

TEACHING SAMPLE PROJECT
Fresno Assessment of Student Teachers (FAST)
(NAEYC Standards 1,2,3,4,5 – See #1A for Addendum)

Successful teachers support learning by designing instructional units that employ a range of strategies and build on their students' strengths, needs, and prior experiences. The Teaching Sample Project is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting the Teaching Performance Expectations (TPE) listed below. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. The Teaching Performance Expectations (TPEs) being evaluated are:

- Subject-Specific Pedagogical Skills (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and use of Assessments (TPE 3)
- Making Content Accessible (TPE 4)
- Teaching English Learners (TPE 7)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)
- Instructional Time (TPE 10)
- Social Environment (TPE 11)
- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

Overview

For this project you are required to plan and teach a one- to four-week unit (depending on appropriateness for your grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document your teaching and your students' learning by completing all sections of this project.

General Directions

Use each section of the Teaching Sample Project to document the planning, implementation, and reflection stages of teaching a unit of study. Before you teach the unit you will: (a) describe the students and the context of your instruction, (b) develop a management plan for the classroom, (c) research the topic for your project, (d) identify learning outcomes based on state-adopted standards or challenge standards, (e) create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (summative assessment) instruction, and (f) plan for your instruction. After you teach the unit, you will analyze student learning and reflect upon and evaluate your teaching related to student learning.

* The Teaching Sample Project is one of a series of tasks in the Fresno Assessment of Student Teachers (FAST) that collectively measure the pedagogical competence of teacher candidates and Interns. The candidate's response to this Project prompt must reflect the student's own unaided work. It is to be used as described in the Intended Use Policy in this manual. The Teaching Sample Project is adapted from the "Teacher Work Sample" written by the Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project.

Parts of the Project

Teaching Processes

The project is divided into seven sections, one for each designated teaching process. Each section delineates the reporting requirements for that particular process as well as listing Teaching Performance Expectations (TPE) evaluated in that section. Your Teaching Sample Project will be SUBMITTED FOR EVALUATION on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation.

- **Students in Context** (TPE 8, 10, 11)
In this section you will: Identify student characteristics and classroom factors that influence instruction and assessment. Discuss the implications of these characteristics and factors for your instructional planning. Develop a classroom management plan appropriate for your students and the classroom context.
- **Content Analysis and Learning Outcomes** (TPE 1, 9)
In this section you will: Select appropriate content standards. Identify the content you plan to teach in this unit. Set the learning outcomes for the unit, and show how they connect to state-adopted or challenge-standards. Provide a rationale for your choice of learning outcomes.
- **Assessment Plan** (TPE 2, 3)
In this section you will: Select, adapt or develop assessments to assist in planning the unit, monitoring student progress, and measuring student learning. Describe the assessments, scoring, and evaluation criteria for one of your learning outcomes. Give an overview and rationale of assessments for another outcome. Describe formative assessments.
- **Design for Instruction** (TPE 7, 8, 9)
In this section you will: Summarize the results of your pre-assessment and indicate how the results will influence your planning. Provide an overview of your unit showing how your lessons relate to the learning outcomes. Describe and provide a rationale for three unit lessons that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs and to use a range of instructional strategies.
- **Instructional Decision-Making** (TPE 2, 4, 9)
In this section you will: Provide two examples of instructional decision-making based on students' learning or responses.
- **Analysis of Student Learning** (TPE 3, 12)
In this section you will: Analyze your assessment data, including the relationship between pre-assessments and summative assessments, and the information gained from formative assessments to determine students' progress related to one learning outcome. Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class.
- **Reflection and Self-Evaluation** (TPE 12, 13)
In this section you will: Reflect on your performance as a teacher and describe effective instructional strategies and suggestions for improving your practice linked to student learning results. Identify future goals and actions for professional growth related to your experiences planning and teaching this unit and assessing your students' learning.

Addendum

A graphic organizer is included for use in the "Students in Context" section of the Project.

Scoring Rubric

The scoring rubric for this project focuses on the qualities inherent in each of the TPEs being assessed.

