

**FRESNO ASSESSMENT
OF STUDENT TEACHERS
(FAST 2.0)**

A MANUAL FOR TEACHER CANDIDATES

**SITE VISITATION PROJECT
TEACHING SAMPLE PROJECT**

Updated Summer 2019

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Dear Fresno State Teacher Candidate:

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers (FAST)*. The system consists of two tasks or “projects” that you will complete during your fieldwork. Please note that success on FAST is just one of the requirements for earning a Preliminary Credential.

This manual provides you with important information regarding the two required FAST tasks, the **Site Visitation Project** and the **Teaching Sample Project**.

The Site Visitation Project and the Teaching Sample Project will be scored by trained scorers using a task-specific four-point rubric. The rubric levels are:

- 1= Does not meet expectations
- 2= Meets expectations
- 3= Meets expectations at a high level
- 4= Exceeds expectations

In order to receive credit for the fieldwork course in which the assessment is required, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections evaluated in the **Site Visitation Project** and the seven sections evaluated in the **Teaching Sample Project**.

Should you earn a non-passing score of “1” on any section, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for *Special Consideration* using the *FAST Non-Passing Score Procedure* in this manual. Remember, you must pass *all* sections of the assessment before you can receive credit for the associated fieldwork course. Please be aware that the CCTC requires that your scores and any notation of the necessity for re-takes on the FAST projects be sent to them. A history of your scores will be available to you through Tk20 for sharing with your professional induction program supervisor as you see fit.

We are confident that you will show mastery of the TPEs by careful attention to the project directions and rubrics and by diligently studying and practicing your craft while enrolled in the credential program. As a result of your hard work and your successful performance on FAST and other required indicators of quality, you, our Credential Programs, and your hiring district can be confident that you will enter the next phase of professional growth as a competent beginning teacher with the skills necessary to teach California’s youth. Best of luck!

Sincerely,

Dr. Jeanie Behrend
FAST Coordinator
jeanb@csufresno.edu

FAST ALIGNMENT WITH TEACHING PERFORMANCE EXPECTATIONS

TPE	TPE Elements Assessed	Site Visitation Project			Teaching Sample Project						
		Planning	Implementation	Reflection	Students in Context	Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning	Reflection & Self Evaluation
TPE 1	1.1	X	X								
	1.3	X	X								
	1.5	X	X					X			
	1.6				X			X			
	1.8		X						X		
TPE 2	2.1				X						
	2.2		X	X							
	2.3				X						
	2.6		X		X						
TPE 3	3.1	X	X			X		X			
	3.2	X	X	X		X		X	X		
	3.3	X	X			X		X			
	3.5	X	X								
TPE 4	4.1	X			X						
	4.2	X									
	4.3						X				
	4.4							X			
	4.7	X						X			
TPE 5	5.1						X				
	5.2						X			X	
	5.5									X	
	5.8				X			X			
TPE 6	6.1			X							X
	6.3										X
	6.5										X

Site Visitation Project *

The Site Visitation Project assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

- TPE 1 - Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2 - Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3 - Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4 - Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 6 - Developing as a Professional Educator (6.1)

Overview

For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your University Coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks. For Single Subject candidates, you will teach a lesson in your content area that infuses English language development. For Multiple Subject candidates, you will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least 3 days prior to implementation. The lesson will be observed by your University Coach and/or a subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics at the end of the directions.

Submissions: (1) CLASS PROFILE form, (2) lesson plan, (3) ACTIVITY/STRATEGY TABLE form, (4) 3- to 5-minute unedited video clip, (5) SELF-EVALUATION OF LESSON form.

NOTE: All forms are found on Tk20.

* The Site Visitation Project is one of two tasks in the Fresno Assessment of Student Teachers (FAST) that together measure the pedagogical competence of teacher candidates and interns for Preliminary Teaching Credentials in California, and as information useful for determining program quality and effectiveness. **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 FAST Intended Use Policy.

General Directions

These general directions present an outline of the **Site Visitation Project** requirements. See *Parts of the Project* (on pp. 2-5) for more detailed instructions and information about the required forms to submit.

To complete this project, you will:

1. Collect information on your students for the class you will teach, using the CLASS PROFILE form. The information should be useful for planning instruction.
2. Plan a lesson that demonstrates your ability to teach a standards-based lesson in your content area (Single Subject) or mathematics (Multiple Subject) that infuses the development of English language and is based on your students' learning needs identified through the CLASS PROFILE form. The entire lesson should last between 20 and 45 minutes.

3. Arrange with your University Coach to have the lesson observed at a mutually convenient time.
4. Write a detailed lesson plan for the lesson that will be observed.
5. Complete the ACTIVITY/STRATEGY TABLE form to identify the purpose of specific instructional strategies planned for your lesson.
6. Submit your class profile, lesson plan, and activity/strategy table on Tk20 at least 3 days prior to the observation.
7. Teach the lesson. Your University Coach will observe the entire lesson and it will be recorded on video. The video must be a continuous video of the lesson, start to finish. Do not stop and start the video during the lesson. You are responsible for arranging the videotaping.
8. Save the full unedited video to a secure, private location until the end of the semester.
9. Watch the entire video recording of your lesson and select a 3- to 5-minute unedited segment of the video that demonstrates your ability to utilize appropriate subject-specific pedagogy.
10. Reflect on your implementation of the lesson based on your review of the video and the scoring rubric for this task.
11. Write a detailed evaluation of the lesson by responding to the *Self-Evaluation of Lesson* questions. Your responses should be based on your review of the video and rubric (see #10 above). Use the SELF-EVALUATION OF LESSON form.
12. Submit your evaluation and video segment on Tk20 within 7 days of the observation.

Preparation for this Project

- Review the Teaching Performance Expectations (TPEs) that are evaluated in this project, including Part 2, Subject Specific Pedagogy, for your content area.
- Review the Scoring Rubrics for this project, located at the end of the directions.
- Discuss with your Mentor Teacher the expectations for this project, and make arrangements with your University Coach for a mutually acceptable time for the observation.

Note: In order to ensure the anonymity of students, school site, school district, and other adults, use aliases or identifying codes rather than names in the written documentation of this project.

Specific requirements for this project are given in the next section. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics at the end of the directions.

Parts of the Project

Part 1 – PLANNING (documents submitted on Tk20 at least 3 days prior to the observation)*

- ❖ **Class Profile**
- ❖ **Lesson Plan**
- ❖ **Activity/Strategies Table**

Part 2 – IMPLEMENTATION (arranged with University Coach)

- ❖ **Lesson Observation by University Coach, plus video recording**

Part 3 – REFLECTION (submitted on Tk20 within 7 days after the observation)

- ❖ **Selected Video Clip**
- ❖ **Self-Evaluation of Lesson**

Part 1 – PLANNING

Class Profile

Using the CLASS PROFILE form (located on Tk20), collect information about your students. Information must include a class summary of (a) English proficiency levels, (b) identified needs (IEP, 504, behavioral plans), (c) ethnicity, and (d) reading/writing proficiency (with the source of your information). In addition, you will identify other information about individual students. The information you gather should directly inform your planning and instruction to ensure all students have access to the curriculum. This information may include academic strengths and challenges, cultural background, interests, social interactions, attitude, language proficiency, health needs, etc. A review of IEP goals, 504 plans, or behavior plans should be part of this process. Interest surveys, observations of interactions and behavior, and conversations are good sources of information. Select the most useful information for your planning. More is not necessarily better.

- *Submit the Class Profile with your Lesson Plan and Activity/Strategy Table on Tk20 at least 3 days prior to the lesson observation.*

Lesson Plan

Write a detailed lesson plan for your lesson. No specific format for the lesson plan is required. Lesson plan templates are available on Tk20.

- The lesson plan must include at least the following elements: Brief summary of the lesson, grade level, topic, subject matter content standards and ELD and/or ELA standards, lesson objective(s), planning considerations, assessment plan, procedures, and closure.
- *Submit the Lesson Plan with your Class Profile and Activity/Strategy Table on Tk20 at least 3 days prior to the lesson observation.*

Activity/Strategy Table

Complete the ACTIVITY/STRATEGY TABLE form (located on Tk20). Use the information below the table to guide your completion of the form. The form is intended for you to think about and document the purpose of the activities or strategies you include in your lesson plan.

