SLIDE 1

This module on the FAST Site Visitation Project focuses on developing the Class Profile.

SLIDE 2

The Site Visitation Project is a Teaching Performance Assessment usually completed in Initial Student Teaching. For the Multiple Subject program the lesson must be a mathematics lesson. For the Single Subject program, the lesson is in the content area of the candidate’s credential. For both credential programs, the lesson must embed language development. Literacy components should be a regular focus of lessons.

SLIDE 3

A quick review: The Site Visitation Project assesses the ability to plan, teach, and evaluate a lesson. The lesson should be 20 to 45 minutes long. It may be taught to the whole class or a portion of the class. If the lesson is taught to a small group, the size of the group should be a minimum of 4 students. The Site Visitation is one of the 6 formal observations conducted by your university coach. Typically the SVP will be one of the later observations. The lesson must be video recorded for your reflection.

SLIDE 4

If you have not yet downloaded the FAST manual, you can find it on the Office of Clinical Practice website or your SVP binder in Tk20.

SLIDE 5

The formal observation for the SVP is typically completed between the 9th and 13th week of the semester, with the lesson reflection completed within 7 days of the observation. All documents are submitted in the SVP binder in the portfolio section of Tk20.

SLIDE 6

Remember that the Site Visitation Project has 3 parts: Planning a lesson, Implementing that lesson, and Reflecting on that lesson.

SLIDE 7

Each part of the SVP has a focus on subject specific pedagogy, applying knowledge of students, and student engagement. These areas of focus have been derived from the Teaching Performance Expectations.

SLIDE 8

In the Planning part of the SVP, you will submit three documents to be evaluated: the class profile, a lesson plan, and an activity/strategy table. This module provides information on the class profile. The other documents will be addressed in the next module.

SLIDE 9

You can start working on the Class Profile as soon as you have your classroom placement. Learning about your students is an essential element for good teaching. You should be collecting information about your students well before thinking about what you will teach in your SVP lesson.

SLIDE 10

The Class Profile form is located in the FAST manual, on the Office of Clinical Practice website, and in your SVP binder on Tk20. The first page of the form will be used to record information about individual students in your class.

SLIDE 11

The next page of the Class Profile form has a place to summarize information about language proficiency, ethnicity, identified learning needs, and reading and writing proficiency. On the last part of the form you will identify 3 focus students from your class. Each focus student should be representative of a group of students with similar learning needs.

SLIDE 12

Why is it important to develop a class profile? Knowing your students helps with planning and teaching. How does it help?

* The more you know about your students, the better you can design instruction that is meaningful for them. You can relate your lessons to their interests, backgrounds, experiences, and prior knowledge.

What information should you gather on your students?

* Interests related to school subjects, home and life activities
* Strengths and areas of challenge
* Language development, reading and writing levels
* Behavior, interactions with others, motivation

How will you gather this information?

* You may conduct interest surveys or quick polls
* Through observation and conversations with students
* Talking to your mentor teacher

SLIDE 13

On the following slides are examples of information gathered by Multiple Subject and Single Subject candidates. There is no right or wrong information to gather. The most important decision you will make about what to include is whether this information will help with your planning and teaching.

There are two main expectations:

* You must have some information about EVERY student in your class, even if you plan to do your SVP lesson with a small group.
* In the class profile you submit for your SVP, students must remain anonymous, with numbers rather than any names. If you want to keep a copy of the Class Profile for yourself, with names, that’s up to you. However, the one you submit on Tk20 MUST identify the students with numbers.

SLIDE 14

This Class Profile is from a high school English class. I will go through these example slides quickly, so you may want to pause the video to give yourself time to review what is included. Remember that each example only shows a portion of the Class Profile that was submitted.

SLIDE 15

This class profile is from a high school social studies class. In these examples you may notice references to strengths and struggles in academic areas, and participation levels.

SLIDE 16

In addition, you will see information about attitudes, learning preferences, and interests. This class profile is from a 5th grade class. The Multiple Subject SVP must be a mathematics lesson, so you will see some references to that subject area.

SLIDE 17

Information may include behavior and language proficiency. This class profile is an example from a 3rd grade class.

SLIDE 18

The next part of the Class Profile is the Class Summary. In this section you will list the number of students in different categories of language proficiency, ethnicity, and identified needs, such as IEPs. You will also summarize the range of reading and writing proficiency in the class.

SLIDE 19

The following examples show how the information can be recorded. Pay particular attention to the different ways these candidates have summarized the reading and writing proficiency of the students. In this example, the levels are identified as above grade level, at grade level, or below grade level, and are based on class assessments.

SLIDE 20

In this example, the grade levels are based on a test given in the district.

SLIDE 21

This example also uses test scores to determine reading levels. In addition, you could describe specific reading and writing skills the students have, for example “Most students are able to write an adequate thesis statement with supporting evidence” or “About one-third of the class have difficulty with subject-verb agreement” or “Five students are working on writing complete sentences.”

SLIDE 22

The last part of the class profile is the selection of focus students. You will select 3 students from your class to represent different learning needs. For each student you will identify why you selected this student and suggest instructional strategies to make lessons more accessible to the student.

SLIDE 23

Selecting focus students. How can choosing focus students help with your planning and teaching?

* It is often overwhelming to try to think about meeting the needs of every student in your class when planning lessons. By thinking about a few representative students, your planning becomes more specific to your class and the students’ needs.

How might you choose your focus students?

* As you get to know your students, you will recognize similar needs for groups of students. Selecting a representative student for a particular need is one way to choose focus students.

How can you use the class profile and focus students in all of the lessons you plan and teach?

* By learning about your students’ backgrounds and interests, you can plan more relevant lessons. In addition, you can visualize your focus students as you plan a lesson. Thinking about specific students encourages you to plan for their needs, which also meets the needs of other students.

SLIDE 24

In the following examples, notice why the focus student was chosen.

* What are the learning needs of the student? How are the learning needs representative of other students in the class?

Also look for the suggestions that are included to make the lesson content more accessible to the student.

* What instructional strategies will address the learning needs? How will those instructional strategies support learning?

SLIDE 25

I will scroll through these examples quickly, so you may want to pause the video to read the response. This focus student was selected based on a particular learning style.

SLIDE 26

This focus student can tune out if not constantly engaged. The instructional strategies address ways to engage students without one student dominating or tuning out.

SLIDE 27

In many classes, language proficiency levels represent an important learning need to address, as is represented by this focus student.

SLIDE 28

This focus student has reading difficulties that can interfere with access to content. The instructional strategies address how to ensure reading ability does not interfere with the mathematics content of the lesson.

SLIDE 29

This concludes the module on the Class Profile. You should begin working on the Class Profile as soon as you have a classroom placement. The next steps are to discuss with your mentor teacher possible lesson topics for the Site Visitation Project and to develop a projected timeline with input from your university coach and mentor teacher.

SLIDE 30

The next SVP module will provide information on the other two planning documents for the SVP: lesson plans and the activity/strategy table.