SLIDE 1

This module on the FAST Site Visitation Project focuses on Implementation. The FAST manual includes all the requirements and rubrics for this project.

SLIDE 2

The Site Visitation Project is a Teaching Performance Assessment usually completed in Initial Student Teaching.

SLIDE 3

The Site Visitation Project is one of the 6 formal observations conducted by your university coach. It should be one of the later observations, so you can get appropriate feedback on your lesson planning and teaching, prior to the Site Visitation Project. Schedule the Site Visitation Project in consultation with your coach and your mentor teacher. The SVP is different than other formal observations because it requires additional lesson and documentation requirements.

SLIDE 4

In terms of lesson requirements, each of the Site Visitation Project’s 3 parts (Planning, Implementation, and Reflection) has a focus on subject specific pedagogy, applying knowledge of students, and student engagement.

SLIDE 5

If you are a Multiple Subject or dual candidate, you must teach a mathematics lesson. If you are a Single Subject candidate, you must teach a lesson in your credential content area.

SLIDE 6

For all programs, the lesson must embed academic language development. The development of academic language may take the form of reading, writing, speaking, or listening, and incorporate academic explanations, justification, vocabulary, discourse, comprehension, and other literacy components important to the content of the lesson.

SLIDE 7

The Site Visitation Project lesson should be at least 20 minutes and no longer than about 45 minutes.

SLIDE 8

You may teach the lesson to the whole class, a portion of the class, or a small group of at least 4 students. At least one of the focus students from your Class Profile MUST be a participant in the lesson.

SLIDE 9

Remember that for your Class Profile, you identified 3 focus students representing different learning needs in your classroom.

SLIDE 10

As you design and schedule your Site Visitation Project lesson, make sure that at least one of the students listed on your Class Profile will be participating in the lesson. If you are teaching only a portion of the class or a small group, this will be particularly important, because in the Reflection section of the SVP you need to address questions related to the effectiveness of your lesson for a focus student who is listed on the Class Profile. Before you submit the Class Profile for the SVP lesson, make sure one of the focus students will be in the lesson, or you may need to revise the selection of a focus student for the Class Profile.

SLIDE 11

The lesson must be video recorded for your reflection. You will use the video recording to watch the lesson you taught. Watching yourself teach may feel awkward; however, it is a valuable tool to reflect on and improve your teaching. When we teach, we often miss what is really happening because we can’t focus on everything at once. You will see and hear your interactions with students and students’ interactions with each other.

SLIDE 12

Work with your mentor teacher to arrange for video recording. Check on the video policies for your district. Only you and the SVP scorers will see the video. Some districts have on “opt out” form for parents at the beginning of the year. Others may require parent permission. If additional permission is required, permission letters in a variety of languages are available on the Office of Clinical Practice website.

SLIDE 13

If some students need to be excluded from the video recording, you and your mentor teacher can decide on the best solution. You may need to put the students in a place that is out of the camera view. You may have the students work in a different location on a similar or different activity. You may choose to teach the lesson to a smaller portion of the class, teaching students with permission to be video recorded.

SLIDE 14

In-person lessons and virtual lessons may require different methods for video recording. Check to see what options you have. The video does not need to be in an HD format, which takes more file space, so review the settings on the video method you use. The videorecording should be continuous, without stopping and starting, so you see the full lesson, even the pauses and transitions. You may want to do a trial recording of a lesson prior to the SVP.

SLIDE 15

After the lesson you will watch the entire video recording. As part of the Reflection portion of the Site Visitation Project, you will select a 3- to 5-minute videoclip highlighting subject specific pedagogy, and you will respond to specific reflection questions about the lesson. Because your ability to self-reflect is a component of the SVP, your coach will NOT give you feedback on your lesson until after you have submitted the reflection documents. The reflection needs to be your own thoughts, not influenced by the opinions of the observers. Although you will not submit the whole lesson video on Tk20, you need to keep the video in a secure, private location until the end of the semester. When the semester is over, you need to delete the video for confidentiality and privacy reasons.

 SLIDE 16

The Site Visitation Project is scored using 3 rubrics, one for each part of the SVP.

SLIDE 17

The Implementation rubric, like the other two rubrics, includes criteria related to the three areas of focus: Subject Specific Pedagogy, Applying Knowledge of Students, and Student Engagement.

SLIDE 18

In the area of Subject Specific Pedagogy key criteria include implementing and monitoring instruction consistent with subject-specific pedagogy and standards, and incorporating opportunities for students to acquire and use academic language.

SLIDE 19

You will be scored on your ability to apply your knowledge of your students to increase their access to the content during your lesson.

SLIDE 20

Student engagement is an important component of all lessons. Are you keeping students engaged by using management techniques, such as attention getters or reminding them to pay attention? Are you using instructional techniques by keeping their interest through the use of engaging activities or redirecting their attention to the content through questioning? Are the expectations for social and academic behavior clearly communicated and reinforced, for example praising appropriate participation? Are you encouraging positive interaction with and among the students, with opportunities for all students to participate?

SLIDE 21

Up until now this module has focused on the lesson requirements of the SVP. The SVP is different than other formal observations because it requires additional documentation for each of the three sections. This module details the documentation for the Planning and Implementation sections. All your formal observations require a lesson plan. The Site Visitation Project requires 3 planning documents: the Class Profile, the lesson plan, and the Activity/Strategy table, which are submitted on Tk20 at least 3 days prior to the observation. They are submitted in the SVP binder in the Portfolio section of your Tk20 account.

SLIDE 22

After submitting the planning documents on Tk20, click SAVE. This action gives your coach access to the documents to review prior to the observation.

SLIDE 23

To document the video recording of your SVP lesson, you will complete a short video documentation form on Tk20. Remember, the complete video is NOT submitted on Tk20.

SLIDE 24

Click the Select button in the Implementation tab to access the video documentation form. After completing the form, click SAVE.

SLIDE 25

The form documents when and where the lesson took place and some information about the video.

SLIDE 26

To summarize the main points of the Implementation section of the Site Visitation Project: This is the part where you teach the lesson, based on the lesson requirements for the Site Visitation Project. Your University Coach observes the teaching, just like any other formal observation. However, because this is a performance assessment, you will not receive feedback on the lesson until after you’ve completed the Reflection part of the SVP. The lesson must be video recorded and documentation completed on Tk20.

SLIDE 27

The third part of the Site Visitation Project is the Reflection section. The next video module addresses the requirements of the Reflection section, including selecting a 3- to 5-minute video clip of the lesson and answering questions related to the three areas of focus.