requires additional lesson and documentation requirements.

SLIDE 4

Each of the Site Visitation Project’s 3 parts (Planning, Implementation, and Reflection) has a focus on subject specific pedagogy, applying knowledge of students, and student engagement.

SLIDE 5

The Site Visitation Project is scored using 3 rubrics, one for each part of the SVP.

SLIDE 6

The Reflection rubric will be used to highlight the expectations for this part of the Site Visitation Project.

SLIDE 7

In the Implementation part, you taught the lesson and video recorded it.

SLIDE 8

For the Reflection part of the SVP you will watch the video recording to help you reflect on what happened. Then you will select a 3- to 5-minute clip, highlighting subject specific pedagogy, and respond to questions related to each of the three areas of focus. The video clip needs to be a continuous segment. As you review the full lesson video, think about what short segment is a good representation of how you used subject specific techniques to support students’ learning.

SLIDE 9

These are the reflection questions you will answer. They are located in the FAST manual and accessible on the Office of Clinical Practice website.

SLIDE 10

The first two questions are about Subject Specific Pedagogy. In the first question you will address the strengths and weaknesses in the entire lesson. What went well? How do you know it was effective? What would you differently? Why? Give specific examples to support your statements.

SLIDE 11

The second question is specifically about the video clip you selected. When you select the video clip, you are required to highlight a subject specific activity or strategy from your lesson. Remember what you listed on your Activity/Strategy table for subject specific pedagogy. That may help you make your selection. To answer this question, you will need to justify why it is an example of subject specific pedagogy using the resources related to your content area. The next slides are reminders of those resources.

SLIDE 12

For the Multiple Subject program, the Site Visitation Project focuses on mathematics and embedded language development. The resources listed here identify the important elements of subject specific pedagogy in mathematics. These resources include Common Core content standards and Teaching Performance Expectations.

SLIDE 13

This slide shows the TPEs for Teaching Mathematics in a Multiple Subject assignment.

SLIDE 14

This slide shows the Standards for Mathematical Practice in the Common Core State Standards for mathematics.

SLIDE 15

For Single Subject candidates, the content standards and Teaching Performance Expectations are resources for Subject Specific Pedagogy.

SLIDE 16

The Teaching Performance Expectations, part 2, identify subject specific instructional strategies for each of these 14 areas.

SLIDE 17

The second part of this question asks about your knowledge of the content. Be honest and specific about how your knowledge of the content of the lesson helped or hindered the effectiveness of the lesson. You are being scored on your reflection on your content knowledge, not the depth of your knowledge.

SLIDE 18

The scoring for subject specific pedagogy is based on the specificity, honesty, and depth of your responses. Provide specific examples from the lesson. Be realistic about what went well and what did not. In this section you are being scored on your self-evaluation of your teaching, not the actual implementation.

SLIDE 19

The third set of questions relate to applying your knowledge of your students in the lesson. For your Class Profile, you identified 3 focus students representing different learning needs in your classroom. In this question you will choose one of the focus students, who participated in the lesson, to discuss in your response. How effective was the lesson for this student? How do you know? Provide specific evidence. Then identify what you might do differently in future lessons to make sure this student is learning.

SLIDE 20

Again you will be scored on the specificity and depth of your response.

SLIDE 21

The last set of questions relate to student engagement. In particular, you want to address both your interactions with students and students’ interactions with other students. How did you encourage all students to participate and give them opportunities to express their knowledge or opinions? What was the effectiveness of this engagement? What’s your evidence? This is a good place to use information you gained from checking for understanding during the lesson or forms of assessment you used at the end of the lesson.

SLIDE 22

You will be scored on the specificity of your examples from the lesson and your realistic evaluation of their effectiveness. Again, in this section you are scored on your reflection, not on your implementation. So be honest!

SLIDE 23

The SVP is different than other formal observations because it requires additional documentation. The previous module details the documentation for the Planning and Implementation sections. This module describes the final documentation for the SVP. All documents are submitted in the SVP binder in the Portfolio section of your Tk20 account. Two documents are uploaded for the Reflection section: the 3- to 5-minute video clip and your responses to the Self-Evaluation questions. These documents must be submitted within 7 days of the observation.

SLIDE 24

After uploading the reflection documents on Tk20, click SAVE. If all documents are submitted, including the Placement Information form described next, you may click Submit.

SLIDE 25

In addition to the documents to complete and upload for the three parts of the Site Visitation Project, you need to fill out Placement Information the credential programs need for state reports. You may fill out this form at any time and save it for later submission.

SLIDE 26

The Accreditation form is accessed by clicking Select. The form has a variety of multiple choice questions. Select the best response for your situation. The information on the form will not be used for scoring the SVP. When all documents are uploaded, including the planning documents, implementation video form, reflection video clip and responses, and the placement information form, you must click SUBMIT. Submitting this binder does not affect your field experience binder, which you will not submit until the end of the semester. The SVP is not connected to your field experience binder.

SLIDE 27

Your coach will score the Site Visitation Project. Feedback on the lesson will be given after all the SVP documents have been submitted to Tk20. You will have access to the rubric scores by clicking on the Assessment tab in your SVP binder. In some cases, there will be two scorers. The second set of scores is only used for a statistical analysis of scorer reliability and will not be accessible to you. The scores that count are the scores from your coach.

SLIDE 28

To pass the SVP you must earn at least a 2 on each of the three sections.

SLIDE 29

If you do not pass one or more sections of the SVP, you will need to redo all or part of the SVP. If you pass the Implementation section, but do not pass the Planning or Reflection section, you will revise the non-passing section, but will not have to teach another SVP lesson. If you do not pass the Implementation section, you will need to schedule another formal observation for the SVP and teach another lesson. In consultation with your coach, you will decide whether you can teach the same lesson again or whether you need to plan and teach a new lesson. Your coach will tell you what documents you will need to revise and resubmit. No matter what section you did not pass, you will receive a second SVP binder. You will submit the revised documents, and any of the original documents that did not have to be revised, to this second binder. Your coach will post your new scores in this second binder.

SLIDE 30

To summarize: The SVP is one of the 6 formal lesson observations conducted by your university coach. It must be completed independently. The 20- to 45-minute lesson must embed academic language development. For Multiple Subject candidates the lesson must be a mathematics lesson. For Single Subject candidates the lesson is on the content of the credential. The lesson may be taught to a small group, a portion of a class, or the whole class, and must be video recorded. There are 3 parts to the project: Planning, Implementation, and Reflection. Each part has its own requirements and is scored on a 4-point rubric.