SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Design for Instruction section.

SLIDE 2

This is the fifth module in the series on the Teaching Sample Project. The modules are listed here. The numbers listed on the modules match the section in the TSP, not the number of the module.

SLIDE 3

The Teaching Sample Project is an integrated unit of study with a focus on content knowledge and literacy, and assessment.

SLIDE 4

The Design for Instruction is the fourth of seven sections of the Teaching Sample Project.

SLIDE 5

 You will document how you designed cohesive lessons that are relevant to your students and provide access to the content you are teaching.

SLIDE 6

In this section there are 4 parts. You can follow along with the descriptions of these parts in your FAST manual. The directions in the manual provide more detail on the expectations. The first part is the summary of the pre-assessment results. The second part is the unit summary and overview, which identifies all of the lessons in your unit. For the third part you will select and submit three of the lesson plans from the lessons you taught in your unit. The fourth part is a description and rationale for how you provided access to the content, developed English language and literacy skills, and how you utilized technology.

SLIDE 7

In the Summary of the Results of the Pre-Assessment section you are going to include the results of the pre-assessments from both Learning Outcome A and Learning Outcome B. The results may be in the form of a narrative, a table, or a graph. You will summarize what the results show about your students’ understanding. A recitation of the scores is not sufficient; you need to describe what the scores actually mean in relation to the learning outcomes. Then you’ll discuss how this information influences the planning of the unit. Are there certain topics that need to be emphasized more or less than you anticipated? Did you discover that students already understand something you were going to teach, so you can go in more depth than you thought? Or, that students are lacking some prerequisite knowledge you need to build into the lessons before addressing the main focus of your unit?

SLIDE 8

This slide shows an example of how a teacher candidate reported the pre-assessment data for Learning Outcome A on a table, then summarized the data and how it will influence planning of the unit. Because Learning Outcome B does not require a score for each student, the teacher candidate described and summarized the data in a narrative and identified an area that needs to be addressed more effectively in the unit.

SLIDE 9

In this example, two different representations are used for the data.

SLIDE 10

The results are summarized and implications for planning are addressed.

SLIDE 11

In the unit summary and overview section, you will include a brief description of all the lessons you taught in this unit. There must be at least 5 lessons in your unit, but it could be 8 or 10 lessons that make up your unit. It is recommended that you use a visual organizer for the lessons, like a table, so the reader can see the flow of the whole unit and where the three lesson plans fit into the unit. For each lesson you are going to include certain items that are listed here. For the unit learning outcomes, you want to use the exact wording you used in the Unit Learning Outcomes table in the Learning Outcomes section. Remember, you must teach all the lessons in your unit. The next few slides show examples of unit overviews. You may want to pause the video to review the examples in more detail.

SLIDE 12

All the examples use tables to show the lessons. There are some variations in how the elements are included. Some are quite detailed, some use narratives, some use sentences or phrases, some use bullet points. The particular format is not what is important. The key is whether you are giving sufficient information to show the flow of the unit and a sense of what is happening in each lesson.

SLIDE 13

Here’s a second example.

SLIDE 14

Here’s a third example.

SLIDE 15

Here’s a fourth example.

SLIDE 16

In the third part of this section, you will select and submit three lesson plans from the unit. The three lesson plans must be written by you. You may use whatever lesson plan format you choose. It might be a format recommended by the district, your mentor, or your coach, or your preferred format. The three lesson plans are a sample of the lessons from the unit and should be selected to demonstrate that you are capable of using a variety of instructional strategies and formats in your teaching. Select lessons that represent different ways of teaching, such as whole class instruction, students working in small groups, students using technology, lecture, discussion, lab work, research, inquiry, and so on. Your coach may observe one or more of your TSP lessons as formal observations. Unlike the Site Visitation Project, your coach may give immediate feedback on the TSP lessons. NO LESSON PLANS ARE INCLUDED IN THIS MODULE, BECAUSE YOU ALL KNOW WHAT LESSON PLANS LOOK LIKE.

SLIDE 17

The last part of this section is the description and rationale for your unit design. You will address how you provided access to content to all students, especially those with special learning needs. How did you use universal design, assistive technology, modifications, or developmentally and culturally appropriate activities? Select 2 specific examples from your lessons that highlight the techniques you used to provide access to the content for all students. Think back to what you wrote in the Students in Context section to help you make appropriate selections. You will do the same thing for English language development and literacy skills. How did you design your lessons to meet the needs of students with different levels of language proficiency? Again, provide 2 specific examples from your lessons. And then technology. How did you use technology in your instruction and justify your decisions related to how you used it.

SLIDE 18

Remember to look at the rubric for this section as you write your response. You will be scored based on the criteria listed in the rubric.

SLIDE 19

A reminder that this is independent work. You may not have anyone edit or give specific feedback to any of the written sections of your Teaching Sample Project. We understand that collaboration on the unit design and lessons is a natural part of the teaching process. You may have general discussions about your unit design with your mentor and coach, and you may be expected to plan a unit with your colleagues. You need to put your own stamp on the elements of the unit and the written lesson plans. Your class is different from other classes, and your teaching style is different from your colleagues. Your lessons should reflect those differences. You must teach all the lessons you identify in the unit—a minimum of 5 cohesive lessons. Although there will be levels of collaboration with colleagues, you must write all portions of the Teaching Sample Project yourself.

SLIDE 20

Just a reminder that TSP lessons can be formally observed by your coach. You may use the lesson plan from that observation as one of the lesson plans submitted for your TSP. Your coach may give immediate feedback on your lesson, just like any other formal observation. Unlike the Site Visitation Project, the Teaching Sample Project does not assess individual lessons, so there is no conflict with receiving feedback from your coach. Also, there is no requirement to submit a video of any of the lessons from the TSP unit.

SLIDE 21

Things to remember when you are writing the TSP. CLARITY: Be clear and concise. Saying more isn’t better. Target your responses to the prompt and rubric.

SPECIFICITY: General statements do not show your knowledge. Be specific and give examples to support your statements.

SLIDE 22

Recommendations: Start early. Keep records of what you do. Collect student work. Keep it manageable. Remember you need to earn at least a 2 on each section or you will need to redo the section and have it scored again.

SLIDE 23

The next section is Instruction Decision-Making. As you begin to teach your TSP lessons, keep track of decisions you make when the lessons don’t go the way you planned.