Activity or Strategy Table

List	Identify activity or strategy appropriate for the checked category.				Purpose
Instructional Activity or Strategy	Subject Specific Pedagogy	Acquisition of Academic Language	Knowledge of Students	Student Engagement	Brief explanation of the purpose of the activity related to the category you've identified
	X				
		X			
			X		
				X	

When planning your lesson, each activity or instructional strategy should have a purpose. There are many factors that may influence your choices. For the Site Visitation Project, address how these four categories influenced your planning decisions.

Subject Specific Pedagogy: The activity or strategy is consistent with the current methods recommended for the subject you are teaching. *[Sources of Subject Specific Pedagogy: Teaching Performance Expectations (TPEs, especially TPE 3 and related Subject Specific Pedagogy expectations in Part 2 of TPEs), content standards and frameworks.]*

Acquisition of Academic Language: The activity or strategy is designed to encourage the acquisition and use of academic language in the subject area.

Knowledge of Your Students: The activity or strategy has been designed to be relevant to the students' prior experiences, interests, backgrounds, social-emotional development, or current academic status.

Student Engagement: The activity or strategy is designed to encourage active participation and communication by all students, connections to real-life contexts, opportunities for inquiry, or reflection.

Complete the table (located on Tk20) to show the relationship between your activities or strategies and these four categories. On the table list an activity (or part of an activity) or a strategy that was most influenced by each of the four categories. All four categories must be represented.

Submit the Activity/Strategy Table with your Class Profile and Lesson Plan on Tk20 at least 3 days prior to the lesson observation.

Part 2 – IMPLEMENTATION

Videotaped Classroom Observation

In order to assess your teaching competence, your University Coach and/or a subject-matter expert will observe you teach your prepared lesson. The following procedure should be used for the observation:

- 1) Schedule a mutually acceptable time and date with your University Coach for the observation.
- 2) Review the Teaching Performance Expectations (TPEs) that will be evaluated during this observation, including the Subject Specific Pedagogy TPE related to your content, found in Part 2 of the TPEs.
- 3) Review the Scoring Rubrics for this project, located after the directions for this project.
- 4) Remember you must complete, and submit on Tk20, the Class Profile, your Lesson Plan, and the Activity/Strategy Table (as described above) at least 3 days prior to the observation.
- 5) Prior to the observation, provide your University Coach (and Mentor Teacher if requested) a copy of your lesson plan and supporting materials.
- 6) Prepare for video recording of the lesson. It is your responsibility to arrange for the video recording.
- 7) Identify your focus students for the observer. A seating chart or description of the students may be used.
- 8) Teach the lesson. Your University Coach and/or a subject-matter expert will observe the entire lesson, and the lesson will be video recorded. The video must be a continuous video of the lesson, start to finish. Do not stop and start the video during the lesson.
- 9) Save the full, unedited video to a secure, private location until the end of the semester.

Part 3 – REFLECTION

Selected Video Clip

Within 7 days after teaching your Site Visitation Project lesson, watch the entire video of your lesson.

- a) Select a 3- to 5-minute unedited video clip to clearly demonstrate an example of a strategy or activity consistent with current subject-specific pedagogy in the content area of instruction.
- b) Submit on Tk20 this unedited video clip with your responses to the questions listed in the *Self-Evaluation of the Lesson*.

Self-Evaluation of Lesson

After watching the video and selecting the video clip, prepare a written self-evaluation of your planning and teaching of the lesson by responding to the *Self-Evaluation of Lesson* questions in the three categories listed below (i.e. Subject Specific Pedagogy, Applying Knowledge of Students, Student Engagement). You will use the SELF-EVALUATION OF LESSON form, located on Tk20. Use examples from the video clip and the entire lesson to support your evaluation.

Subject Specific Pedagogy

- 1) What were the overall strengths and weaknesses of the entire lesson? On what evidence do you base your conclusions?
- 2) The following questions refer to your selected 3- to 5-minute unedited video clip.
 - a) How does the activity or strategy depicted in your video clip demonstrate current subject-specific pedagogy? Use evidence to justify your responses. [Sources for evidence: content standards and frameworks, Teaching Performance Expectations (especially TPE 3 and related Subject Specific Pedagogy expectations in Part 2 of TPEs), professional readings or experiences, examples from lesson.]
 - b) How did your knowledge of the content help or hinder the effectiveness of the lesson?

Applying Knowledge of Students

- 3) The following questions refer to one of the three focus students you identified in the CLASS PROFILE. You must select one of your identified focus students from the CLASS PROFILE in your response to these questions.
 - a) How effective was your lesson in providing access to the content for your selected focus student? Be honest about whether you addressed the needs of this student. On what evidence do you base your conclusion?
 - b) What might you do differently in future lessons to more effectively provide access to content for this student?

Student Engagement

- 4) Think about how you used interactions (teacher to student(s), student to student) to engage your students.
 - a) How did you use interactions in your lesson to promote multiple perspectives and equitable participation? Give specific examples.
 - b) How effective were these interactions in promoting student learning? On what evidence do you base your conclusion?

Evaluation of the Project

The Site Visitation Project 3- to 5-minute unedited video clip and SELF-EVALUATION OF LESSON form should be submitted on Tk20 **within 7 days** after the observation.

Your University Coach or a subject-matter expert, who has been trained to score this specific task, will use the (1) CLASS PROFILE form, (2) Lesson Plan, (3) ACTIVITY/STRATEGY TABLE, (4) the observed teaching performance, (5) selected 3- to 5-minute unedited video clip, and (6) SELF-EVALUATION OF LESSON form to evaluate your teaching performance.

Note: In order to ensure the anonymity of students, school site, school district, and other adults, use aliases or identifying codes rather than names in your documentation for this project.

Scores for each section will be based on the Scoring Rubric designed for that section. The rubrics focus on the qualities embedded in each of the TPEs aligned with that section. Levels of proficiency are described across each row. To pass this task you must receive an overall score of at least 2 on each section (PLANNING, IMPLEMENTATION, REFLECTION). Unsuccessful candidates will have an opportunity to remedy any portions rated as not meeting expectations.

Site Visitation Project
Scoring Rubrics
PLANNING

	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Subject Specific Pedagogy TPE 3.1, 3.3, 3.5	The lesson plan includes content and related activities or strategies <u>inconsistent</u> with current subject-specific pedagogy and standards, with <u>limited support</u> for acquisition or use of academic language.	The lesson plan includes content and related activities <u>or</u> strategies: (a) <u>consistent</u> with current subject-specific pedagogy and standards, (b) that <u>support</u> the acquisition <u>or</u> use of academic language.	The lesson plan includes content and related activities <u>and</u> strategies: (a) consistent with current subject-specific pedagogy and standards, (b) that <u>provide multiple opportunities</u> for students to acquire <u>and</u> use academic language.	The lesson plan includes content and related activities and strategies <u>adapted for specific needs of students</u> : (a) consistent with current subject-specific pedagogy and standards, (b) that provide multiple opportunities for students to acquire and use academic language; (c) <u>with clear evidence of a plan to monitor students' access to content</u> .
Applying Knowledge of Students TPE 3.2, 4.1, 4.2	Information about students, gathered by the candidate, provides <u>little or no useful</u> information for planning. Candidate plans activities or strategies that demonstrate <u>little or no</u> understanding of the connection between knowledge of students and promoting access to the content.	Information about students, gathered by the candidate, provides <u>useful</u> information for planning. Based on a <u>general knowledge of students at this grade level</u> , candidate plans appropriate activities or strategies to promote access to the content.	Information about students, gathered by the candidate, provides useful information for planning. Based on <u>knowledge of students in this class</u> , candidate plans appropriate activities or strategies that <u>include accommodations or modifications</u> to promote access to the content.	Candidate gathers <u>relevant and detailed</u> information on students to be used for planning. Based on <u>knowledge of individuals or groups of students in the class</u> , candidate plans appropriate activities or strategies that include accommodations or modifications to promote access to the content <u>specifically referencing these students</u> .
Student Engagement TPE 1.1, 1.3, 1.5, 4.7	Candidate plans <u>few or inappropriate</u> methods for student engagement.	Candidate's plan for engaging students is <u>appropriate to the grade level</u> (e.g. real-life contexts, connections to students' experiences or interests, opportunities for critical or creative thinking, varied communication strategies).	Candidate's plan for engaging students includes <u>varied methods appropriate to students in this class</u> (e.g. real-life contexts, connections to students' experiences or interests, opportunities for critical or creative thinking, varied communication strategies).	Candidate's plan for engaging students includes varied methods <u>specifically connected to the backgrounds and needs of individuals or groups of students</u> in the class (e.g. real-life contexts, connections to students' experiences or interests, opportunities for critical or creative thinking, varied communication strategies).

Circle overall rating: **PLANNING** **1** **2** **3** **4**

Site Visitation Project
Scoring Rubrics
IMPLEMENTATION

	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Subject Specific Pedagogy TPE 3.1, 3.3, 3.5	Candidate implements instruction <u>inconsistent</u> with subject-specific pedagogy <u>or not in alignment</u> with the identified academic content standard(s). Instruction <u>fails to or inadequately</u> supports students' acquisition of academic language.	Candidate effectively implements instruction <u>consistent</u> with subject-specific pedagogy <u>to teach the identified academic content standard(s)</u> . Instruction supports the acquisition <u>or</u> use of academic language appropriate <u>for students at this grade level</u> .	Candidate effectively implements <u>and monitors</u> instruction consistent with subject-specific pedagogy to teach the identified academic content standard(s). Incorporates <u>effective</u> instructional strategies <u>and materials</u> to support the acquisition <u>and</u> use of academic language <u>for students in this class</u> .	Candidate effectively implements and monitors instruction consistent with subject-specific pedagogy <u>that clearly matches the level and content</u> of the identified academic content standard(s). Demonstrates <u>effective integration</u> of instructional strategies and materials to support the acquisition and use of academic language <u>for specific needs of individuals or groups of students in this class</u> .
Applying Knowledge of Students TPE 1.1, 3.2	Candidate demonstrates <u>little or no awareness</u> of the learning needs, backgrounds, and interests of students at this grade level.	Candidate uses knowledge of the learning needs, backgrounds or interests of students <u>at this grade level to keep them on task</u> .	Candidate uses knowledge of the learning needs, backgrounds or interests of the students in this class to <u>increase access to the content</u> .	Candidate adjusts instruction in response to the specific learning needs, backgrounds, interests, <u>and experiences of individuals or groups of students in the class to increase access to the content</u> .
Student Engagement TPE 1.3, 1.5, 1.8, 2.2, 2.6	Candidate uses <u>inadequate techniques</u> to promote and monitor participation by students in the learning activities. Candidate <u>inadequately</u> expresses or reinforces expectations for behavior. The candidate <u>models few or no</u> positive interactions.	Candidate uses <u>primarily management techniques</u> to promote and monitor participation by students in the learning activities. Candidate expresses and reinforces expectations for social <u>or</u> academic behavior. Candidate <u>models generally positive interactions</u> .	Candidate uses <u>both management and instructional techniques</u> (e.g. questioning, real life contexts, opportunities for critical or creative thinking) to promote and monitor <u>active</u> participation by students in the learning activities. Candidate expresses and reinforces expectations for social <u>and</u> academic behavior. Candidate models interactions that <u>create a positive learning environment of respect for diversity and multiple perspectives</u> .	Candidate is able to use <u>primarily instructional techniques</u> (e.g. questioning, real life contexts, opportunities for critical or creative thinking) to <u>ensure</u> and monitor active and <u>equitable</u> participation by students in the learning activities. Candidate expresses and reinforces expectations for social and academic behavior. Both the candidate and <u>the students consistently model</u> interactions that create a positive learning environment of mutual respect for diversity and multiple perspectives.

Circle overall rating: IMPLEMENTATION 1 2 3 4

Site Visitation Project
Scoring Rubrics
REFLECTION

	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Subject Specific Pedagogy</p> <p>TPE 6.1</p>	<p>Candidate's description of strengths and weaknesses of lesson is <u>unrealistic or inadequate</u>.</p> <p>Provides <u>inadequate justification</u> for how the activity or strategy in the selected video clip represents subject-specific pedagogy.</p> <p>Demonstrates <u>little awareness</u> of the relationship between content knowledge and planning or teaching.</p>	<p>Candidate <u>realistically describes</u> strengths and weaknesses of lesson.</p> <p>Provides <u>general justification</u> for how the activity or strategy in the selected video clip represents subject-specific pedagogy.</p> <p>Demonstrates a <u>realistic understanding</u> of the relationship between content knowledge and planning <u>or</u> teaching.</p>	<p>Candidate <u>realistically evaluates, with evidence</u>, strengths and weaknesses of lesson.</p> <p>Provides <u>specific justification</u> for how the activity or strategy in the selected video clip represents subject-specific pedagogy.</p> <p>Demonstrates a <u>realistic understanding</u> of the relationship between content knowledge and <u>effective planning and teaching</u>.</p>	<p>Candidate <u>realistically justifies, with evidence of student learning</u>, strengths and weaknesses of lesson.</p> <p>Provides specific justification, <u>using a variety of sources</u>, for how the activity or strategy represents subject-specific pedagogy.</p> <p>Demonstrates a realistic understanding of the relationship between content knowledge and effective planning and teaching, <u>with relevant evidence</u>.</p>
<p>Applying Knowledge of Students</p> <p>TPE 3.2</p>	<p>Candidate's description of the effectiveness of the lesson to promote access to the content for the focus student are <u>unrealistic or inadequate</u>.</p> <p>Provides <u>unrealistic or inappropriate</u> suggestions to improve access to content for students, in general.</p>	<p>Candidate <u>realistically describes</u> how the lesson promotes access to the content for the focus student, using <u>evidence of participation</u>.</p> <p>Provides <u>appropriate</u> suggestions to improve access to content for <u>students, in general</u>.</p>	<p>Candidate <u>realistically evaluates the effectiveness</u> of the lesson to promote access to the content for the focus student, using <u>evidence of student learning</u>.</p> <p>Provides <u>specific and appropriate</u> suggestions to improve access to content for the <u>focus student</u>.</p>	<p>Candidate realistically evaluates and <u>justifies</u> the effectiveness of the lesson to promote access to the content for the focus student, <u>citing specific evidence of student learning</u>.</p> <p>Provides specific and appropriate suggestions to improve access to content and <u>justifies why the suggestions will be effective for the focus student</u>.</p>
<p>Student Engagement</p> <p>TPE 2.2</p>	<p>Candidate provides <u>few or inappropriate</u> examples of interactions from the lesson.</p> <p>Shows <u>little awareness</u> of the effectiveness of engaging students through interactions to promote productive student learning, multiple perspectives, or equitable participation.</p>	<p>Candidate provides <u>general</u> examples of interactions from the lesson.</p> <p><u>Realistically describes</u> how these interactions promote productive student learning, multiple perspectives, <u>or</u> equitable participation.</p>	<p>Candidate provides <u>specific</u> examples of interactions from the lesson.</p> <p><u>Realistically evaluates the effectiveness of these specific interactions</u> to engage students in learning, <u>and</u> promote multiple perspectives <u>or</u> equitable participation.</p>	<p>Candidate provides specific examples of interactions from the lesson.</p> <p>Candidate realistically evaluates and <u>justifies</u> the effectiveness of these specific interactions to engage students in learning, and provides <u>clear evidence</u> of how these interactions promoted multiple perspectives, learning related to the specific content, <u>and</u> equitable participation.</p>

Circle overall rating: REFLECTION 1 2 3 4

Definitions: *Describes* – this happened then this happened, etc.
Evaluates – this happened and it was effective/ineffective.
Justifies – this happened, it was effective/ineffective, AND this is why it was effective/ineffective.