Format

In order to submit the Teaching Sample Project for evaluation, you will ATTACH your work to the DRF. You may ATTACH your work as a single document or as multiple documents. In addition you will need to fill out the *TSP Cover Page* under FORMS. See *Using TaskStream* in your FAST Manual for instructions on how to attach a document and fill in a form. The successful completion of the project requires submission of attached documents that are easy for the evaluator to score. Applying these guidelines to the attached documents will help to improve the readability.

- **Narrative length.** A suggested page length for your narrative and documentation is given at the end of each component section. Do not exceed the suggested length of each section.
- **Margins and font.** Attached documents should be double-spaced in 12-point font, with 1-inch margins. Select a font that is easy to read.
- **Documentation.** Certain sections may require charts, tables, graphs or assessment instruments to support your narrative. These items may be embedded in the narrative or may be ATTACHED as separate documents. If separately attached, be sure to label them clearly for easy reference by the evaluator.
- **References and credits.** If you referred to another person's ideas or material in any section of this project, you need to cite these at the end of that section under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format.
- **Anonymity.** In order to ensure the anonymity of students in your classroom, do not include the actual names of the school, teacher, or students. You may use aliases or identifying codes rather than the actual names.
- **Readability.** Check spelling and punctuation.

Evaluation

The Teaching Sample Project should be SUBMITTED FOR EVALUATION on TaskStream only after all sections are complete and you have filled out the *TSP Cover Page*. Once the Project has been submitted, you will be unable to continue working on it. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation. Check with your University Supervisor for due dates and specific submission requirements for your program (e.g. whether you will need to print out a copy, in addition to submitting it on TaskStream). An assessor who has been trained to score this specific task, will evaluate this project using the attached rubrics.

Scores for each section will be based on the scoring rubric designed for that section. The rubrics focus on the qualities embedded in each of the TPEs aligned with that section. Levels of proficiency are described across each row. To pass this task you must receive an overall score of at least 2 on each section. Unsuccessful candidates will have an opportunity to remedy any portions rated as inadequate.

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

- Learning About Students (TPE 8)
- Instructional Time (TPE 10)
- Social Environment (TPE 11)

Overview

In this section you will:

- Identify student characteristics and classroom factors that influence instruction and assessment.
- Discuss the implications of these characteristics and factors for your instructional planning and assessment.
- 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 an electronic version of the chart, see the Teaching Sample Project section of the TaskStream DRF and click on *Add/Edit Work*.) Office staff, state or district websites, the master/cooperating teacher, and special education teachers are good resources for this information.

❑ Implications for Instruction

Based on the data you identified in the Students in Context addendum sheet, select three pieces of information (factors) that will have the most significant impact on your instruction. Describe in narrative form those factors and their specific implications for instruction. (For example, if you have students who are English learners you will want to address vocabulary development and the language demands of the lesson.)

❑ Classroom Management Plan

- **Expectations and interventions.** Identify at least three expectations you have for your students’ behavior that will support academic learning. Include one expectation related to encouraging students to take responsibility for their own learning (for example, create a plan to establish a way for students to turn in homework if they are absent). For each expectation give an example of how you will respond to behavior that does not meet the expectations.
- **Classroom routines.** Describe at least two classroom routines or procedures you plan to establish and maintain that will support academic learning. One of the routines should relate to managing transitions. Provide a rationale for these routines.

Documentation (maximum page length)

- “Students in Context” chart (1 page),
- Instructional implications narrative (2 pages),
- Classroom management plan narrative (2 pages)

Content Analysis and Learning Outcomes

Teaching Process Standard

The teacher sets significant, challenging, varied and appropriate learning outcomes.

Teaching Performance Expectations

- Subject-Specific Pedagogical Skills (TPE 1)
- Instructional Planning (TPE 9)

Overview

In this section you will:

- Select the appropriate CA-adopted or challenge standards.
- Analyze the content you plan to teach in this unit.
- Set the learning outcomes for the unit, and show how they connect to CA-adopted or challenge-standards.
- Provide a rationale for your choice of learning outcomes.

