

FRESNO ASSESSMENT OF STUDENT TEACHERS

(FAST, v. 1.2)

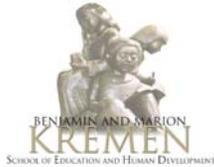
A MANUAL FOR TEACHER CANDIDATES



KREMEAN
KREMEN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

“Leadership for Diverse Communities”

CALIFORNIA STATE UNIVERSITY, FRESNO



Fresno Assessment of Student Teachers
Alignment with Teaching Performance Expectations

California Teaching Performance Expectations														
When Administered	Task	Making Subject Matter Comprehensible to Student	Assessing Student Learning		Engaging and Supporting Students in Learning				Planning Instruction and Designing Learning Experiences for Students		Creating and Maintaining Effective Environments for Student Learning		Developing as a Professional Educator	
		(1) Specific Pedagogical Skills for Subject Matter Instruction	(2) Monitoring Student Learning During Instruction	(3) Interpretation and Use of Assessment	(4) Making Content Accessible	(5) Student Engagement	(6) Develop-mentally Appropriate Teaching Practices	(7) Teaching English Learners	(8) Learning About Students	(9) Instructional Planning	(10) Instructional Time	(11) Social Environment	(12) Professional, Legal, and Ethical Obligations	(13) Professional Growth
MS: Phase 1 SS: Initial Student Teaching	Comprehensive Lesson Plan	✓ MS only (ELA 4-8)					✓	✓	✓	✓				
MS: Phase 2 SS: Initial Student Teaching	Site Visitation Project	✓ MS only (ELA K-3)	✓		✓	✓						✓		✓
MS: Phase 3 (final Student Teaching) SS: Final Student Teaching	Teaching Sample Project	✓ SS; MS (variable)	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Holistic Proficiency Project	✓ SS; MS (H-SS, Math Science)		✓		✓	✓				✓		✓	



TEACHING SAMPLE PROJECT

Fresno Assessment of Student Teachers (FAST)

Successful teachers support learning by designing instructional units that employ a range of strategies and build on their students' strengths, needs, and prior experiences. The Teaching Sample Project is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting the Teaching Performance Expectations (TPE) listed below. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. The Teaching Performance Expectations (TPEs) being evaluated are:

- Subject-Specific Pedagogical Skills (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and use of Assessments (TPE 3)
- Making Content Accessible (TPE 4)
- Teaching English Learners (TPE 7)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)
- Instructional Time (TPE 10)
- Social Environment (TPE 11)
- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

Overview

For this project you are required to plan and teach a one- to four-week unit (depending on appropriateness for your grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document your teaching and your students' learning by completing all sections of this project.

General Directions

Use each section of the Teaching Sample Project to document the planning, implementation, and reflection stages of teaching a unit of study. Before you teach the unit you will: (a) describe the students and the context of your instruction, (b) develop a management plan for the classroom, (c) research the topic for your project, (d) identify learning outcomes based on state-adopted standards or challenge standards, (e) create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (summative assessment) instruction, and (f) plan for your instruction. After you teach the unit, you will analyze student learning and reflect upon and evaluate your teaching related to student learning.

* The Teaching Sample Project is one of a series of tasks in the Fresno Assessment of Student Teachers (FAST) that collectively measure the pedagogical competence of teacher candidates and Interns. The candidate's response to this Project prompt must reflect the student's own unaided work. It is to be used as described in the Intended Use Policy in this manual. The Teaching Sample Project is adapted from the "Teacher Work Sample" written by the Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project.

Parts of the Project

Teaching Processes

The project is divided into seven sections, one for each designated teaching process. Each section delineates the reporting requirements for that particular process as well as listing Teaching Performance Expectations (TPE) evaluated in that section. Your Teaching Sample Project will be SUBMITTED FOR EVALUATION on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation.

- **Students in Context** (TPE 8, 10, 11)
In this section you will: Identify student characteristics and classroom factors that influence instruction and assessment. Discuss the implications of these characteristics and factors for your instructional planning. Develop a classroom management plan appropriate for your students and the classroom context.
- **Content Analysis and Learning Outcomes** (TPE 1, 9)
In this section you will: Select appropriate content standards. Identify the content you plan to teach in this unit. Set the learning outcomes for the unit, and show how they connect to state-adopted or challenge-standards. Provide a rationale for your choice of learning outcomes.
- **Assessment Plan** (TPE 2, 3)
In this section you will: Select, adapt or develop assessments to assist in planning the unit, monitoring student progress, and measuring student learning. Describe the assessments, scoring, and evaluation criteria for one of your learning outcomes. Give an overview and rationale of assessments for another outcome. Describe formative assessments.
- **Design for Instruction** (TPE 7, 8, 9)
In this section you will: Summarize the results of your pre-assessment and indicate how the results will influence your planning. Provide an overview of your unit showing how your lessons relate to the learning outcomes. Describe and provide a rationale for three unit lessons that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs and to use a range of instructional strategies.
- **Instructional Decision-Making** (TPE 2, 4, 9)
In this section you will: Provide two examples of instructional decision-making based on students' learning or responses.
- **Analysis of Student Learning** (TPE 3, 12)
In this section you will: Analyze your assessment data, including the relationship between pre-assessments and summative assessments, and the information gained from formative assessments to determine students' progress related to one learning outcome. Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class.
- **Reflection and Self-Evaluation** (TPE 12, 13)
In this section you will: Reflect on your performance as a teacher and describe effective instructional strategies and suggestions for improving your practice linked to student learning results. Identify future goals and actions for professional growth related to your experiences planning and teaching this unit and assessing your students' learning.