Site Visitation Project

Forms

(1) CLASS PROFILE form

(2) LESSON PLAN format*

*Recommended format, not required. Other lesson plan formats may be used.

(3) ACTIVITY OR STRATEGY TABLE

(4) SELF-EVALUATION OF LESSON form

Site Visitation Project Class Profile

Grade Level: _____ Age Range: _____ Males: _____ Females: _____ Nonbinary: _____

Student #	Language Proficiency Status*	Identified Special Needs, i.e. IEP, 504 plan, medical, GATE*	Additional Information for Instructional Planning: current academic status, assessment data, reading level, academic strengths and challenges, cultural background, interests, social interactions, attitude
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			

*Include this information, if it is available. If not, use *n/a* for *not available*.

Class Summary: List the number of students in each category.

<u>English Proficiency Status</u> <ul style="list-style-type: none">• Proficient:<ul style="list-style-type: none">○ English only:○ Redesignated:• Bridging:• Expanding:• Emerging:	<u>Ethnicity</u> <ul style="list-style-type: none">• African American:• American Indian:• Asian/Filipino/ Pacific Islander:• Hispanic/Latino:• White:• Two or more races:
<u>Identified Needs</u> <ul style="list-style-type: none">• IEP:• 504 plan:• GATE:• Medical:• Other:	
<u>Reading/Writing Proficiency (include source of information)</u>	

Select three of your students as focus students for your lesson. Choose students who are representative of the range of individual learning needs, as identified in your class profile.

NOTE: Make sure that at least one of your focus students will be a participant in your SVP lesson.

For each focus student:

- a) identify why you selected this student (i.e. what are the learning needs and how does this student represent the learning needs of other students in the class)
- b) describe at least one way you plan to make the content more accessible to the learning needs of that student.

Focus Student (# ____ from list):

Focus Student (# ____ from list):

Focus Student (# ____ from list):

Lesson Plan format*

BASIC INFORMATION	
Summary	
Grade Level	
Time Frame	
Subject(s)	
Topic(s)	
Instructional Materials & Prep	
STANDARDS AND OBJECTIVES	
CA Content Standard(s)	
CA ELD/ELA Standard(s)	
Lesson Objective(s)	
PLANNING CONSIDERATIONS	
Differentiated Instruction/UDL/Culturally Relevant Pedagogy/SDAIE	
Vocabulary and/or Vocabulary Resources	
ASSESSMENT	
Assessment of Learning	
LEARNING EXPERIENCES	
Sequence of Activities	
CLOSURE	
Closure	

*This format is recommended, but not required, for the SVP. This format includes the basic elements that should be included in whatever lesson plan format you use.

Activity/Strategy Table

Directions:

When planning your lesson, each activity or instructional strategy should have a purpose. There are many factors that may influence your choices. For the Site Visitation Project, use the Activity/Strategy Table on the next page to record how these four categories influenced your planning decisions.

Subject Specific Pedagogy:

The activity or strategy is consistent with the current methods recommended for the subject you are teaching. [*Sources of Subject Specific Pedagogy: Teaching Performance Expectations (TPEs, especially TPE 3 and related Subject Specific Pedagogy expectations in Part 2 of TPEs), content standards and frameworks*]

Acquisition of Academic Language:

The activity or strategy is designed to encourage the acquisition and use of academic language in the subject area.

Knowledge of Your Students:

The activity or strategy has been designed to be relevant to the students' prior experiences, interests, backgrounds, social-emotional development, or current academic status.

Student Engagement:

The activity or strategy is designed to encourage active participation and communication by all students, connections to real-life contexts, opportunities for inquiry, or reflection.

Complete the table to show the relationship between your activities or strategies and these four categories. On the table, list an activity (or part of an activity) or a strategy that was most influenced by each category. All four categories must be represented.

Completing the table:

- A. List four different activities or strategies from your lesson plan in the first column. You may separate an activity into more than one part to represent multiple activities.
- B. For each of the listed activities or strategies, check the one category (*Subject Specific Pedagogy, Academic Language, Knowledge of Students, Student Engagement*) that most influenced your decision to include this activity or strategy in your lesson. NOTE: Each category must be represented by one of the activities or strategies.
- C. In the last column, briefly explain how the purpose of the activity or strategy relates to the category you selected.

Activity/Strategy Table

List	Check ONE for each listed item				Purpose
Instructional Activity or Strategy	Subject Specific Pedagogy	Academic Language	Knowledge of Students	Student Engagement	Brief explanation of the purpose of activity related to the category you've identified
	X				
		X			
			X		
				X	

Site Visitation Project Self-Evaluation of Lesson

After watching the video and selecting the video clip, prepare a written self-evaluation of your planning and teaching of the lesson by responding to the *Self-Evaluation of Lesson* questions in the three categories listed below (i.e. Subject Specific Pedagogy, Applying Knowledge of Students, Student Engagement). Use examples from the video clip and the entire lesson to support your evaluation.

Subject Specific Pedagogy

- 1) What were the overall strengths and weaknesses of the entire lesson? On what evidence do you base your conclusions?

- 2) The following questions refer to your selected 3- to 5-minute unedited video clip.
 - a) How does the activity or strategy depicted in your video clip demonstrate current subject-specific pedagogy? Use evidence to justify your responses. [Sources for evidence: content standards and frameworks, Teaching Performance Expectations (especially TPE 3 and related Subject Specific Pedagogy expectations in Part 2 of TPEs), professional readings or experiences, examples from lesson.]

 - b) How did your knowledge of the content help or hinder the effectiveness of the lesson?

Applying Knowledge of Students

- 3) The following questions refer to one of the three focus students you identified in the CLASS PROFILE. You must select one of your identified focus students from the CLASS PROFILE in your response to these questions.
 - a) How effective was your lesson in providing access to the content for your selected focus student? Be honest about whether you addressed the needs of this student. On what evidence do you base your conclusion?

 - b) What might you do differently in future lessons to more effectively provide access to content for this student?

Student Engagement

- 4) Think about how you used interactions (teacher to student(s), student to student) to engage your students.
 - a) How did you use interactions in your lesson to promote multiple perspectives and equitable participation? Give specific examples.

 - b) How effective were these interactions in promoting student learning? On what evidence do you base your conclusion?

Teaching Sample Project

* The Teaching Sample Project is one of two tasks in the Fresno Assessment of Student Teachers (FAST) that collectively measure the pedagogical competence of teacher candidates and interns for Preliminary Teaching Credentials in California, and as information useful for determining program quality and effectiveness. **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 FAST Intended Use Policy.

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 (TPE) elements being evaluated are:

TPE 1 - Engaging and Supporting All Students in Learning (1.5, 1.6, 1.8)

TPE 2 - Creating and Maintaining Effective Environments for Student Learning (2.1, 2.3, 2.6)

TPE 3 - Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3)

TPE 4 - Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.3, 4.4, 4.7)

TPE 5 - Assessing Student Learning (5.1, 5.2, 5.5, 5.8)

TPE 6 - Developing as a Professional Educator (6.1, 6.3, 6.5)

Overview

For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching.

To prepare for this unit you should be familiar with the California subject matter content standards for your discipline area; the California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS ELA/Literacy); the California English Language Development Standards (CA ELD Standards), and the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework). All of these documents are available on the California Department of Education website, <https://www.cde.ca.gov>.

Evaluation

The Teaching Sample Project will be SUBMITTED on Tk20 only after all 7 sections are complete. Once the Project has been submitted, you will be unable to continue working on it. Check with your University Coach for due dates and specific submission requirements (e.g. whether you will need to print out a copy, in addition to submitting it on Tk20). An assessor who has been trained to score this specific task, will evaluate this project using the attached rubrics.

Scores for each of the 7 sections will be based on the scoring rubric designed for the section. The rubrics focus on the qualities embedded in the TPE elements. Levels of proficiency are described across each row. To pass this task you must receive an overall score of at least 2 on each of the 7 sections. Unsuccessful candidates have an opportunity to remedy any portions rated as not meeting expectations.

