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 |  |

NOTES: