Teaching Sample Project

Worksheet

FAST 2.0

The unit of study must address content knowledge AND literacy skills (using appropriate subject matter content standards and ELA/ELD framework and ELD and/or ELA/Literacy standards).

For Multiple Subject candidates the unit must be an integrated unit with a focus on both English Language Arts and another subject area (e.g. history/social science, science, health).

The unit must have at least 5 cohesive lessons and should be taught to the whole class.

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| **STUDENTS IN CONTEXT** |
|  | Students and Context Data* Collect school and classroom data
* Use *Students in Context* form, p. 16 of TSP manual
 |  |
|  | Implications for Instruction* Respond to questions about designing instruction for:

(a) students with differing levels of English language proficiency (b) two students with identified special needs (i.e. IEP, 504, advanced learner, medical/ physical) or student who struggles with instruction (c) student or group with different instructional needs |  |
|  | Classroom Management Plan* Expectations and management strategies
	+ 3 specific areas to address:

(1) facilitating student independence and responsibility (2) addressing instances of intolerance (3) creating inclusive classroom climate* + responses to behavior that does and does not meet expectations
* Classroom routines
	+ examples of 2 classroom routines; for each routine:
		- explain how it facilitates learning
		- describe how expectations were communicated and maintained
 |  |
| **LEARNING OUTCOMES** |
|  | Description of Unit * General design of unit
* How standards will be addressed
* Key concepts and skills students should learn
 |  |
|  | Learning Outcomes * Reflect both content knowledge and literacy skills
* Use table to show connection to state-adopted content standards:

(1) ELA/Literacy standards and/or ELD standards (2) subject matter content standards  |  |
|  | Rationale of Unit: Appropriateness for Your Students * Development of both content knowledge & literacy skills
* Connections to past learning and experiences
* Relevance to students in class
* Importance for future learning
 |  |
| **ASSESSMENT PLAN** |
|  | Learning Outcome A * Pre-assessment
	+ must have score for each student
	+ description or copy of assessment
		- administration directions
		- criteria for scoring
		- criteria for proficiency
* Summative assessment
	+ must have score for each student
	+ description or copy of assessment
		- administration directions
		- criteria for scoring
		- criteria for proficiency
 |  |
|  | Learning Outcome B * Pre-assessment
	+ does not need individual score
	+ description of assessment method
* Summative assessment
	+ must have individual score
	+ description or copy of assessment
		- task, method, or expectations
		- criteria for scoring
		- criteria for proficiency
 |  |
|  | Formative Assessments* Description of two formative (lesson) assessments
	+ specific examples in unit not general methods
	+ related to any of learning outcomes
 |  |
|  | Rationale for Assessment Response to questions: * Assessments for Learning Outcome A
	+ Why choose?
	+ Match with learning outcomes and purpose?
* Assessments for Learning Outcome B
	+ Why choose?
	+ Match with learning outcomes and purpose?
* Formative assessments
	+ How inform instruction?
 |  |
| **DESIGN FOR INSTRUCTION** |
|  | Summary of Results of Pre-Assessments* Results of pre-assessments
	+ Learning Outcomes A and B
	+ graphic organizer, if useful
* Implications for planning
	+ how results influence unit planning
 |  |
|  | Overview of the unit* Visual organizer to show flow of unit lessons
* For each lesson include:

(a) unit learning outcome(b) topic of lesson(c) lesson intent or objective(d) general description of activity |  |
|  | 3 Lessons (Lesson A, Lesson B, Lesson C) * Showcase variety in instruction
	+ 1 lesson must incorporate technology
* Detailed lesson descriptions or lesson plans
 |  |
|  | Questions about Lessons(a) ACCESS TO CONTENT: 2 specific examples(b) ELD and LITERACY SKILLS: 2 specific examples(c) TECHNOLOGY: use in instruction and planning |  |
| **INSTRUCTIONAL DECISION-MAKING** |
|  | Instructional Decision A* Techniques for monitoring student learning
* Adjustments made to instruction
* How improve students’ progress related to learning outcomes
 |  |
|  | Instructional Decision B* Techniques for monitoring student learning
* Adjustments made to instruction
* How improve students’ progress related to learning outcomes
 |  |
| **ANALYSIS OF STUDENT LEARNING** |
|  | Class Analysis * Data for Learning Outcomes A & B
* Analysis of learning
* Conclusions
 |  |
|  | Progress report * Select one student who struggled with instruction; report designed to be sent home
* Analysis of learning with supporting data
* Suggestions for supports by teacher, school and/or parents
 |  |
| **REFLECTION AND SELF-EVALUATION** |
|  | Reflection on Instruction, Assessment, and Student Learning* Effective Instruction
	+ what contributed to learning
	+ access to content for all students
* Assessment
	+ measurement of learning outcomes
	+ evidence
* Subject-matter Knowledge
	+ level of knowledge
	+ additional content knowledge
* Changes
	+ 2 changes, under your control
 |  |
|  | Reflection on Professional Development* Professional learning goal
	+ 1 professional goal
	+ connected to this unit
* Next steps
	+ 2 specific steps
	+ connected to professional goal
 |  |

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