Parts of the Project

The project is divided into seven sections. Each section delineates the reporting requirements for that particular process as well as listing Teaching Performance Expectations (TPE) evaluated in that section.

1) Students in Context (TPE 1.6, 2.1, 2.3, 2.6, 4.1, 5.8)

In this section you will: Collect data about your students. Discuss the implications of the data and students' learning needs for your instructional planning. Develop a classroom management plan appropriate for your students and the classroom context.

2) Learning Outcomes (TPE 3.1, 3.2, 3.3)

In this section you will: Select appropriate subject matter content standards and CA ELA/Literacy and/or CA ELD standards for a unit focusing on content knowledge and literacy. Describe how the standards will be addressed in your unit. Set the learning outcomes for the unit. Justify why your unit is appropriate for your students.

3) Assessment Plan (TPE 4.3, 5.1, 5.2)

In this section you will: Select, adapt or develop assessments to assist in (a) planning the unit (pre-assessments), (b) monitoring student progress (formative assessments), and (c) measuring student learning (summative assessments). Describe the assessments, scoring, and evaluation criteria for two of your learning outcomes. Provide a rationale for your choice of assessments.

4) Design for Instruction (TPE 1.5, 1.6, 3.1, 3.2, 3.3, 4.4, 4.7, 5.8)

In this section you will: Summarize the results of your pre-assessments and indicate how the results will influence your planning. Provide an overview of your unit showing how your lessons relate to the learning outcomes. Select and describe three of the lessons from your unit that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs and to use a range of instructional strategies. Provide a rationale for your instructional choices, including the use of technology.

5) Instructional Decision-Making (TPE 1.8, 3.2)

In this section you will: Provide two examples of instructional decision-making during your lessons, based on students' learning or responses.

6) Analysis of Student Learning (TPE 5.2, 5.5)

In this section you will: Analyze your assessment data for evidence of students' progress related to your learning outcomes. Develop a unit progress report for a student who has struggled with instruction.

7) Reflection and Self-Evaluation (TPE 6.1, 6.3, 6.5)

In this section you will: Reflect on your performance as a teacher, including effective instructional strategies, alignment of assessments, and your subject-matter knowledge. Make suggestions for improving this unit. Identify a professional goal and actions for professional growth related to planning and teaching this unit.

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.

Format

You will submit your Teaching Sample Project for evaluation by uploading your work on Tk20. You may attach your work as a single document or as multiple documents. The successful completion of the project requires submission of documents that are easy for the evaluator to score. Applying these guidelines to your documents will help to improve readability.

- **Narrative length.** A suggested page length for your narrative and documentation is given at the end of each of the seven sections. Please follow the guidelines; more is not always better.
- **Margins and font.** The attached documents may be single-spaced or double-spaced in 11- or 12-point font, with 1-inch margins. Select a font that is easy to read.
- **Documentation.** Certain sections may require charts, tables, graphs or assessment instruments to support your narrative. These items may be embedded in the narrative or may be ATTACHED as separate documents. If separately attached, be sure to label them clearly for easy identification.
- **References and credits.** If you referred to another person’s ideas or material in any section of this project, you need to cite these under *References and Credits*. You may use any standard form for references; the American Psychological Association (APA) style is the recommended format.
- **Anonymity.** In order to ensure the anonymity of students in your classroom, do not include the full names of the school, teacher, or students in any section. You may use first names, aliases, or identifying codes rather than the full names.
- **Section Identification and Headings.** Use appropriate headings to identify each of the seven sections (e.g. Students in Context) and the important components within each section (e.g. Implications for Instruction).
- **Headers.** In a header, please include your name and page number.
- **Readability.** Check grammar, spelling, and punctuation.

Students in Context

Teaching Process Standard

The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.

Teaching Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning (1.6)

TPE 2: Creating and Maintaining Effective Environments for Student Learning (2.1, 2.3, 2.6)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1)

TPE 5: Assessing Student Learning (5.8)

Overview

In this section you will:

- ❑ Collect data about students in your class to assist with planning instruction and assessment.
- ❑ Describe the specific learning needs of three groups of students: (1) English language learners, (2) students with identified special needs, and (3) students with different instructional needs. Identify how your instruction will meet their learning needs.
- ❑ Develop a classroom management plan appropriate for your students and the classroom context.

Directions: *How do I complete this section?*

❑ **Students and Context Data**

Complete the “Students in Context” chart in the project addendum by gathering data related to the school and students in your classroom. (For a digital version of the chart, see the Teaching Sample Project section of Tk20.) Office staff, state or district websites, mentor teacher, and special education teachers are good resources for this information.

❑ **Implications for Instruction**

Respond to the following questions:

(a) 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.]*

(b) 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.]*

(c) 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.

□ Classroom Management Plan

For this section use a format that easily conveys the required information. You may use a narrative, graphic organizer, or outline.

- Expectations and management strategies.** 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.

Documentation (suggested page length)

1. "Students in Context" chart (1-1 1/2 pages),
2. Instructional implications responses (2 pages),
3. Classroom management plan narrative or graphic organizer (2-3 pages)

Learning Outcomes

Teaching Process Standard

The teacher sets significant, challenging, varied and appropriate learning outcomes.

Teaching Performance Expectations

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3)

Overview

In this section you will:

- Select state-adopted standards for your unit, with a focus on content knowledge and literacy skills, and describe how these standards will be addressed in your unit.
- Set the learning outcomes for the unit, connecting them to state-adopted standards.
- Provide a rationale for why this unit is appropriate for your students.

Directions: *How do I complete this section?*

Description of Unit

Select the state-adopted content standards you will address in your unit. The unit, containing at least 5 cohesive lessons, must address both subject matter content knowledge and literacy skills. For the literacy component of the unit, review the ELA/ELD framework and include CA ELA/Literacy and/or CA ELD standards. Multiple Subject candidates must use CA ELA/Literacy standards and subject matter content standards from another discipline (e.g. science, social studies, health) as part of an integrated unit. These standards will be listed in your Learning Outcomes table (see below).

Describe the general design of your unit and how the selected standards will be addressed in it. In this section you should address the “big picture” ideas, such as what are the most important concepts and skills reflected in the standards you want students to learn in this unit. This section is not the place to give details about individual lessons or activities.

Learning Outcomes

In this section you will take the most important concepts and skills you identified in your description of the unit and state them as unit learning outcomes. Unit learning outcomes are broader than lesson objectives and are generally addressed in more than one lesson.

Use a table (similar to the one shown at the end of this section) to list three to five unit learning outcomes that will guide the planning, delivery, and assessment of your unit. (For a digital version of this table, see the Teaching Sample Project section of Tk20.)

Unit Learning Outcomes. These outcomes should be written in terms of student learning and be:

- significant (*i.e. reflect the big ideas or structure of the disciplines*),
- challenging (*i.e. students will learn something they do not already know*),
- observable (*i.e. you can identify what students will do to show you they are learning*),
- and varied (*Across the learning outcomes you should include different levels or types of learning, such as DOK levels or cognitive/affective/psychomotor*).

Content Standards. For each outcome, write out the state-adopted content standard(s) addressed by your outcome. You must include standards reflecting subject matter content and ELA/Literacy and/or ELD standards. You may highlight the portions of the content standard you are addressing. Each outcome may align with (a) only content standards, (b) only literacy standards, or (c) both content

standards and literacy standards. An outcome may address more than one standard, and a standard may be connected to more than one outcome.

❑ Rationale of Unit: Appropriateness for Your Students

Explain why this unit and these outcomes are appropriate for the students in your class. Your rationale should address the appropriateness of your unit in terms of:

- Development of both content knowledge and literacy skills
- Connections to past learning and experiences (pre-requisite knowledge and skills)
- Relevance to the students in your class
- Importance for future learning

Documentation (suggested page length)

1. Description of unit (1- 2 pages)
2. Table of outcomes (1 page)
3. Rationale of Unit (1- 2 pages)

Format for Unit Learning Outcomes Table

UNIT LEARNING OUTCOMES (Include exact wording of each learning outcome)	CONTENT STANDARD(S) (include content area and text of standards)	
	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>		

*Each outcome may align with (a) only content standards, (b) only literacy standards, or (c) both content standards and literacy standards.

