

***Each area highlighted in blue should be completed based on the questions/information requested in the FAST Manual

***You will need to MAKE A COPY of this document in order to create your own TSP project.

MS=Multiple Subject (including PK-3)

ES=Education Specialist

SS=Single Subject

- Yellow highlighted portions: Ed Specialist candidates only

Title of Project

Subject Area

Grade Level

First Name Last Name - Student ID#

Date, Year

University Coach

Single Subject or Multiple Subject

Students in Context

**** **ESN Students In Context**

THE SCHOOL

Grade levels in school:	Number of students enrolled in school:
Percentage of students receiving free or reduced lunch:	Percentage of students with IEPs:
Percentage of students identified as English learners:	

THE STUDENTS IN THE CLASSROOM

Grade level(s):		Age range:	
Number of students enrolled:	Male:	Female:	Nonbinary:
Number of students typically present:			
Ethnicity of students (give number or percentage):			
African American or Black:	Hispanic or Latino:	European American or white:	
Asian, Filipino, or Pacific Islander:	American Indian/Alaskan Native:	Two or more races:	
English language proficiency (see ELD standards and ELPAC performance level descriptors for descriptions):			
# proficient: English only:	Redesignated:	# bridging:	# expanding:
# emerging:			
Languages spoken (list all that apply):			
Description of reading ability (in relation to grade level (above, at, below) or specific reading grade level) and source of this information:			

Description of writing ability and source of this information:
MS & ES: Description of students' math ability (in relation to grade level (above, at, below) or specific reading grade level) and attitude towards math:
Description of other student factors related to learning, such as cultural backgrounds, interests, lives outside of school, learning preferences, etc.:
Number of students with IEPs (or formally identified with special needs) _____ List specific categories and number of each student in each category.
Description of special needs of students who do not have IEPs (e.g. learning needs, health issues, challenging behaviors):

Implications for Instruction

Respond to the following questions:

- How will you design your instruction to meet the learning needs of students with differing levels of English language proficiency, even if these levels are not represented in your class? Be specific about the instructional approaches (e.g. SDAIE, focus on ELD, structured English immersion) you will use to enhance English language development and academic learning. [NOTE: For World Languages, address the language development of the language you are teaching.]
- How will you design instruction to address the identified special needs of your students (i.e. IEP, 504 plan, advanced learner, medical/physical)? Describe the specific learning needs and the methods you will use to support learning for two of your students with identified special needs. [Note: If you do not have students with identified special needs in your class, select students who appear to be struggling with instruction.]

- **ESN/MM**: Be sure to address how you will coordinate, collaborate, and/or co-teach with other service providers, including paraprofessionals, general ed teachers, parents, students, and/or community agencies.
- How will you design instruction to address the needs of another student or group of students that may have different instructional needs? Identify another student or group of students in your classroom you need to consider as you plan instruction. Describe the specific learning needs of the student or group of students and the methods you will use to support their learning.
- How will you design your instruction to support students from underserved education groups. Be specific about how the different instructional approaches you will use are appropriate for the students in your class.

Classroom Management Plan

Identify **three** expectations for your students' behavior that will support academic learning. For each expectation give an example of **how you will respond** to behavior that does and does not meet the expectations. **The three expectations must address these areas:**

- one expectation should be related to facilitating student independence and individual responsibility for behavior or learning (i.e. self-monitoring),
- one expectation should be related to addressing instances of intolerance and harassment among students, such as bullying, racism, and sexism,
- one expectation should reflect another aspect of creating an inclusive classroom climate.

Classroom routines. Give examples of **two** classroom routines or procedures you have established in your classroom. For each routine:

- Explain how this routine will facilitate learning in your classroom.
- Describe how you communicated the expectations of this routine to your students when it was first introduced and throughout the year.
 - **For ESN/MM** Explain how the routine aligns with the school's Positive Behavior Intervention Support Plan.

