Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	CSU Fresno		Program	PRELIMINARY MULTIPLE/SINGLE SUBJECT
Date of Review	1/12/20			

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	1, 3, 4, 6

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)	MS and SS: Evidence does not show faculty serving in non-teaching roles, as well as the roles and responsibilities of those involved in field placement aspects of the program. The graphic does not depict the chain of authority within field placements including the superintendent level. Provide further evidence.	Please see the revised org chart, which includes university teaching, coaching (supervisory), administrative, and support roles as well as district partnership roles.

| Standard 5: Implementation of a Teaching Performance Assessment | Provide further evidence on assessor training and scoring and candidate support. | As detailed in the [FAST 2.0 Manual](#), FAST II consists of two projects: the Site Visitation Project (SVP) is completed during initial student teaching (EHD 178) and the Teaching Sample Project (TSP) is completed during final student teaching (EHD 170). The SVP assesses teacher candidates' ability to plan, implement, and evaluate instruction. The three parts of the project include (1) Planning: planning documentation for a single lesson incorporating state-adopted content standards and English language development, (2) Implementation: an in-person observation and videotaping of the teaching of the lesson, (3) Reflection: a review of the entire video, selection of a 3- to 5-minute video segment, and a written evaluation of the lesson. (TPE 1.1, 1.3, 1.5, 1.8, 2.2, 2.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.7, 6.1). The Teaching Sample Project assesses teacher candidates' ability to (a) identify the context of the classroom, (b) plan and teach a series of at least five cohesive lessons with a focus on content knowledge and literacy, (c) assess students' learning related to the unit, (d) document their teaching and their students' learning, and (e) reflect on the effectiveness of their teaching. Teacher candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content. (TPE 1.5, 1.6, 1.8, 2.1, 2.3, 2.6, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.7, 5.1, 5.2, 5.5, 5.8, 6.1, 6.3, 6.5).

Assessor Qualifications, Training, and Scoring:
Each assessor/coach participates in an orientation training at the beginning of each semester that includes a review of the FAST Task (SVP/TSP) components included in the [FAST 2.0 Manual](#). In addition to the orientation, mandatory calibration training is completed with the SVP in the fall and the TSP in the spring each year. Coaches review two projects independently and come together to discuss scores, share notes, and gain consensus in the holistic scoring process. The goal is to use the FAST rubrics to reach a consensus score among the coaches, with no more than one point difference.
Fifteen percent of the student projects are double scored by two coaches to examine consistency in scoring. If it is noticed that there is more than a one point difference between coaches, the coordinator works with coaches to re-calibrate the scoring to reach consistency.
The inter-rater reliability is higher than the norm for such assessments.

Candidate Support:
All candidates receive support with coaching and feedback on formal lesson observations. Coaches have developed and use reflective questions for candidates with feedback from formal lesson observations. |
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| A. Administration of the Teaching Performance Assessment (TPA) | | |
| B. Candidate Preparation and Support | | |
| C. Assessor Qualifications, Training, and Scoring | | |

| | | During the initial student teaching, candidates in the multiple subject program receive specific support for the SVP, in which they are required to teach an integrated lesson with math content and literacy, through the CI 176 Mathematic Instruction course. Students work through the FAST Manual to gain understanding about the requirements to complete the SVP. During final student teaching, candidates in the multiple subject program receive support from the FAST Coordinator through online presentations about the TSP. During the presentations, candidates interact with the coordinator to understand the TSP template, prompts and rubrics.
In the Single Subject program, candidates receive instruction through their EHD 154A (Seminar), which is designed to support candidates with their initial student teaching, including the SVP preparation and requirements. Likewise, during their final student teaching, single subject candidates receive support from their respective departments through EHD 154B (seminar). Again, this seminar is intended to support candidates in meeting the requirements of final student teaching including the TSP.
All candidates have access to overview and special section videos and PowerPoints created by retired FAST Coordinator, Dr. Jean Behrend, accessible on the Office of Clinical Practice website. Moreover, candidates who fail the assessment have the opportunity to revise and resubmit. |