SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Students in Context section. The previous module gave an overview of the entire project.

SLIDE 2

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

SLIDE 3

Students in Context is the first of 7 sections of the Teaching Sample Project.

SLIDE 4

In this section you are going to document what you know about your students and how you are going to manage behavior and routines to enhance learning.

SLIDE 5

There are three parts to address: Students and Context data, Implications for instruction, and a classroom management plan, which includes expectations and management strategies and routines.

SLIDE 6

To begin this project, you will collect school and classroom data using the Students in Context form, which is located in the FAST manual. The form can also be downloaded from your TSP binder in Tk20 or the Office of Clinical Practice website. It is also located in the TSP template. You will collect information about the school and the class. Include information on the whole class, even if you have been given approval to teach only a portion of the class. If you teach multiple classes, gather the data for one class—the one in which you plan to teach and document the TSP unit.

SLIDE 7

Unlike the Site Visitation Project class profile, in which you collected information on individual students, for the Teaching Sample Project you will summarize the data for the whole class. This slide shows an example of a filled in Students in Context form. The School data is at the top. The class information and demographics are in the next section.

SLIDE 8

The form continues with class data on students’ learning needs. This is one example of how to record students’ reading and writing abilities, with information about the source of that data, and other factors that influence lesson planning.

SLIDE 9

This slide shows another example of the description of students’ reading and writing abilities. Notice that there are different ways to report this information and the sources of this information.

SLIDE 10

This slide shows another example of the description of other factors related to students’ learning needs.

SLIDE 11

Where are you going to find the school demographics? You can check with the school administrators or you can go to the California Department of Education website and click on School profile. When you enter the school name you will be able to find data on enrollment, English Learners, and Free/Reduced lunch. You can also go to the California School Dashboard, scroll to enrollment, click on View More information and you will find the percentage of students with disabilities. It is fine if the data is not from the current year, as there may be a lag in posting the information. Schools generally have similar demographics from year to year, so data from a previous year will be a reasonable snapshot of the school. The following slides show a few screen shots of that information.

SLIDE 12

This slide shows the CDE website with an example of a school profile, including enrollment information. The next slide shows a larger view of the enrollment information.

SLIDE 13

You can get the enrollment number, the number and percentage of English Language Learners and Free and reduced lunch.

SLIDE 14

If you go to the California School dashboard, it has similar kinds of information, including enrollment numbers, the percentage of socioeconomically disadvantages, which loosely relates to free and reduced lunch, and the percentage of English learners. If you click on View more information, (go to next slide)

SLIDE 15

There is more detailed information, including the number and percentage of Students with Disabilities.

SLIDE 16

The second part in Students in Context requires you to use the information you gathered, and describe how you can use that information to plan effective instruction for 3 groups of students: Students with different levels of English proficiency, students with identified special needs, and another group of students who may have specific instructional needs. For the first group, even if you don’t have students who have been identified as having different levels of language proficiency, you need to demonstrate that you know how to plan for emergent bilingual students at all levels of proficiency. In your teaching career, you will have emergent bilinguals in your class and you need to show you are aware of effective techniques you can use. For the second group, it refers to students with identified special needs, such as students with IEPs or 504 plans. You should write about specific students in your class. If you don’t have students with IEPs or 504 plans, you can address students who appear to struggle with instruction. For the third group, you can select an individual or group of students in your class that may have learning needs you need to consider in your planning. These learning needs might encompass socioemotional, cultural, behavioral, learning styles, or level of knowledge. For each of these three groups, you will respond to the questions in the directions in this section of the FAST manual.

SLIDE 17

This slide contains an example of a response for the second category of identified special learning needs. Remember this is only one of the categories you need to address in your response. Although this is an acceptable response, additional detail would make it better.

SLIDE 18

The third part of this section is the classroom management plan. You will identify your expectations and management strategies for these three areas: students taking responsibility of their own behavior and learning, dealing with instances of intolerance, and another area that creates an inclusive learning environment. You are also going to describe two classroom routines you use to facilitate learning, and how you established those routines and maintain them throughout the year. For this classroom management plan you may address what you would do in either in-person or virtual environments, or a combination of both.

SLIDE 19

This slide shows one example of expectations and strategies related to students taking responsibility for their own learning. The expectation is described, as are the consequences for students who are meeting the expectation and those who are not meeting the expectation.

SLIDE 20

This slide shows another example of expectations and strategies related to students taking responsibility for their own learning. The expectation is described, as are the consequences for students who are meeting the expectation and those who are not meeting the expectation.

SLIDE 21

This slide shows one example of a classroom routine to increase the amount of time for learning. The routine is described, a rationale for the routine is given, and a brief explanation of how it was introduced and maintained. This is an acceptable response, though additional detail would make it better.

SLIDE 22

This slide shows another example of a classroom routine to increase the amount of time for learning. The routine is described, with a rationale for how the routine facilitates learning. The last column identifies how the routine was introduced and maintained.

SLIDE 23

The rubric for Students in Context shows how this section is assessed. Remember you want to focus on the criteria for a level 3 response to ensure that your response will be scored at least a 2, which is passing. As you write this section, read the prompt carefully and review the rubric. That process will clarify the expectations and make this section easier to write and score.

SLIDE 24

Reminders. You must write all sections of the TSP by yourself. The TSP binder in the Portfolio section of Tk20 has a template for writing the entire project, which includes the Students in Context form. In the same location there is also a separate template for the Students in Context form. The Classroom Management section may be written as a narrative or the information can be presented in a graphic organizer, such as a table. Whatever format you use, it needs to include the required information.

SLIDE 25

You should be able to complete this section quickly, even before you have identified the topic for your unit. Start talking to your mentor teacher about a timeline for planning, pre-assessing, and teaching the unit. The next section is the Learning Outcomes.