SLIDE 1

This module provides an overview for the FAST Teaching Sample Project, which is one of the Teaching Performance Assessments required for the Multiple Subject and Single Subject credentials. Additional modules provide details for each of the 7 sections of the Teaching Sample Project.

SLIDE 2

The Teaching Sample Project is an integrated unit of study focusing on content knowledge and literacy. The TSP demonstrates the ability to plan, implement, analyze and improve the effectiveness of instruction based on student learning. This unit of study must include a minimum of 5 cohesive lessons.

SLIDE 3

For Multiple Subject candidates the unit must have a focus on English Language Arts and at least one other content area. The additional content area could be Science, Social Science, Visual and Performing Arts, Mathematics, Health, Physical Education, or any content that can be integrated into the focus on literacy. It is completed in final student teaching and scored by Multiple Subject faculty and coaches near the end of the semester.

SLIDE 4

For Single Subject candidates, the unit must focus on the credential content area with an emphasis on literacy, using either the English Language Arts standards or the English Language Development standards. It is completed in final student teaching and scored by the Single Subject coaches. Each discipline area sets their due date, typically near the end of the semester.

SLIDE 5

With the Teaching Sample Project there are several key questions: **Do I have to teach the whole class?** The unit should be designed and taught to the whole class. In some situations, approval may be given to teach the unit to a portion of the class. **Do I have to assess the whole class?** You need to assess the students who participate in the unit. In most cases the whole class will be assessed. In some situations, with approval, you will assess that portion of the class participating in the unit. **How can the lessons in the unit be delivered?** At the present time, schools have different levels of virtual and in-person instruction. The 5 lessons can include a combination of synchronous (virtual or in-person) and asynchronous lessons. At least some lessons MUST be synchronous because you have to address how you adapt instruction based on monitoring students during a lesson. Unlike the Site Visitation Project, there is no requirement for video recording in the TSP.

SLIDE 6

There are 7 parts to the Teaching Sample Project. In your FAST manual on page 18 there is a brief description of each of these sections. These are the things teachers do when they are planning and teaching a unit. Not only do you have to do them, you have to write about them! Before you teach the unit, you need to know who your students are and how to manage instruction. You need to identify what you’re going to teach, how you’re going to assess learning, and how you’re going to design your lessons. Once the lessons are taught, you need to document how you adapted instruction during a lesson, because lessons rarely go as planned. At the end of the unit, you’ll be analyzing whether students learned anything, and reflecting on what happened in the unit.

SLIDE 7

In the Students in Context section, you will be answering the questions: “What do I know about my students that will help me plan?” And “How will I manage behavior and routines to enhance learning?”

SLIDE 8

There are three things to do to this section. You will collect school and classroom data, identify implications for instruction based on that data and students’ learning needs, and describe several components of a classroom management plan.

SLIDE 9

Each section of the Teaching Sample Project follows a similar format. There is the heading of the section; this is the Students in Context section. There are general teaching standards and the Teaching Performance Expectations, TPEs, that are addressed in this section.

SLIDE 10

Then there is the overview of the things you will do in this section. It gives you general information, but does not give you detailed instructions.

SLIDE 11

Then there are detailed directions for each of the key elements you need to complete in the section. Sometimes there will be specific questions to answer; sometimes there will be directions about the types of things you need to include. The key elements are identified by square bullet points.

SLIDE 12

To help your reader, these bullet points should be included as headings within your Teaching Sample Project document. Included in your TSP binder in Tk20 is a template you can use to write the Teaching Sample Project, which has these headings to guide your writing.

SLIDE 13

The last part in each section has a checklist of what should be included. It lists the documentation for each element and a recommended page length. The page length is a rough guideline to indicate whether you have written too much or too little. For example, if you have written only half a page on Instructional Implications, you probably should include more detail. If you’ve written 4 pages, you probably included more information than you needed.

SLIDE 14

Scoring rubrics are used to assess the Teaching Sample Project. The rubrics are found after the directions for all 7 sections. Each section has its own rubric, so you will have 7 scores for the Teaching Sample Project, one for each of the 7 sections. A score of 2 is passing. To increase the probability of passing, you want to work toward the expectations described in level 3, which is meeting the expectations at a high level. By reading the directions AND reviewing the rubric, you should be able to tell whether you are including what you need to pass each section.

SLIDE 15

The second section is the Learning Outcomes section. In this section you will answer the questions: “What should I teach?” And “How is it relevant to my students?”

SLIDE 16

In the Learning Outcomes section you will describe the important standards-based content in the unit, write unit learning outcomes related to content standards from at least two disciplines, one of which must be literacy standards, and justify why the learning outcomes are relevant to your students.

SLIDE 17

The third section is the Assessment Plan. In this section you will answer the question, “How will I know what and whether my students are learning?”

