SLIDE 1

This module provides an overview for the FAST Site Visitation Project, which is one of the Teaching Performance Assessments required for the Multiple Subject and Single Subject credentials.

SLIDE 2

The Fresno Assessment of Student Teachers, known as FAST, is one of 3 Teaching Performance Assessment systems approved by the State of California as a credential requirement. FAST is unique because it is only used by Fresno State. The tasks are embedded into the credential program, so no additional fees are charged for completing and scoring the FAST tasks.

SLIDE 3

The two performance tasks are the Site Visitation Project, typically completed in initial student teaching, and the Teaching Sample Project, completed in final student teaching.

SLIDE 4

The FAST manual describes all the requirements for the two Teacher Performance Assessments. You will need access to the FAST manual to be able to complete these tasks. You can download the manual from several places. You can find it on the Office of Clinical Practice website. You will need to scroll the website page until you see the FAST section. You also have access to the FAST manual on Tk20. You will find it in your SVP binder, which is located in the Portfolio section of your Tk20 account.

SLIDE 5

The Site Visitation Project is a formal observation of a lesson, usually completed in Initial Student Teaching. For the Multiple Subject program the lesson must be a mathematics lesson. For the Single Subject program, the lesson is in the content area of the candidate’s credential. For both credential programs, the lesson must embed language development. The development of academic language may take the form of reading, writing, speaking, or listening, and incorporate academic explanations, justification, vocabulary, discourse, comprehension, and other literacy components important to the content of the lesson.

SLIDE 6

The Site Visitation Project assesses the ability to plan, teach, and evaluate a lesson. The lesson should be 20 to 45 minutes long. The length of the lesson should be appropriate to the age of the students and the content of the lesson. The Site Visitation Project is designed for transitional kindergarten through twelfth grade. For kindergarten, a 20-minute lesson may be perfect, while for high school, lessons are more likely to be in the 45-minute range. The lesson may be taught to the whole class or a portion of the class. If the lesson is taught to a small group, the size of the group should be a minimum of 4 students. The Site Visitation is one of the 6 formal observations conducted by your university coach. Typically the SVP will be one of the later observations, which gives the opportunity for appropriate feedback on other lessons prior to this assessment of your independent work. The lesson must be video recorded for your reflection.

SLIDE 7

The formal observation for the SVP is typically completed between the 9th and 13th week of the semester, with the lesson reflection completed within 7 days of the observation. All documents are submitted in the SVP binder in the portfolio section of Tk20.

SLIDE 8

This is a screen shot of the introduction section of the SVP binder on Tk20. Across the top there are tabs for the different parts of the Site Visitation Project. From semester to semester there will be minor variation in the format and text of the SVP binder.

SLIDE 9

The Site Visitation Project has 3 parts, reflecting what teachers do when teaching a lesson. They plan the lesson, implement it, and then reflect on how it went and how to make it better. As a teacher candidate, you have to document that you can effectively perform this cycle of teaching.

SLIDE 10

Each part of the Site Visitation Project has a focus on subject specific pedagogy, applying knowledge of students, and student engagement. These areas of focus are important teaching components and have been derived from the Teaching Performance Expectations, which guide the credential programs.

SLIDE 11

This graphic organizer shows how these areas of focus are represented in each part of the Site Visitation Project. In the Planning part, you will identify the content you will teach, think about how to make that content meaningful to your students, and design the lesson to keep students engaged. In the Implementation section, you will teach and video record the lesson you have planned, as your University coach observes you. In the Reflection section you will watch the video of your lesson and then respond to questions related to each of the focus areas.

SLIDE 12

In the credential program, you will learn about content and instructional techniques that are designed for specific subject areas. For the Multiple Subject program, the Site Visitation Project focuses on mathematics and embedded language development. The resources listed here identify the important elements of subject specific pedagogy in mathematics. These resources include Common Core content standards and Teaching Performance Expectations.

SLIDE 13

In the Teaching Performance Expectations document, which can be downloaded from the Office of Clinical Practice website, you will find the expectations for Subject Specific Pedagogy in Part 2. This slide shows the TPEs for Teaching Mathematics in a Multiple Subject assignment. In the mathematics methods class, Multiple Subject candidates learn about mathematics pedagogy identified in this document.

SLIDE 14

Another resource that identifies mathematics pedagogy is the Standards for Mathematical Practice in the Common Core State Standards for mathematics.

SLIDE 15

For Single Subject candidates, the content standards and Teaching Performance Expectations are resources for Subject Specific Pedagogy.

SLIDE 16

The Teaching Performance Expectations, part 2, identify subject specific instructional strategies for each of these 14 areas.

