SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Learning Outcomes section. This is the third module in the series on the Teaching Sample Project. The first module gave an overview of the project and the second module provided detailed information about the Students in Context section.

SLIDE 2

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

SLIDE 3

Learning Outcomes is the second of 7 sections of the Teaching Sample Project.

SLIDE 4

In this section you will document what you are going to teach in this integrated unit and how relevant it is to your students.

SLIDE 5

There are three parts to this section. You are going to describe the unit, write learning outcomes connected to standards, and provide a rationale for why these learning outcomes are appropriate for your students.

SLIDE 6

In the description of the unit you will provide general information about your integrated unit, including the “big picture” ideas you will cover related to content standards, and how the unit addresses literacy and content knowledge. This is NOT the place to describe the specific lessons in the unit. That will come later. In this section you are just writing about the big ideas of the unit.

SLIDE 7

In this example of a description of the unit, the focus is on the big ideas and standards, in particular how the ELA and science standards are addressed within the unit. This is not the only way to describe the unit, but this example shows an organized way to show the key ideas and how these ideas will be taught.

SLIDE 8

The second part of this section is writing the unit learning outcomes. These are unit learning outcomes, not lesson objectives. Unit outcomes are broader than lesson objectives and should reflect essential learning by the end of the unit. We recommend writing about 3 outcomes, and no more than 5 outcomes. With 3 to 5 outcomes, you can include a range of levels of learning, for example a focus on both comprehension and higher level thinking, such as analysis. In addition, you can address both content knowledge and literacy skills. If you have more than 5 learning outcomes, you may be trying to cover too much information in this unit or you may be writing lesson objectives, which are narrower than unit outcomes. Remember you must have a minimum of 5 cohesive lessons in the unit.

SLIDE 9

The unit outcomes must relate to content standards from 2 or more disciplines, one of which must be literacy. For Multiple Subject candidates, you must use the Common Core English Language Arts standards. The other content area may be science, social science, mathematics, visual and performing arts, or any other content that fits with a literacy focus. For Single Subject candidates, the unit outcomes must relate to your credential content area and a focus on literacy. You may use the English Language Arts or English Language Development standards or a combination of both.

SLIDE 10

Select the standards carefully. Including more standards does not make a unit better. Only include the standards that are the main focus of the unit. You do not need to include every standard that is loosely connected to the topic. Be selective. Additional standards may be included in the lesson plans, if they are related, but a less important focus. A unit outcome may be written to address one or more standards, to focus on one content area or a content area AND literacy combined. The next two slides show examples of unit learning outcomes.

SLIDE 11

In this outcome table, which is the format to use for the TSP, you can see the first and second outcomes address both ELA and science content. In the first outcome students are reading a text to find evidence to explain the scientific relationship between habitat and adaptation. In the second outcome the focus is on writing about a science topic. The third outcome relates almost exclusively to the NGSS science standard, with no direct alignment to an ELA standard. Therefore, no literacy standard is included, which is perfectly fine. An outcome may be connected to standards from both the content area and literacy, or an outcome may have a connection to standards from only one discipline. Do not list a standard that does not fit with your outcome just to fill in the boxes. Notice that the wording from each of the outcomes reflects the wording from the standards. In this example, the same science standard is used for each of the outcomes, because that is the focus of the unit. Two literacy standards are used because they represent two areas of literacy, reading and writing, both of which are emphasized in this unit.

SLIDE 12

In this outcome table, each of the outcome statements shows a connection to the identified history/social science standard and the ELA standards. Different, interrelated standards, are used for each outcome in both history/social science and literacy, showing the breadth of the unit on the U.S. Constitution.

SLIDE 13

It is really important to develop clear unit learning outcomes. You want to spend time thinking about and writing clear statements that represent your unit because these outcomes are a map for designing a cohesive unit and assessing whether students have learned what you intend. The wording of the outcomes should clearly align with the wording in the standards and the big ideas embedded in your unit. In addition, the outcomes should reflect a range of learning levels. All students need opportunities to engage in higher level thinking, as well as developing comprehension related to a topic. Each outcome must be included in at least one lesson, or why would you have it there. And each lesson must address at least one unit learning outcome, or it does not really belong in the unit. The lesson objectives are narrower statements of learning, and represent the finer details of the broader unit learning outcomes. In other words, the unit learning outcomes are like an umbrella and you can have multiple lesson objectives that are under that umbrella. Everything is connected!

SLIDE 14

Here’s an example of how a unit might be designed. There are three different outcomes, each of which is covered in more than one lesson. Some lessons address only one outcome, as in lessons 1 and 4, while other lessons address two outcomes, as in lessons 2 and 3, or even all 3 outcomes, as in lesson 5. Remember everything is interconnected!

SLIDE 15

The third part of this section is the rationale for why the unit outcomes are appropriate for your students. What makes this unit accessible for these students? How does the unit develop both content knowledge and literacy skills? How does the unit relate to students’ past experiences, pre-requisite knowledge or future learning? Why is it useful, meaningful, and relevant for this particular group of students? It is not enough to tell students they need to learn it for a test or because it’s a required standard. Students need to know why something is important to learn. How will students use this information in their present or future lives? What knowledge or experiences are they bringing that will help them relate to this unit? How are you developing the literacy skills of reading, writing, speaking, listening, and reasoning throughout this unit? If you have trouble figuring out why students should learn this topic, perhaps you need to explore how the information can be useful or rethink what you are teaching.

SLIDE 16

Remember to read the directions for this section and review the rubric to identify the criteria on which you will be scored. Focusing on the expectations for level 3 on the rubric increases the probability that you will pass this section with at least a 2.

SLIDE 17

Some reminders. The Teaching Sample Project must be your own independent work. Editing and providing specific feedback on the unit by a colleague, coach or mentor is not allowed. General discussions about the unit are fine. Teaching is a collaborative endeavor, so you may be expected to teach a unit that is planned with your colleagues. You must make the unit your own by writing your own lesson plans and adjusting the lessons to the needs of your students and your own teaching style. You must teach all lessons in the unit—a minimum of 5 cohesive lessons. You must write all portions of the TSP yourself.

SLIDE 18

The Teaching Sample project will be submitted on Tk20, in the Portfolio section. You must earn a passing score of 2 or better on all 7 sections of the TSP to pass. Any section that is scored a 1 must be revised and rescored. The TSP template can be used as a guide. It includes the important headings to guide your writing. Remember not to include identification of your district, school, or full names of students. Anonymity is expected. Check with your coach or your field experience calendar for the due date of the TSP.

SLIDE 19

The next section is the Assessment Plan. The assessments you use must align with your Unit Learning Outcomes. As you write your Unit Learning Outcomes, think about how they might be assessed. You should be able to assess the outcomes using a variety of assessment methods, both formal and informal. Remember that in a unit everything is connected. The outcomes align with the standards, the assessments, the lessons, and the analysis of learning. If you have not set a timeline for planning, assessing, and teaching your unit, you should do it now!