



Fresno Assessment of Student Teaching (FAST)

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Fresno State



FAST Background + Overview

- Developed in-house at Fresno State with funding from Title II grant (Torgerson, Macy, Beare, & Tanner, 2009)
- Originally reviewed and approved by the Commission in 2007
- 2018: updated to align with design standards and updated TPEs

FAST Background + Overview

- Integrated into Teacher Education Program
 - Course assignments created to align with tasks
 - Rubrics used by coaches in evaluation of teaching and to guide candidates' reflection
 - Faculty involved in assessment
 - Funded by Fresno State's Kremen School of Education & Human Development
 - No cost to students

Components



Site Visitation Project

Assesses candidates' ability to plan, teach, and evaluate a lesson in alignment with TPEs

- 20 to 45 minute lesson
 - whole class or small group
- Focus on content area AND language development
- Three sections, each scored with a 4-point rubric
 - Planning (TPE 1.1, 1.3, 1.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.7)
 - Implementation (TPE 1.1, 1.3, 1.5, 1.8, 2.2, 2.6, 3.1, 3.2, 3.3, 3.5)
 - Reflection (TPE 2.2, 3.2, 6.1)

Teaching Sample Project

Assesses candidates' ability to plan an integrated (5-lesson) unit of study with focus on content knowledge and literacy assessment

- Seven sections, each scored with a 4-point rubric
 - Students in Context (TPE 1.6, 2.1, 2.3, 2.6, 4.1, 5.8)
 - Learning Outcomes (TPE 3.1, 3.2, 3.3)
 - Assessment Plan (TPE 4.3, 5.1, 5.2)
 - Design for Instruction (TPE 1.5, 1.6, 3.1, 3.2, 3.3, 4.4, 4.7, 5.8)
 - Instructional Decision Making (TPE 1.8, 3.2)
 - Analysis of Student Learning (TPE 5.2, 5.5)
 - Reflection and Self-Evaluation (TPE 6.1, 6.3, 6.5)

Scoring Process

Assessor Training + Calibration

- Scored by faculty, including university coaches
 - Orientation provided for all coaches each semester
- Mandatory annual calibration sessions
 - Scorers must be +/- 1 score point

Reliability of Scores

- 15% of projects double-scored
- Psychometric Analysis every 2 years
 - 100% within +/- 1-score point
 - 94.7% agreed that project should pass/fail

Results & Analysis

(pgs. 19-21)

FAST: All Attempt Pass Rates: All Submissions

Academic Year	Total Attempted	N Passed First Attempt	Percent Passed First Attempt	N Passed Second Attempt	Percent Passed Second Attempt	N Passed First or Second Attempt	Percent Passed First or Second Attempt
2018-2019	785	741	94.4%	44	100%	785	100%
2019-2020	773	746	96.5%	25	93%	771	99.7%
2020-2021	806	784	97.3%	22	100%	806	100%

Site Visitation Project (SVP) Mean Scores

	Fall 2018-Spring 2019		Fall 2019-Spring 2020		Fall 2020-Spring 2021	
	Multiple Subject (n=190)	Single Subject (n=171)	Multiple Subject (n=123)	Single Subject (n=125)	Multiple Subject (n=269)	Single Subject (n=150)
Planning	2.7	2.7	2.8	2.7	2.7	2.9
Implementation	2.6	2.7	2.8	2.6	2.7	2.9
Reflection	2.7	2.8	2.9	2.6	2.7	2.8

Teaching Sample Project (TSP) Mean Scores

	Fall 2018-Spring 2019		Fall 2019-Spring 2020		Fall 2020-Spring 2021	
	Multiple Subject (n=212)	Single Subject (n=181)	Multiple Subject (n=229)	Single Subject (n=165)	Multiple Subject (n=222)	Single Subject (n=165)
Context	2.6	2.7	2.8	2.8	2.7	2.7
Outcomes	2.5	2.5	2.6	2.7	2.6	2.6
Assessment	2.5	2.5	2.6	2.7	2.6	2.6
Instruction	2.7	2.6	2.7	2.8	2.7	2.8
Decisions	2.5	2.6	2.6	2.7	2.6	2.6
Analysis	2.5	2.5	2.6	2.6	2.6	2.7
Reflection	2.4	2.6	2.5	2.7	2.6	2.7

Primary Take-Aways from 2018-2021

- Overall high pass rates, even within pandemic
- Mean scores have remained stable, with slight increases

- Attribute successes to integration of FAST throughout program
 - Faculty embed related tasks within coursework
 - Coaches (university supervisors) use rubrics during observation de-briefs to guide reflections
 - Candidate performance used to inform future instruction



Thank You

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