Directions: *How do I complete this section?*

❑ **Content Analysis**

- Research the important generalizations, concepts, and facts that should be included in your unit by reviewing the appropriate CA-adopted content or challenge standards and a variety of other resources. Keep track of the resources you use—including people resources—to list them in your references.
- Organize and report these important ideas (generalizations, concepts, facts) in a content outline or graphic organizer (e.g. map, web, flowchart) to show the content you will teach.

❑ **Learning Outcomes**

Use a table (similar to the one shown at the end of this section) to list three to five learning outcomes that will guide the planning, delivery, and assessment of your unit. (For an electronic version of this table, see the Teaching Sample Project section of the TaskStream DRF and click on *Add/Edit Work*.)

- **Unit Learning Outcomes.** These outcomes should be written in terms of student learning and be:
 - *significant* (i.e. reflect the big ideas or structure of the discipline),
 - *challenging* (i.e. students will learn something they do not already know),
 - *varied* (i.e. include different levels or types of learning),
 - *appropriate* (i.e. grade/age specific),
 - *observable*, and
 - *measurable*.
- **Related Standards.** For each outcome, write out the related CA-adopted content or challenge standard(s).

❑ **Rationale**

Write two to three paragraphs explaining why your learning outcomes are appropriate. Your rationale should address the appropriateness of your learning outcomes in terms of content, level of learning, relationship to content standards, student development (age/grade appropriateness), pre-requisite knowledge and skills, and other student needs.

Documentation (maximum page length)

- Content outline/graphic organizer (2 pages),
- Table of outcomes (1 page),
- Rationale for outcomes (1 page)

Format for Unit Learning Outcomes Table

UNIT LEARNING OUTCOMES (Include exact wording of each learning outcome)	RELATED STANDARD(S) (include content area, # & text, e.g. <i>Mathematics (2nd grade), Number Sense, 5.1 Solve problems using combinations of coins and bills.</i>)
Outcome 1: <i>Outcome statement</i>	
Outcome 2: <i>Outcome statement</i>	
Outcome 3: <i>Outcome statement</i>	

Assessment Plan

Teaching Process Standard

The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.

Teaching Performance Expectations

- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and Use of Assessments (TPE 3)

Overview

In this section you will:

- Select or develop pre-assessments, formative assessments, and summative assessments to assist in planning and sequencing the unit, monitoring student progress toward the learning outcomes, and measuring student learning.
- Describe in detail the pre- and summative assessments, scoring, and evaluation criteria for one of your learning outcomes.
- Give an overview and rationale of the assessments for a second learning outcome.
- Describe formative assessments you plan to use during your unit.
- Describe any possible assessment adaptations that would need to be done for English Learners and students with special needs.

Directions: *How do I complete this section?*

In this section you will describe the pre-assessments, formative assessments, and summative assessments for two of your unit learning outcomes.

- *How should I choose the two learning outcomes?* The learning outcomes you select should vary by level or type of learning (e.g. low-level/high-level, cognitive/affective).
- *How should I decide what assessments to use?* You may find or adapt existing assessments or develop your own assessments. The assessments you describe should demonstrate your ability to use different types of assessment and to adapt assessments to different types of learners. The assessments should be appropriate for:
 - (a) the type and level of the learning outcome (e.g. a cognitive outcome at the application level should not be assessed by a fact recall test) and
 - (b) the development of the student (e.g. kindergarten students should not be expected to do extensive reading and writing).

All methods for assessing learning outcomes should allow you to make comparisons between what students knew prior to instruction and after instruction. The comparisons may be quantitative or qualitative.

□ Learning Outcome A (Your choice of outcome)

- **Learning Outcome.** Identify the learning outcome you have chosen to address by stating its exact wording.
- **Pre-assessment.** Learning Outcome A must be pre-assessed using a method that results in an individual score for each student. The score may be based on a rubric, point system, or percentage. Describe the pre-assessment for Learning Outcome A by including:

- (a) the exact tasks, items, questions, or methods used;
- (b) the exact wording of the oral or written directions given to the students;
- (c) assessment adaptations for English Learners and for students with special needs (If you have no English learners in your class, describe adaptations you would make for an English learner at Level 1, beginning proficiency and at Level 3, intermediate proficiency. If you have no students with identified special needs in your classroom, describe adaptations you would make for a student with a learning disability who read and wrote at a grade 2 level and for a student with cerebral palsy who had limited control over hand and arm movement and was non-verbal.);
- (d) the criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation check list, rating scales); and
- (e) the criteria for determining whether the students' performance at the end of the unit meets the learning outcomes (e.g. Students will demonstrate understanding by scoring 80% on the test).