Assessment Plan

Teaching Process Standard

The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.

Teaching Performance Expectations

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.3)

TPE 5: Assessing Student Learning (5.1, 5.2)

Overview

In this section you will:

- Select, adapt, or develop pre-assessments, formative assessments, and summative assessments to assist in planning the unit, monitoring student progress toward the learning outcomes, and measuring student learning at the end of the unit.
- Describe in detail the pre- and summative assessments, scoring, and evaluation criteria for two of your learning outcomes.
- Describe formative assessments you plan to use during your unit for any of the unit outcomes.

Directions: *How do I complete this section?*

In this section you will describe the pre-assessments and summative assessments for two of your unit learning outcomes, and formative assessments for any of the unit outcomes.

How should I choose the two learning outcomes? The learning outcomes you select should vary by level or type of learning (e.g. low-level/high-level, cognitive/affective/psychomotor).

- Learning Outcome A must be pre-assessed using a method that results in an individual score for each student. The summative assessment should be aligned with the pre-assessment so the individual scores can be easily compared to show growth during the unit.
- Learning Outcome B does not need to result in an individual score for each student, but must capture the knowledge of a range of the students in the class. The method used (*e.g. documenting class discussions, reviewing prior work, sampling students to interview or observe, anecdotal records*) must provide evidence to indicate students' knowledge prior to instruction. The summative assessment must document the extent to which each student achieved the learning outcome.

How should I decide what assessments to use? You may find or adapt existing assessments or develop your own assessments. The assessments you describe should demonstrate your ability to use different types of assessment. The assessments should be appropriate for:

- (a) the type and level of the learning outcome (e.g. a cognitive outcome requiring analysis should not be assessed by a fact recall test) and
- (b) the development of the student (e.g. kindergarten students should not be expected to do extensive reading and writing).

All methods for assessing learning outcomes should allow you to make comparisons between what students knew prior to instruction and after instruction. The comparisons may be quantitative (comparing scores) or qualitative (describing changes in skills or knowledge).

☐ **Learning Outcome A (Your choice of outcome)**

NOTE: Annotated copies of the assessment instrument may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

NOTE: If pre- and summative assessments are the same or similar, you do not have to restate all elements, just indicate what is the same and different.

- **Learning Outcome.** Identify the learning outcome you have chosen to address by stating its exact wording from the Unit Learning Outcomes table.
- **Pre-assessment.** Learning Outcome A must be pre-assessed using a method that results in an individual score for each student. The score may be based on a rubric, point system, or percentage. Describe the pre-assessment for Learning Outcome A by including:
 - (a) exact tasks, items, questions, or methods used;
 - (b) wording of the oral or written directions given to the students;
 - (c) criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation check list, rating scales);
 - (d) criteria for determining whether the students' performance meets the learning outcome. (e.g. "Students will demonstrate understanding by scoring 80% on the test items related to learning outcome A." Or "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric.") The performance criteria should reflect what you would expect students to score at the end of the unit to demonstrate proficiency.
- **Summative assessment.** The summative assessment for Learning Outcome A should be aligned with the pre-assessment so the individual scores can be easily compared to show the growth made by each student relative to the outcome. (Using the same or similar formats is one way to accomplish this requirement.) Describe the summative assessment for Learning Outcome A by including:
 - (a) exact tasks, items, questions, or methods used;
 - (b) wording of the oral or written directions given to the students;
 - (c) criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights); and
 - (d) criteria for determining whether the students' performance meets the learning outcome. (e.g. "Students will demonstrate understanding by scoring 80% on the test items related to learning outcome A." Or "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric.")

☐ **Learning Outcome B (Your choice of outcome)**

NOTE: Annotated copies of the assessment instrument may be used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

NOTE: If pre- and summative assessments are the same or similar, you do not have to restate all elements, just indicate what is the same and different.

- **Learning Outcome.** Identify the second learning outcome you have chosen to address by stating its exact wording from the Unit Learning Outcomes table.

- **Pre-assessment.** The pre-assessment for Learning Outcome *B* does not need to result in an individual score for each student, but must capture the knowledge of a range of the students in the class. The method used (e.g. documenting class discussions, reviewing prior work, sampling students to interview or observe, anecdotal records) must provide evidence to indicate, in general, students' knowledge relative to Learning Outcome *B* prior to instruction. Describe the pre-assessment you will use for Learning Outcome *B*. Provide enough detail for someone else to be able to implement and analyze the pre-assessment in a similar situation.
- **Summative assessment.** The summative assessment for Learning Outcome *B* must document the extent to which each student achieved the learning outcome. The summative assessment may include performance tasks, essays, lab reports, research projects, written tests, interviews, or other methods. Include:
 - (a) a description of the task, items, expectations, or methods for the summative assessment for Learning Outcome *B*,
 - (b) criteria for scoring or analyzing the assessment (rubric, point system, item weights, percentage),
 - (c) criteria for determining whether the students' performance meets the learning outcome.

Formative Assessments (may assess any of the learning outcomes)

- Describe at least two formative assessments you plan to use. Provide specific examples from your unit rather than a generic method. The formative assessment may include homework or classroom assignments, documented observation, class discussion, quick writes, quizzes, or other lesson assessments. The formative assessments may be related to any of your unit learning outcomes.

Rationale for Assessments

Respond to the following questions:

- (a) 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?
- (b) 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?
- (c) How will the formative assessments be used to inform your instruction during your unit?

Documentation (suggested page length):

1. Description of pre- and summative assessment instruments for Learning Outcome *A* (1-2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
2. Description of pre- and summative assessments for Learning Outcome *B* (1-2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
3. Description of specific formative assessments (1 page)
4. Rationale for assessments: responses to the 3 questions (1-2 pages)

Design for Instruction

Teaching Process Standard

The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

Teaching Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning (1.5, 1.6)

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3 & Subject Specific Pedagogy)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.4, 4.7)

TPE 5: Assessing Student Learning (5.8)

Overview

In this section you will:

- Summarize the results of your pre-assessments for Learning Outcome *A* and Learning Outcome *B* and indicate how the results will influence your planning.
- Provide an overview of all the lessons in your unit. You must have a minimum of five cohesive lessons in your unit.
- Provide lesson plans for three (of the five +) lessons from your unit. You may use any lesson plan format for your lessons.
- Respond to questions that address your planning decisions related to students' characteristics and needs, the specific learning context, and your use of technology.

Directions: *How do I complete this section?*

Summary of the Results of the Pre-Assessments

- **Results of pre-assessment.** Summarize the results of the pre-assessments for Learning Outcome *A* and Learning Outcome *B*. What knowledge do students have, related to your learning outcomes, prior to instruction? Tables or graphs may help you analyze your results and support your summary.
- **Implications for planning.** Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on an outcome, building prerequisite knowledge, differentiated instruction) and/or changes to the learning outcomes (e.g. If many students demonstrate an understanding of an outcome, you might change or eliminate it.). Be specific.

Overview of the Unit

Unit overview. Use a visual organizer (table, block plan, outline, etc.) to show all the lessons in your unit. For each lesson include

- (a) the unit learning outcome (use the exact wording as in the Unit Learning Outcomes table),
- (b) the topic,
- (c) lesson intent or objective, and
- (d) general description of activity.

Make sure that every unit outcome is aligned to at least one lesson and that every lesson aligns with at least one unit outcome.

□ **3 Lessons (Your choice: Lesson A, Lesson B, Lesson C)**

You will provide three lesson plans from your unit that reflect a variety in instruction.

How should I choose the lessons? The three lessons you select should represent different types of lessons (e.g. whole class, group work, teacher-directed, student-centered, discussion, project-based, problem solving, inquiry, fact-building, etc.), a variety of instructional strategies, and activities that promote critical and creative thinking. At least one lesson must incorporate the use of technology.

