SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Instructional Decision-Making section.

SLIDE 2

This is the sixth 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 fifth of seven sections of the Teaching Sample Project.

SLIDE 5

Turn in your FAST manual to the Instructional Decision-Making section for detailed instructions. In this section you will document how you monitored students during the lesson and how you adjusted instruction related to the unit learning outcomes.

SLIDE 6

Lessons don’t always go the way you had planned. In this section you will write about two different instructional decisions you made during your unit lessons. You will identify the technique you used to monitor your students’ learning during the lesson, describe what adjustments you made during the lesson, and why those changes improved students’ progress toward the learning outcome. In other words, how did you know you needed to change your lesson and how did you decide what to change.

SLIDE 7

This slide shows poor examples of instructional decisions, based on the criteria used to score the Teaching Sample Project. They were scored a 1, which is not passing. Although decisions about time, for example extending a lesson to the next day, are important decisions when teaching, the TSP requires you to select and describe decisions based on student learning. Neither of these examples document how the teacher candidate monitored student learning during a lesson or how adjustments to the lesson were based on information gained from the monitoring of student learning. The adjustments in these examples were based on making the lesson fit into the allotted time, and did not address how the changes improved learning related to the unit learning outcomes. Your response should show how you monitored student learning during the lesson, the adjustments you made, and how the changes improved learning related to the learning outcomes. These are the elements you will be scored on in the rubric.

SLIDE 8

In this passing example, the teacher candidate identified the unit learning outcome, described how student work was used to monitor student learning, described the adjustments that were made, and used evidence to justify the decision.

SLIDE 9

In this passing example, the teacher candidate describes how student learning was monitored during the lesson through observation, explains the original plan, how it was adjusted, and the reasons for the decision.

SLIDE 10

Remember to look at the rubric for this section as you write your response. If you focus on the expectations for a level 3 response, the probability of passing this section with at least a 2 is very high.

SLIDE 11

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; however, you need to make those lessons your own. You must teach all the lessons you identify in the unit—a minimum of 5 cohesive lessons. You must write all portions of the Teaching Sample Project yourself.

SLIDE 12

Remember. 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.

Start early. Keep records of what you do. Collect student work. Keep it manageable.

SLIDE 13

The next section of the Teaching Sample Project is the Analysis of Student Learning. You will provide evidence of what your students learned during this unit, so keep careful records of all the assessments you use during the unit.