NOTE: Annotated copies of the assessment instruments may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

- **Summative assessment.** The summative assessment for Learning Outcome A should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.) Describe the summative assessment for Learning Outcome A by including:
 - (a) the exact tasks, items, questions, or methods used;
 - (b) the exact wording of the oral or written directions given to the students;
 - (c) possible assessment adaptations for EL and other students (If you have no EL students in your class, describe adaptations you would make for an English learner at Level 1, beginning proficiency and at Level 3, intermediate proficiency);
 - (d) the criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation check list, rating scales); and
 - (e) the criteria for determining whether the students' performance meets the learning outcomes (e.g. "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric").

NOTE: Annotated copies of the assessment instruments may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

□ **Learning Outcome B (Your choice of outcome)**

- **Learning Outcome.** Identify the second learning outcome you have chosen to address by stating its exact wording.
- **Pre-assessment.** The pre-assessment for Learning Outcome B does not need to result in an individual score for each student, but must capture the knowledge base of the whole range of the students in the class. The method used (e.g. documenting class discussions, reviewing prior work, sampling students to

interview or observe, anecdotal records) must provide evidence to indicate, in general, students' knowledge relative to Learning Outcome *B* prior to instruction. Describe the pre-assessment for Learning Outcome *B* by identifying the specific method(s) used and the rationale for using each method.

- **Summative assessment.** The summative assessment for Learning Outcome *B* must document the extent to which each student achieved the learning outcome. The summative assessment may include performance tasks, essays, lab reports, research projects, written tests, interviews, or other methods. Describe the summative assessment for Learning Outcome *B* (include a copy of the assessment, when appropriate) and provide a rationale for using this type of assessment for this learning outcome.

□ **Formative Assessment**

- Describe at least two formative assessments you plan to use. The formative assessment may include homework or classroom assignments or projects that can be measured, documented observation, class discussion, quick writes, quizzes, or other lesson assessments. The formative assessments may be related to any of your unit learning outcomes.
- Comment on:
 - the relationship between the formative assessments and the learning outcomes,
 - the importance of collecting that particular evidence, and
 - how you will use the information to plan instruction.

Documentation (maximum page length):

- Description of pre- and summative assessment instruments for Learning Outcome *A*
(2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
- Description and rationale of pre- and summative assessments for Learning Outcome *B*
(1 page)
- Description of formative assessments (1 page)

Design for Instruction

Teaching Process Standard

The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

Teaching Performance Expectations

- Teaching English Learners (TPE 7)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)

Overview

In this section you will:

- Summarize the results of your pre-assessment for Learning Outcome *A* and Learning Outcome *B* and indicate how the results will influence your planning.
- Provide an overview of your unit showing how your lessons relate to the learning outcomes.
- Describe three unit lessons (or provide lesson plans for three unit lessons) and provide a rationale for each lesson that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs, and the specific learning context.

Directions: *How do I complete this section?*

❑ **Summary of the Results of the Pre-Assessments**

- **Results of pre-assessment.** Summarize the results of the pre-assessments for Learning Outcome *A* and Learning Outcome *B*. What knowledge do students have prior to instruction? Tables or graphs may help you analyze your results and support your summary.
- **Implications for planning.** Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on an outcome, building prerequisite knowledge, differentiated instruction) and/or modification of the learning outcomes (e.g. If many students demonstrate an understanding of an outcome, you might change or eliminate it.). Be specific.

❑ **Overview of the Unit**

- **Unit overview.** Use a visual organizer (web, block plan, outline) to make your unit plan clear. Include the topic, lesson intent or objective, and activity you are planning for each lesson/day/period. Also indicate the unit learning outcome(s) that you are addressing in each lesson (you may use the number of the learning outcome). Make sure that every outcome is addressed by at least one lesson and that every lesson relates to at least one outcome. (*In your visual organizer include only lessons related to this unit.*)

❑ **Lesson A**

In the sections for Lesson *A*, *B* and *C* you will describe three lessons from your unit (or provide three lesson plans) that reflect a variety of instructional strategies/techniques.