- **Detailed lesson plans.** Provide enough detail about the lesson so that someone who did not see the lesson can visualize what happened. Ask yourself, “Could someone else teach the lesson from this lesson plan?” Make sure the following items are included:
 - (a) unit learning outcome (*the same wording as from the table in the Learning Outcome section*)
 - (b) lesson objective(s) (*What do you want students to learn by the end of the lesson?*)
 - (c) planning considerations (*How does your lesson plan assure that the learning needs of all students are met? E.g. elements of universal design, strategies for language acquisition, culturally sustaining pedagogy, modifications, differentiation*)
 - (d) lesson assessment (*How will you know students have learned the intended objective?*)
 - (e) flow of the lesson (*e.g. sequence of lesson, what students will do, activities*)
 - (f) closure

□ **Questions about Lessons**

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

- (a) **ACCESS TO CONTENT:** 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.
- (b) **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.*]
- (d) **TECHNOLOGY:** How did you use technology in your planning and instruction? Justify your instructional decisions related to the use of technology.

Documentation (suggested page length):

1. Summary of pre-assessment (1-2 pages);
2. Unit overview (1 page);
3. Three lesson plans (of the 5+ lessons in your unit) (5-8 pages)
4. Responses to Questions about Lessons (2-3 pages)

Instructional Decision-Making

Teaching Process Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Teaching Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning (1.8)

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.2)

Overview

In this section you will:

- Provide two examples of instructional decision-making based on students' learning or responses.

Directions: *How do I complete this section?*

• **Instructional Decision A**

Think of a time during your unit when you adjusted your original design for instruction based on student learning. You may have chosen to change the lesson in the middle of teaching or you may have changed a future lesson (or lessons) because of what you saw or heard. For this example, include:

- How were you monitoring students to know that you needed to adjust your plans? What did students do or say that was different than what you expected? How and why did this response influence your decision to change your plans?
- What did you change?
- Why did you think this would improve students' progress toward the learning outcome(s)?

• **Instructional Decision B**

Think of another time during your unit when you adjusted your original design for instruction based on student learning. For this example, include:

- How were you monitoring students to know that you needed to adjust your plans? What did students do or say that was different than what you expected? How and why did this response influence your decision to change your plans?
- What did you change?
- Why did you think this would improve students' progress toward the learning outcome(s)?

Documentation (suggested page length)

1. Two examples of lesson adjustments (1-3 pages)

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

TPE 5: Assessing Student Learning (5.2, 5.5)

Overview

In this section you will:

- Present and analyze your assessment data from Learning Outcomes A and B (which were identified in your *Assessment Plan*) for your whole class. Compare students' knowledge from pre-assessments and summative assessments to describe what students learned and identify their progress related to Learning Outcomes A and B.
- Select one of your struggling students and write a brief progress report that could be sent home.

Directions: *How do I complete this section?*

Class Analysis

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

- **Learning Outcomes:** List the exact wording of Learning Outcomes A and B from your Unit Learning Outcomes table (found in the *Learning Outcomes* section).
- **Data.** Organize the data from the pre-assessments and summative assessments for Learning Outcomes A and B to document students' learning. Tables or graphs may be used to highlight patterns of learning.
- **Analysis of learning.** Use evidence from the pre- and summative assessments to describe the extent to which your students made progress toward the learning criteria that you identified for Learning Outcomes A and B. (How many students met the learning outcome, made progress, and made no progress?) Use examples from individual students to support your analysis. Be sure to address what students learned related to the outcomes, not just a description of the scores.
- **Conclusions.** Draw conclusions about students' learning related to Learning Outcomes A & B based on the analysis of data. What patterns are evident in the knowledge students gained or did not gain?

Progress Report

Select one of your students who struggled with the instruction in this unit. Write a brief progress report that could be sent home. Write the report so it will be easily understood by a non-educator. Include:

- **Analysis of learning with supporting data.** Describe the student's strengths and areas for growth related to Learning Outcomes A and B from this unit. Provide evidence, including relevant data from this unit, to support your analysis.
- **Suggestions.** Make suggestions for improving the student's understanding related to Learning Outcomes A and B from this unit. The suggestions could be supports provided by the teacher, school, and/or parents.

Documentation (suggested page length):

1. Class analysis (2-3 pages plus visual organizer)
2. Progress report (1-2 pages)

Reflection and Self-Evaluation

Teaching Process Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Teaching Performance Expectations

TPE 6: Developing as a Professional Educator (6.1, 6.3, 6.5)

Overview

In this section you will:

- Reflect on your performance as a teacher, describe effective instruction, analyze effectiveness of your assessment, and provide suggestions for improving your practice linked to student learning.
- Establish a professional learning goal and actions for professional growth related to your experiences planning and teaching this unit and assessing your students' learning.

Directions: *How do I complete this section?*

Reflection on Instruction, Assessment, and Student Learning

- **Effective instruction.**

- What instructional strategies and activities do you think contributed most to student learning? Why?
- How did you ensure all students (including students with a range of English proficiency, those with identified special needs, and students with different learning needs) had appropriate opportunities to learn the content of your unit? What evidence supports your opinion?

- **Assessment.**

- How well do you think your assessments were aligned to and measured your students' learning in relation to your learning outcomes? What evidence supports your opinion?

- **Subject-matter knowledge.**

- How did your own level of subject-matter knowledge influence the success of this unit?
- What additional content knowledge, related to your unit, would you like to develop?

- **Changes.**

- If you had an opportunity to teach this unit again, what are at least two things you would do differently? Why? Consider your learning outcomes, instruction, assessment, and other factors under your control.

Reflection on Professional Development

- **Professional learning goal.** Establish one professional learning goal that emerged from your insights and experiences with planning and teaching this unit.

- **Next steps.** Identify two specific steps you will take to improve your performance related to the goal you identified.

Documentation (suggested page length):

1. Reflection on instruction and assessment (3-4 pages);
2. Reflection on professional development (1 page)

Addendum: 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 _____ American Indian/Alaskan Native _____
Asian, Filipino, or Pacific Islander _____ European American or white _____
Hispanic or Latino _____ 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:

Description of other student factors related to learning, such as interests, 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):

Teaching Sample Project Scoring Rubrics

Students in Context

Teaching Process Standard: *The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.*

TPE 1: Engaging and Supporting All Students in Learning;
TPE 2: Creating and Maintaining Effective Environments for Student Learning;
TPE 4 Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
<p>Implications for Instruction</p> <p>TPE 1.6, 4.1, 5.8</p>	<p>Descriptions of instructional approaches are <u>limited or inappropriate</u> for at least two of the following groups:</p> <p>(a) different levels of English proficiency, (b) students with identified special needs, (c) students with different instructional needs.</p>	<p>Descriptions of instructional approaches are <u>generally appropriate</u> for at least <u>two</u> of the following groups:</p> <p>(a) different levels of English proficiency, (b) students with identified special needs, (c) students with different instructional needs.</p>	<p>Descriptions of instructional approaches are <u>specifically aligned with the needs of at least two</u> of the following groups:</p> <p>(a) different levels of English proficiency, (b) students with identified special needs, (c) students with different instructional needs.</p>	<p>Description of instructional approaches are <u>detailed and specifically aligned</u> with the needs of <u>all</u> of the following groups:</p> <p>(a) a <u>full range</u> of English proficiency levels, (b) students with identified special needs, (c) students with different instructional needs.</p>
<p>Creating and Maintaining Effective Environments</p> <p>TPE 2.1, 2.3, 2.6</p>	<p>Expectations for, and responses to, behavior are <u>limited or inappropriate</u> related to at least <u>two</u> of the following:</p> <p>(a) individual responsibility, (b) intolerance, (c) an inclusive climate.</p> <p>Routines are ineffective, with no or limited description of how they were communicated to students.</p>	<p>Expectations for, and responses to, behavior include <u>general</u> examples related to at least <u>two</u> of the following:</p> <p>(a) individual responsibility, (b) intolerance, (c) an inclusive climate.</p> <p>Routines focus on management, with a <u>general</u> description of how they were communicated to students.</p>	<p>Expectations for, and responses to, behavior include <u>specific</u> examples related to <u>all</u> of the following:</p> <p>(a) individual responsibility, (b) intolerance, (c) an inclusive climate, <u>and focus on positive, fair and respectful treatment of students.</u></p> <p>Routines are <u>specifically designed to facilitate learning</u>, with a detailed description of how they were communicated to students.</p>	<p>Expectations for, and responses to, behavior include specific examples <u>and justification</u> related to (a) individual responsibility, (b) intolerance, and (c) an inclusive environment, which reflect fair and respectful treatment <u>specifically designed for the full range of students in the class.</u></p> <p>Routines, designed to facilitate learning, are described <u>and justified</u>, including a description of how they were communicated to students <u>and families, and maintained throughout the year.</u></p>