SLIDE 17

This is an example of the TPEs for Science.

SLIDE 18

And here’s an example of the TPEs for Physical Education. Single Subject candidates learn about the instructional strategies recommended for their subject areas in content and methods courses.

SLIDE 19

For both Multiple Subject and Single Subject candidates, the Site Visitation Project requires a familiarity with the Common Core State Standards for English Language Arts and the California English Language Development Standards. Both of these documents are available on the California Department of Education website.

SLIDE 20

In the Planning part of the Site Visitation Project, there are three documents to complete prior to teaching the lesson: the Class Profile, a written Lesson Plan, and an Activity/Strategy Table. All three of these documents must be submitted in your SVP binder on Tk20 at least 3 days before you teach the SVP lesson. The templates for these documents can be found on the Office of Clinical Practice website and in your SVP binder in Tk20.

SLIDE 21

This is a screen shot of the Planning tab in the SVP binder. The templates to download are in blue on the left side. When completed, you will attach the documents in the correct location on the right side.

SLIDE 22

You can begin working on the Class Profile as soon as you have a classroom placement. For the Class profile you will gather information on each student in your class, summarize class data, and select three focus students. If you are working with more than one class, you will gather information on the class in which you will teach the Site Visitation Project. The more you know about your students, the better you can design instruction that is meaningful for them. You can relate your lessons to their interests, backgrounds, experiences, and prior knowledge. The next SVP video module provides more details and examples of the Class Profile.

SLIDE 23

For every formal observation you will write and submit a lesson plan to your university coach. The Site Visitation Project requires a lesson plan, just like the other formal observations. You may use any lesson plan template recommended by your mentor teacher or coach.

SLIDE 24

The Activity/Strategy Table is a planning document to help you identify key activities or instructional strategies within your lesson plan that intentionally focus on Subject Specific pedagogy, academic language, applying knowledge of your students, and student engagement. Completing this table can help you determine whether you are planning for the areas of focus in the Site Visitation Project, and it helps the scorer of the SVP recognize the purpose of different activities or instructional strategies in your lesson.

SLIDE 25

In the Implementation part of the Site Visitation Project, you will teach the lesson and your coach will observe it, just like all the formal observations. However, the lesson must be video recorded, so you can watch the lesson and evaluate its success through an objective lens. Unlike the other formal observations, your coach may NOT give feedback on the lesson until AFTER you have completed the Reflection portion of the Site Visitation Project. In the SVP you are being evaluated on how well you can judge your own instruction; therefore, your coach needs to wait to give feedback. In your SVP binder on Tk20 there is a video documentation form you will complete after you teach the lesson.

SLIDE 26

This is a screen shot of the Implementation tab in the SVP binder. You will SELECT the video documentation form and fill in the information.

SLIDE 27

This form documents when and where the lesson was taught.

SLIDE 28

The Reflection part of the Site Visitation Project includes selecting and uploading a 3- to 5-minute unedited video clip from your lesson video, highlighting subject specific pedagogy. You will use information from the full video, the selected video clip, and your experiences in the lesson to respond to questions in the three areas of focus.

SLIDE 29

This is a screen shot of the Reflection section in the SVP binder.

SLIDE 30

The self-evaluation questions are located in your FAST manual. Templates for the questions can be downloaded from the SVP binder or the Clinical Practice website.

SLIDE 31

Each of the 3 parts of the Site visitation project will be scored by a 4-point rubic, with criteria related to the three areas of focus: subject specific pedagogy, applying knowledge of students, and student engagement. To pass, you must score at least a 2 on each of the 3 rubrics. As you prepare for the Site Visitation Project, read all the directions in the FAST manual carefully. Review the rubrics, with special attention to the criteria for scoring a 3.

SLIDE 32

In addition to the documents to complete and upload for your Site Visitation Project, you need to fill out Placement Information the credential programs need for state reports. The Accreditation form has a variety of multiple choice questions. You must complete this form to be able to submit the completed Site Visitation Project. The information on the form will not be used for scoring the SVP.

SLIDE 33

To summarize: The Site Visitation Project is one of the 6 formal lesson observations conducted by your university coach. It must be completed independently. The 20- to 45-minute lesson must embed language development. For Multiple Subject candidates the lesson must be a mathematics lesson. For Single Subject candidates the lesson is on the content of the credential. The lesson may be taught to a small group, a portion of a class, or the whole class, and must be video recorded. There are 3 parts to the project: Planning, Implementation, and Reflection. Each part has its own requirements and is scored on a 4-point rubric.

SLIDE 34

This module is the overview of the Site Visitation Project. The 3 other video modules listed here provide more detailed information about components of the Site Visitation Project.