How should I choose the lessons? The three lessons you select should represent

different types of lessons (e.g. whole class, group work, teacher-directed, student-centered, discussion, project-based, problem solving, fact-building, etc.) and a variety of instructional strategies.

- **Detailed lesson description (or lesson plan).** Make sure the following items are included:
 - (a) lesson objective(s);
 - (b) materials needed;
 - (c) flow of the lesson (e.g. sequence of lesson, what students will do, activities); and
 - (d) examples of your instructional strategies (e.g. engagement techniques, grouping strategies, use of materials or visuals).
- **Rationale.** Include a rationale for the design of your lesson. Your rationale should include:
 - (a) how the lesson content relates to your unit outcome(s);
 - (b) how your choice of instructional strategies was influenced by your knowledge of your students, and the context of your classroom; and
 - (c) how the design of the lesson is appropriate for EL students (whether you have EL students in your classroom or not, address how the design of the lessons is appropriate for EL students. For example, using primary language to access content).
 - (d) how the design of the lesson is appropriate for special-needs students (whether you have special needs students in your classroom or not).

Be specific.

□ **Lesson B**

Follow the same format as described under Lesson A. Remember you want to demonstrate your ability to use a variety of instructional techniques.

□ **Lesson C**

Follow the same format as described under Lesson A.

Documentation (maximum page length):

- Summary of pre-assessment (1 page);
- Unit overview (1 page);
- Description of lessons (or lesson plans) and rationale (5 pages);

Instructional Decision-Making

Teaching Process Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Teaching Performance Expectations

- Monitoring Student Learning During Instruction (TPE 2)
- Making Content Accessible (TPE 4)
- Instructional Planning (TPE 9)

Overview

In this section you will:

- Provide two examples of instructional decision-making based on students' learning or responses.

Directions: *How do I complete this section?*

□ Instructional Decision A

Think of a time during your unit when you modified your original design for instruction based on student learning. You may have chosen to modify the lesson in the middle of teaching or you may have modified a future lesson (or lessons) because of what you saw or heard. For this example include:

- A description of what caused you to rethink your plans. What had you expected? What happened that was contrary to your expectations? Why did this response influence your decision to change your plans?
- A description of what you changed and explain why you thought this would improve students' progress toward the learning outcome.

□ Instructional Decision B

Think of another time during your unit when you modified your original design for instruction based on student learning. For this example include:

- A description of what caused you to rethink your plans. What had you expected? What happened that was contrary to your expectations? Why did this response influence your decision to change your plans?
- A description of what you changed and explain why you thought this would improve student progress toward the learning outcome.

Documentation (maximum page length)

- Two examples of modifications (3 pages)

Analysis of Student Learning

Teaching Process Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Teaching Performance Expectations

- Interpretation and Use of Assessments (TPE 3)
- Professional, Legal, and Ethical Obligations (TPE 12)

Overview

In this section you will:

- Analyze your assessment data, including the relationship between pre-assessment and summative assessment, and the information gained from formative assessments to determine students' progress related to one of the unit's learning outcomes (Learning Outcome A).
- Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class related to that learning outcome.

Directions: *How do I complete this section?*

□ **Whole Class Analysis**

Analyze the progress of your whole class on Learning Outcome A.

- **Data.** Organize the data from the pre-assessment and summative assessment for Learning Outcome A to document students' learning. Tables or graphs may be used to highlight patterns of learning.
- **Analysis of learning.** Use evidence from the pre-, formative, and summative assessments (and references to tables or graphs) to describe students' growth and the extent to which your students made progress toward the learning criterion that you identified for Learning Outcome A. (How many students met the learning outcome? How many students made progress? How many students showed no progress?) You may use examples from individual students to support your analysis.
- **Conclusions.** Draw conclusions about students' learning related to Learning Outcome A based on the analysis of data. Are there detectable patterns in the content knowledge students gained or did not gain? Did all students learn the same things to the same degree?