Learning Outcomes

Description of Unit

Learning Outcomes

****Only ESN/MM should add the 3rd column (scaffolded standards/essential skills)

UNIT LEARNING OUTCOMES (Include exact wording of each learning outcome)	CONTENT STANDARD(S) (include content area and text of standards)		ESN/MM Scaffolded Standard Essential Skill
	Content Standard(s)	Literacy Standard(s) (e.g. ELA and/or ELD standards)	
Outcome 1: <i>Outcome statement</i>			
Outcome 2: <i>Outcome statement</i>			
Outcome 3: <i>Outcome statement</i>			

Rationale of Unit: Appropriateness for Your Students

Address appropriateness of your unit in terms of:

- Development of both content & literacy skills
- Connections to past learning, prerequisite skills, and/or future learning
- Relevance to the students in your class
 - For ESN/MM: address specific IEP goals

Assessment Plan

Learning Outcome A

Pre-assessment
Summative assessment

Learning Outcome B

Pre-assessment
Summative assessment

Formative Assessments

- Describe 2 formative assessments

Rationale for Assessments

- Why did you choose these pre- and summative assessments for Learning Outcome A? How do the format and items for the pre- and summative assessments for Learning Outcome A match the learning outcome and the purpose of the assessment?
 - ESN/MM How does it match the students' IEP goals?
 - Why did you choose these pre- and summative assessments for Learning Outcome B? How do the format and items for the pre- and summative assessments for Learning Outcome B match the learning outcome and the purpose of the assessment?
 - ESN/MM How does it match the students' IEP goals?
 - How will the formative assessments be used to inform your instruction during your unit?
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Design for Instruction

Summary of the Results of the Pre-Assessments

- Results of pre-assessment
- Implications for planning

Unit overview: Visual Organizer to show all lessons in your unit.

- Chart that includes
 - Lesson

- Learning Outcome
- Lesson Topic
- Lesson Objective
- General Description of the Lesson

3 Lessons - Lesson A, Lesson B, Lesson C (embed lesson plans)

- **ESN/MM** every lesson should address specific IEP goals

Questions about Lessons

Write a response for each of these questions. Be specific.

- **ACCESS TO CONTENT (MS & ES is MATH):** How have you designed your lessons to provide access to the content for all students, especially those with special learning needs? For example, have you incorporated universal design, assistive technology, modifications, developmentally/culturally appropriate activities?
 - Provide two specific examples from your lessons showing how you provided access to the content for students with special learning needs.
 - **ESN/MM** Incorporate specific IEP goals
- **CONNECTION TO STUDENTS' LIVES & REAL WORLD:** How have you designed your unit to be responsive to students' cultural backgrounds, interests, and lives outside of school? How have you helped students understand real world application of mathematics?
 - Provide two specific examples from your lessons demonstrating real world application and connection to students' lives.
- **ENGLISH LANGUAGE DEVELOPMENT AND LITERACY SKILLS:** How have you designed your lessons to support the acquisition of English language (e.g. focus on ELD, SDAIE, structured English immersion) and the development of literacy skills (e.g. reading, writing, speaking, listening) for the full range of English proficiency?
 - Provide two specific examples describing how you developed English language and literacy skills. [NOTE: For World Languages, respond related to the language you are teaching.]
- **TECHNOLOGY:** How did you use technology in your planning and instruction? Justify your instructional decisions related to the use of technology

Instructional Decision-Making

Instructional Decision A

Instructional Decision B

***For ESN/MM: how do the adjustments improve students' progress towards specific IEP goals.

Analysis of Student Learning

Class Analysis

Analyze the progress of your whole class on Learning Outcomes A and B, identified in Assessment Plan.

- Learning Outcomes
- Data
- Analysis of learning
 - ESN/MM: Be sure to address what students learned related to IEP goals
- Conclusions
 - ESN/MM: Be sure to address what students learned related to IEP goals

Progress Report

- Analysis of learning with supporting data
 - ESN/MM: Be sure to address what students learned related to IEP goals
- Suggestions

Reflection and Self-Evaluation

Reflection on Instruction, Assessment, and Student Learning

- Effective instruction
- Assessment
 - ESN/MM: Be sure to address how assessments were aligned to IEP goals
- Subject-matter knowledge
- Changes

Reflection on Professional Development

- Professional learning goal
- Next steps