SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Analysis of Student Learning section.

SLIDE 2

This is the seventh 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 Analysis of Student Learning is the sixth of seven sections of the Teaching Sample Project.

SLIDE 5

This section addresses the questions: Did my students learn the content of the unit? What is the evidence to support my conclusions?

Remember to read the directions in the FAST manual as you prepare this section.

SLIDE 6

There are 2 parts to this section: The Class Analysis and The Progress Report.

Both parts relate back to the Assessment Plan section. In the Assessment Plan you selected 2 of your unit learning outcomes and designated them Learning Outcome A and Learning Outcome B. For each learning outcome you identified how you would assess it, including the assessment items, scoring procedures, and criteria to determine whether a student has demonstrated proficiency.

In the Analysis of Student Learning section, you will include the data from these assessments for Learning Outcome A and Learning Outcome B, and use that information to provide evidence of what your students learned during this unit. You will also use that data to write a progress report for a student who struggled during the unit.

SLIDE 7

For the Class Analysis, you will list Learning Outcome A and Learning Outcome B using the same wording as on the Learning Outcomes table. You will provide some form of data display. It might be a table, graph, or chart. The data may be quantitative (including a score) or qualitative (including themes and patterns). In your analysis, you want to draw connections between the data and how it shows what students learned in relation to the learning outcomes. For the conclusions, you want to identify patterns of learning represented by the data. To support these conclusions, you should include specific examples from the assessments, which may be students’ responses or item analyses.

SLIDE 8

Here’s an example that identifies the learning outcomes and displays the scoring guide, which covers both learning outcomes. The graph of students’ scores shows how each student scored on the rubric. This example only shows assessments related to English Language Arts. I’m using this example because it has different ways to display data and to discuss the analysis of the data and draw conclusions. In your Teaching Sample Project, your assessments should address BOTH content knowledge and literacy skills.

SLIDE 9

The narrative discusses the results from the graph, including a description of students’ knowledge and areas that need to be improved.

SLIDE 10

This graph from the writing samples separates out the results for Learning Outcome A.

SLIDE 11

The narrative addresses these results for Learning Outcome A, using a specific example as supporting evidence.

SLIDE 12

This graph displays the data related to Learning Outcome B, with a description of how the results reflect the outcome.

SLIDE 13

From the data, a conclusion is reached related to both learning outcomes.

SLIDE 14

In this example, the data is displayed in a table showing both pre- and summative results for Learning Outcome A. The assessments used the same format and scoring, so the data can be easily compared. Having comparable scores shows growth in knowledge from the beginning to the ending of the unit. The summary is connected to the outcome. The conclusions in this example are limited. Additional details and examples would make this a stronger response.

SLIDE 15

In the Progress Report part of this section you will identify one student who struggled during the unit. This part of the task assesses your ability to communicate effectively to colleagues and parents. You will want to be concise, positive, and supportive as you report a student’s strengths and areas for growth, using data from this unit. Try to avoid educational jargon. Suggestions for supporting the student’s learning can be related to ways the teacher, school, and/or parents can provide appropriate support. Actually providing this progress report to parents is not required.

SLIDE 16

This progress report example demonstrates the use of a table to describe the reasons for the progress report and the unit content.

SLIDE 17

The next part of the table provides data, identifies strengths and areas of growth, and describes ways to support the student’s learning related to this learning outcome.

SLIDE 18

This progress report example includes similar types of information in a different format. There is no one format to use. Find a format for conveying this information in a way that makes sense to you.

SLIDE 19

As always, you need to refer to the rubric as you write your response. Pay particular attention to the expectations for a level 3 response.

SLIDE 20

Remember you need to earn at least a 2 on each of the seven sections of the Teaching Sample Project. If you earn a 1 on any section, you will be required to redo that section and have it scored again.

SLIDE 21

A reminder that the Teaching Sample Project is an assessment and must show your 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; however, 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 22

The Teaching Sample Project will be submitted on Tk20 by uploading your TSP file to the TSP binder in the Portfolio section of Tk20. You may submit it as a Word document or pdf file. It is possible to include additional attachments, such as lesson plans or assessments, if needed. Please maintain the anonymity of school and students by not identifying the school district, school, or full names of staff or students.

When you submit the TSP in the TSP binder on Tk20, you will see a tab labeled Placement Information for Accreditation Purposes. Click on that tab to access a form you will complete with information the credential programs need to report to the state. For most of the questions there is a menu of response choices. Select the best response for your situation. This form is required as part of the TSP submission.

SLIDE 23

Things to remember when you are working on 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. Start early. Keep records of what you do. Collect student work. Keep it manageable.

SLIDE 24

The next section is the last section! Reflection and self-evaluation.