□ **Subgroup Analysis**

Analyze the achievement of two subgroups of students related to Learning Outcome A. As a teacher you are responsible for teaching all students. Analyzing data on a subgroup of students with unique learning needs shows your skills in planning and delivering instruction.

How do I select the subgroups? Select students identified as English Learners as one subgroup and gifted/talented or students with IEPs as the second subgroup. Compare their learning to the rest of the class. (If you do not have English Learners as a subgroup, consult with your Master Teacher or University Supervisor in selecting appropriate subgroups. **Note:** If you are a Single Subject candidate teaching a foreign language, you are not required to use English Learners. Consult with your University Supervisor to select an appropriate subgroup.)

- **Data.** Use the data from your whole class analysis or reorganize the data for Learning Outcome A to show the learning of the students in your selected subgroups.
- **Analysis of learning.** Compare the results from each subgroup to the results from the rest of the class. How did the learning of each subgroup compare with the learning of others in your class? Did all students learn the same things to the same degree? You may use examples from individual students to support your analysis.
- **Conclusions.** Draw conclusions about your skills in planning for, delivering instruction to, and assessing *all students* based on the comparisons. To what degree did your instruction meet the needs of the subgroups? What evidence did you use to draw those conclusions?

Documentation (maximum page length):

- Whole class analysis (2 pages plus visual organizer);
- Subgroup analysis (2 pages plus visual organizer, if needed).

Reflection and Self-Evaluation

Teaching Process Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Teaching Performance Expectations

- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

Overview

In this section you will:

- Reflect on your performance as a teacher, describe effective instructional and assessment strategies, and provide suggestions for improving your practice linked to student learning results. (This is your opportunity to recognize and rectify errors discovered in hindsight.)
- Identify future goals and actions for professional growth related to your experiences planning and teaching this unit and assessing your students' learning.

Directions: *How do I complete this section?*

□ Reflection on Instruction and Student Learning

- **Effective instruction.** What instructional strategies and activities do you think contributed most to student learning? Why? Did your conclusions raise an awareness of any personal biases you must take into consideration in future planning and assessment? How did you (or how will you in the future) ensure all students (including English learners, gifted/talented, and others with special needs) had appropriate opportunities to learn the content of your unit? Support your comments with evidence from previous sections.
- **Subject-matter knowledge.** How do you think your own level of subject-matter knowledge influenced the success of this unit?
- **Changes.** If you had an opportunity to teach this unit again, what are at least two things you would do differently? Why? Consider your learning outcomes, instruction, assessment, subject-matter knowledge, personal biases, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.

□ Reflection on Professional Development

- **Professional learning goals.** Describe at least two professional learning goals that emerged from your insights and experiences with planning and teaching this unit.
- **Next steps.** Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Documentation (maximum page length):

- reflection on instruction (3 pages);
- reflection on professional development (1 page)

Addendum: Students in Context

THE SCHOOL

Grade levels in school _____ Number of students enrolled _____
Percentage of students receiving free or reduced lunch _____ Percentage of students with IEPs ____
Percentage of students identified as English learners _____
Level and type of parent involvement (e.g. Parent association/group, Parent conferences, volunteers, assistance with homework):

THE STUDENTS IN THE CLASSROOM

Grade level(s): _____ Age range: _____
Number of students enrolled: Males _____ Females _____
Number of students typically present: _____
Ethnicity of students (give percentage):
African American or Black _____ American Indian/Alaskan Native _____
Asian or Pacific Islander _____ European American or white _____
Hispanic or Latino _____ Other (specify) _____
Language proficiency of students:
of Fluent English proficient speakers (including native English speakers) _____
of English learners (limited English proficiency) _____
of Non-English Speakers _____
Languages spoken (list all that apply):

Description of reading ability (such as “above grade level” “at grade level” and “below grade level”):

Description of writing ability:

Description of other student factors related to learning, such as interests, learning modalities, etc.:

Number of students on IEPs (or formally identified with special needs) _____
List specific categories and number of each student in each category.

Description of special needs of students not on IEPs (e.g. gifted and talented, health issues, discipline problems):