SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Reflection and Self-Evaluation section. This is the eighth module in the series on the Teaching Sample Project. Submission information is described near the end of this module.

SLIDE 2

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

SLIDE 3

Reflection and Self-Evaluation is the seventh of 7 sections of the Teaching Sample Project.

SLIDE 4

In this section you will document the effectiveness of the unit and how you would change it to make it better. Turn in your FAST manual to review the specific directions for this section.

SLIDE 5

You are going to reflect on your performance as a teacher in three areas: How you provided effective instruction for all learners in the class, the alignment and effectiveness of your assessments, and the influence of your subject matter knowledge on planning and teaching this unit. Then you will make suggestions for changing the unit to make it better. Lastly, you will identify a professional goal so you can continue to grow in your career as a teacher.

SLIDE 6

For the first part of your reflection on your performance as a teacher, you will provide specific examples of effective instructional strategies you used in this unit. Remember back to the Students in Context section. You had to write about how you would meet the needs of three groups of students: students with a range of language proficiency, students with identified learning needs, and students with other learning needs not represented in those first two groups. Those groups are the same ones you need to address in your reflection. As you identify effective instructional strategies in your unit, connect their effectiveness to the specific groups that benefit from those strategies. It is not sufficient to say that ALL students benefitted from a strategy; you need to provide a reason a strategy might be particularly beneficial to students with specialized learning needs.

SLIDE 7

The next two slides show examples of reflections on effective instruction. In this example, they identified what was effective, gave specific examples for Emergent Bilingual students, and provided evidence to support their statements. To pass, the reflection needs to address at least two specific groups with this type of detail.

SLIDE 8

In this example, they identified a general strategy, hands-on activities, and then described a specific example of this strategy in the unit. Two groups from the Students in Context section were referenced and reasons were given for why the strategies were effective.

SLIDE 9

The next part is reflecting on the alignment and effectiveness of your assessments. How well did the assessments give you information about your students’ learning in relation to the learning outcomes? This is the time to look critically at whether the assessment items and scoring provided adequate information about students’ knowledge. It is perfectly fine to recognize that the items or scoring did NOT align well with the learning outcomes or did not give you enough information about what the students learned. Assessments are often flawed to some degree, and it is your job as a teacher to recognize the positives and negatives of what you are using.

SLIDE 10

The next two slides show examples of reflection on assessments. In this example the teacher candidate discusses the alignment between the assessment and the outcome, as well as some issues with how well the assessment measured students’ learning related to the outcome.

SLIDE 11

In this statement, both strengths and weaknesses of the assessments are addressed, and suggestions are made for possible changes.

SLIDE 12

The next part is a reflection of the influence of your subject matter knowledge on the planning and teaching of this unit. Be honest about how your own knowledge of the topics in your unit increased or decreased the effectiveness of the unit.

SLIDE 13

This example addresses how the teacher candidate’s knowledge of the subject matter both increased and decreased the effectiveness of this unit.

SLIDE 14

After reflecting on the effectiveness of the unit, you will suggest changes to the unit. These suggestions may relate to changes to learning outcomes, activities or instructional strategies, assessments, or sequencing of the lessons. Be specific. For whatever changes you suggest, you need to provide a clear explanation of why these changes would improve student learning. Think about meaningful changes, not just surface changes. For example, do not just say you would make the unit longer; you need to give specific examples of how you would make it longer AND reasons why making the unit longer would actually improve student learning. Just making it longer does not mean it will be better.

SLIDE 15

In this example, the teacher candidate gives a general suggestion for changing the unit, with supporting evidence about student learning, and then expands on that idea with a specific suggestion for changing the lessons and how it might improve student learning.

SLIDE 16

This example provides two specific changes: changes to the learning outcome and changes to the lesson order. For each suggestion, the teacher candidate identifies why the change is needed and how the change will improve learning.

SLIDE 17

The last part of this section is writing about a professional goal for becoming a better teacher. The goal should relate to something you learned through the planning, teaching, and assessment of this unit, yet go beyond the unit as a first step toward continuous improvement throughout your career. Once you’ve stated your goal, identify specific steps you can take to work toward this goal. Think about professional resources and people resources that could help. Be specific.

SLIDE 18

Remember to read the directions for this section in your FAST manual and review the rubric to identify the criteria on which you will be scored.

SLIDE 19

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 20

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 21

TSP lessons can be formally observed by your coach. You may use the lesson plan from that observation as one of the lesson plans submitted for your TSP. Your coach may give immediate feedback on your lesson, just like any other formal observation. Unlike the Site Visitation Project, the Teaching Sample Project does not assess individual lessons, so there is no conflict with receiving feedback from your coach. There is no requirement to submit a video of any of the lessons from the TSP unit.

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. In addition to uploading the Teaching Sample Project file, you will need to complete a form with information the credential programs need to report to the state. In the TSP binder you will see a tab labeled Placement Information for Accreditation Purposes. Click on that tab and select the form you will complete. 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. When all TSP documents have been uploaded and you’ve completed the information form, you must click the green SUBMIT button. This portfolio is separate from the field experience binder and submitting it will not cause you to lose access to the field experience binder.

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

Passing the Teaching Sample Project is a requirement for getting a Multiple Subject or Single Subject credential.