Addendum

A graphic organizer is included for use in the "Students in Context" section of the Project.

Scoring Rubric

The scoring rubric for this project focuses on the qualities inherent in each of the TPEs being assessed.

Analysis of Student Learning

Teaching Process Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Teaching Performance Expectations

- Interpretation and Use of Assessments (TPE 3)
- Professional, Legal, and Ethical Obligations (TPE 12)

Overview

In this section you will:

- Analyze your assessment data, including the relationship between pre-assessment and summative assessment, and the information gained from formative assessments to determine students' progress related to one of the unit's learning outcomes (Learning Outcome A).
- Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class related to that learning outcome.

Directions: *How do I complete this section?*

□ Whole Class Analysis

Analyze the progress of your whole class on Learning Outcome A.

- **Data.** Organize the data from the pre-assessment and summative assessment for Learning Outcome A to document students' learning. Tables or graphs may be used to highlight patterns of learning.
- **Analysis of learning.** Use evidence from the pre-, formative, and summative assessments (and references to tables or graphs) to describe students' growth and the extent to which your students made progress toward the learning criterion that you identified for Learning Outcome A. (How many students met the learning outcome? How many students made progress? How many students showed no progress?) You may use examples from individual students to support your analysis.
- **Conclusions.** Draw conclusions about students' learning related to Learning Outcome A based on the analysis of data. Are there detectable patterns in the content knowledge students gained or did not gain? Did all students learn the same things to the same degree?

□ Subgroup Analysis

Analyze the achievement of two subgroups of students related to Learning Outcome A. As a teacher you are responsible for teaching all students. Analyzing data on a subgroup of students with unique learning needs shows your skills in planning and delivering instruction.

How do I select the subgroups? Select students identified as English Learners as one subgroup and gifted/talented or students with IEPs as the second subgroup. Compare their learning to the rest of the class. (If you do not have English Learners as a subgroup, consult with your Master Teacher or University Supervisor in selecting appropriate subgroups. **Note:** If you are a Single Subject candidate teaching a foreign language, you are not required to use

English Learners. Consult with your University Supervisor to select an appropriate subgroup.)

- **Data.** Use the data from your whole class analysis or reorganize the data for Learning Outcome A to show the learning of the students in your selected subgroups.
- **Analysis of learning.** Compare the results from each subgroup to the results from the rest of the class. How did the learning of each subgroup compare with the learning of others in your class? Did all students learn the same things to the same degree? You may use examples from individual students to support your analysis.
- **Conclusions.** Draw conclusions about your skills in planning for, delivering instruction to, and assessing *all students* based on the comparisons. To what degree did your instruction meet the needs of the subgroups? What evidence did you use to draw those conclusions?

Documentation (maximum page length):

- Whole class analysis (2 pages plus visual organizer);
- Subgroup analysis (2 pages plus visual organizer, if needed).

Analysis of Student Learning

Teaching Process Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

TPE 3 – Interpretation & Use of Assessment; TPE 12 – Professional, Legal, and Ethical Obligations

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Alignment with Learning Outcomes & Standards	Analysis of student learning is not aligned with learning outcomes and standards. Analysis includes no or incomplete profile of student learning for whole class and subgroups.	Analysis of student learning is partially aligned with learning outcomes and standards and includes information related to student learning for the whole class and subgroups.	Analysis is <u>generally aligned</u> with learning outcomes and standards, <u>and provides</u> a profile of student learning for the whole class and subgroups.	Analysis is <u>fully</u> aligned with learning outcomes and standards, and provides a <u>comprehensive</u> profile of student learning for the whole class and subgroups, <u>including</u> relevant scores <u>and</u> a description of what was learned.
Interpretation of Data	Interpretation of data is inaccurate or missing. Conclusions are missing or unsupported by evidence of student learning.	Interpretation is technically accurate. Conclusions are based on some evidence of student learning.	Interpretation is <u>meaningful</u> . Appropriate conclusions are <u>supported by</u> the evidence of student learning.	Interpretation is <u>substantive</u> . <u>Strong</u> conclusions are supported by evidence of student learning.
Evidence of Impact on Student Learning	Includes no evidence of impact on student learning related to the learning outcome. Limited acceptance of the teacher's role in learning.	Includes some evidence of the impact on student learning related to the learning outcome. Beginning to accept responsibility for the success of all students.	Includes <u>evidence of</u> the impact on student learning in terms of <u>number of</u> students who achieved the learning outcome. <u>Recognizes</u> the responsibility of the teacher's role in learning.	Includes evidence of the impact on student learning in terms of number of students who achieved <u>and</u> made progress toward the learning outcome. <u>Accepts</u> responsibility for the success of all students.

Circle overall rating: ANALYSIS OF STUDENT LEARNING 1 2 3 4