SLIDE 18

In the Assessment Plan you will select, adapt, or develop assessments to assist in (a) planning, which would be the pre-assessment, (b) monitoring student progress, which are formative or lesson assessments, and (c) measuring student learning at the end of the unit, which are summative assessments. Pre-assessments should be completed prior to teaching the unit; summative assessments should be completed after the unit is taught; and formative assessments are used during the lessons to monitor progress. You will describe the details of assessments related to 2 of the unit learning outcomes and justify your choice of the format and assessment items.

SLIDE 19

The fourth section is the Design for Instruction. In this section you will answer the question, “How will I design cohesive lessons that are relevant and engaging to all students AND support the content?”

SLIDE 20

In the Design for Instruction section, you will summarize the pre-assessment data, because this is important information to help you plan a unit that meets your students needs. You will include a unit summary and overview to give the reader a picture of the flow of your unit. Remember there must be a minimum of 5 cohesive lessons in your unit. You do not have to include detailed lesson plans for all 5 of the lessons; however, you will select 3 of the lessons and include detailed lesson plans to show you have a variety of instructional strategies you use in your lessons. Then you will respond to questions to highlight your instructional strategies and use of technology.

SLIDE 21

The fifth section is the Instructional Decision-Making section. In this section you will answer the question: “How will I monitor students during lessons and adjust instruction based on their learning?”

SLIDE 22

In the Instructional Decision-Making section you will write about 2 lessons that did not go quite as you had planned. You will describe the techniques you were using to monitor student learning that helped you know you needed to adjust what you were doing, and describe the adjustments you made during the lesson to improve student learning.

SLIDE 23

This sixth section is the Analysis of Student Learning. In this section you will answer the question: “Did my students learn the content of the unit? What is the evidence?”

SLIDE 24

In the Analysis of Student Learning section you will include the results of the assessments, an analysis of those results, and draw conclusions about student learning based on that analysis. In addition, you will identify one student who struggled with the unit and develop a progress report to document the student’s strengths and areas of struggle, as well as suggestions for learning the content from this unit.

SLIDE 25

The last section is the Reflection and Self-Evaluation. In this section you will answer the questions: “How effective was the unit? What would I change?”

SLIDE 26

These are the areas you are going to address, which include the effectiveness of instructional strategies for ALL learners, the alignment and effectiveness of assessments, and the influence of your subject matter on the planning and implementation of this unit. You will suggest changes to make the unit better and you will identify a profession goal with steps you can take to work toward that goal. Those are the seven sections of the Teaching Sample Project.

SLIDE 27

The Teaching Sample Project must be your own independent work. Because this is a required state assessment, you may not have anyone help you with editing or giving specific feedback on your written documentation. We understand that teaching is a collaborative activity, and you may be teaching a unit that was planned with your school colleagues. That’s okay, however, you must put your own stamp on the elements of the unit and the written lesson plans. Your class is not the same as your colleagues’ classes and your teaching style is unique to you. How are you addressing the needs of your students? How are you using your teaching strengths as you implement the lessons? You must teach all of the units identified in your unit—a minimum of 5 cohesive lessons. If you are teaching in a virtual environment, there may be a combination of synchronous and asynchronous lessons in your unit. You must write all portions of the Teaching Sample Project yourself.

SLIDE 28

It is recommended that at least one of the lessons from your Teaching Sample Project is formally observed by your university coach. You may use the lesson plan from that formal observation as one of the lesson plans submitted for your TSP. Your coach may give feedback on your lesson, just like any other formal observation. Because the scoring of the Teaching Sample Project does not include an assessment of the actual lesson plan or the teaching of the lesson, there is no conflict with receiving the feedback from your coach. Unlike the Site Visitation Project, there is no requirement in the TSP to video record any of the lessons.

SLIDE 29

You will submit your Teaching Sample Project on Tk20 under the portfolio section, not field experience. To pass, you must earn a score of 2 or better on each of the 7 sections. If you earn a score of 1 on any section, that section must be revised and scored again. Remember to include sections headings and headings within each section to make the TSP easier to write and to read. A TSP template is available in the TSP binder on Tk20. Confidentiality is an important principle for a teacher. Therefore, to maintain the anonymity of your students, do not include any mention of the school or district name or any staff member. Do not include the full names of your students. Using student numbers or just the first names of students is acceptable. The reader should not be able to tell where you taught your unit. The Teaching Sample Project is due near the end of the semester. Check on your student teaching calendar or with your coach for the specific due date.

SLIDE 30

Things to remember when writing. **Clarity:** Be clear and concise. Saying more isn’t better. Target your responses to the prompt and rubric. **Specificity:** General statements don’t show your knowledge. Be specific and give examples to support your statements.

SLIDE 31

Recommendations. Start early. Keep records of what you do. Collect student work. Keep it manageable. Remember, if you do not earn at least a 2 on each section, you will need to redo the section and have it scored again.

SLIDE 32

Thank you for your participation. Watch the other modules to learn about the details for each of the 7 sections of the Teaching Sample Project.