Circle overall rating: STUDENTS IN CONTEXT

1 2 3 4

Learning Outcomes

Teaching Process Standard: *The teacher sets significant, challenging, varied and appropriate learning outcomes.*

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Learning Outcomes and Standards TPE 3.1, 3.3	Outcomes <u>are not clearly related</u> to content or literacy standards. Outcomes <u>poorly represent</u> the content and level of learning (e.g. DOK level) reflected in the content standards or address a <u>limited range</u> in the level of learning.	Outcomes <u>primarily</u> address <u>either</u> content <u>or</u> literacy standards. Most outcomes represent the content <u>and level of learning</u> (e.g. DOK level) reflected in the content standards, though they primarily focus on <u>lower levels</u> of learning.	Outcomes clearly address <u>both</u> content <u>and</u> literacy standards. Most outcomes represent the content and level of learning (e.g. DOK level) reflected in the content standards and address a <u>range</u> in the type or level of learning, <u>including a focus on higher level learning</u> .	Outcomes clearly <u>integrate</u> content and literacy standards. <u>All</u> outcomes represent the content and level of learning (e.g. DOK level) reflected in the content standards, address a range in the type or level of learning, including a focus on higher level learning, <u>and real world connections</u> .
Appropriateness For Students TPE 3.2	Description of unit and rationale provide <u>limited</u> justification for the appropriateness of the unit for: (a) development of content knowledge <u>or</u> literacy skills, (b) past experiences, pre-requisite knowledge, <u>or</u> future learning, (c) relevance for students <u>at that grade level</u>	Description of unit and rationale provide <u>general</u> justification for: (a) development of either content knowledge <u>or</u> literacy skills, (b) past experiences, pre-requisite knowledge, <u>or</u> future learning, (c) relevance for students <u>at that grade level</u>	Description of unit and rationale provide <u>specific</u> justification for: (a) development of content knowledge <u>and</u> literacy skills, (b) past experiences, pre-requisite knowledge, or future learning, (c) relevance for students <u>in that class</u> .	Description of unit and rationale provide specific justification for: (a) <u>integration</u> of content knowledge <u>and</u> literacy skills, (b) past experiences, pre-requisite knowledge, <u>and</u> future learning, (c) relevance for students <u>in that class, specifically referencing information from Students in Context section</u> .

Circle overall rating: **LEARNING OUTCOMES** **1** **2** **3** **4**

Assessment Plan

Teaching Process Standard: *The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.*

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Congruence with Learning Outcomes and Content TPE 4.3	Most methods of assessment <u>lack congruence</u> with learning outcomes and level of learning (e.g. DOK level). Little or no attention to the assessment of content knowledge or literacy skills.	Most assessment methods <u>are congruent</u> with learning outcomes in <u>either</u> content <u>or</u> level of learning (e.g. DOK level). Attention to assessment of content knowledge <u>or</u> literacy skills.	Most assessment methods are congruent with learning outcomes in content <u>and</u> level of learning (e.g. DOK level). Attention to assessment of <u>both</u> content knowledge <u>and</u> literacy skills.	<u>All</u> assessments are clearly congruent with the learning outcomes in both content and level of learning (e.g. DOK level). <u>Specific</u> attention to the assessment of <u>integrated</u> content knowledge and literacy skills.
Variety in Methods of Assessment TPE 5.2	The assessment plan is <u>limited</u> or does not assess students before, during, and after instruction, or uses <u>only one method</u> of assessment.	The assessment plan assesses student knowledge or performance before, during, and after instruction, with <u>some variety</u> in the assessment methods.	The assessment plan assesses student knowledge or performance before, during and after instruction, includes <u>a variety</u> of assessment methods, <u>including</u> <u>assessment of higher level thinking</u> (e.g. complex task).	The assessment plan assesses student knowledge and performance before, during and after instruction, includes a variety of assessment methods, <u>including those requiring an integration of knowledge, skills, and reasoning</u> .
Clarity of Assessment Methods TPE 5.1	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are <u>not clearly</u> described. Candidate demonstrates <u>little understanding</u> of the relationship between the format and purpose of assessments.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes <u>are given</u> for most assessment methods. Candidate <u>describes</u> how the format of the assessments match the learning outcomes and the purpose of assessing.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are <u>clearly described</u> for most assessment methods. Candidate <u>evaluates</u> how the format of the assessments match the learning outcomes and the purpose of assessing.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are clearly described for <u>all</u> assessment methods, <u>and explicitly linked to learning outcomes</u> . Candidate <u>evaluates and justifies</u> how the format of the assessments match the learning outcomes and the purpose of assessing.

Circle overall rating: ASSESSMENT PLAN

1 2 3 4

Design for Instruction

Teaching Process Standard: *The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.*

TPE 1: Engaging and Supporting All Students in Learning
 TPE 3: Understanding and Organizing Subject Matter for Student Learning;
 TPE 4: Planning Instruction and Designing Learning Experiences for All Students
 TPE 5: Assessing Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Use of Contextual Information and Data to Inform Instruction TPE 1.6, 3.2, 4.4, 5.8	Lessons are <u>in conflict</u> with the results of the pre-assessment and/or the contextual factors. Lessons include <u>limited or inappropriate ways</u> to provide access to the content or to develop literacy skills.	Lessons show <u>some attention</u> to pre-assessment results and contextual factors. Lessons provide access to content <u>or</u> develop literacy skills for at <u>least two</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs.	Lessons are <u>in alignment with pre-assessment results and contextual factors</u> . Lessons provide access to content <u>and</u> develop literacy skills for at <u>least two</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs.	Lessons have been designed with <u>specific reference to pre-assessment data and contextual factors</u> . Lessons provide access to content and develop literacy skills for <u>all</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs.
Alignment with Learning Outcomes & Standards TPE 3.1, 3.3	Lessons are <u>minimally aligned</u> with the unit learning outcomes or are <u>inconsistent</u> with current subject-specific pedagogy in the content area.	Lessons are <u>aligned with</u> unit learning outcomes and are <u>consistent</u> with current subject-specific pedagogy in the content area of instruction <u>or</u> literacy skills.	Lessons are <u>aligned with</u> unit learning outcomes and are <u>consistent</u> with current subject-specific pedagogy in the content area of instruction <u>and</u> the development of literacy skills.	Lessons are <u>aligned with</u> learning outcomes, <u>consistent</u> with current subject-specific pedagogy in the content area of instruction and the development of literacy skills, <u>and demonstrate seamless integration of content and literacy</u> .
Variety in Instruction TPE 1.5, 4.4, 4.7	<u>Limited variety</u> in instructional methods and engagement strategies. <u>Limited or inappropriate</u> use of technology.	A <u>variety</u> of instructional methods and engagement strategies. <u>Appropriate</u> use of technology to engage students or promote access to content, though <u>primarily used by teacher</u> .	A <u>variety</u> of instructional methods and engagement strategies, <u>including</u> activities that provide students <u>opportunities for critical and creative thinking</u> . Appropriate use of technology to engage students <u>or</u> promote <u>equitable access</u> to content.	A <u>variety</u> of instructional methods and engagement strategies, including activities that provide opportunities for critical and creative thinking <u>and utilize a range of communication or activity modes</u> . <u>Clear justification</u> for the use of technology to engage students <u>and</u> promote equitable access to content.

Circle overall rating: DESIGN FOR INSTRUCTION

1 2 3 4

Instructional Decision-Making

Teaching Process Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

TPE 1: Engaging and Supporting All Students in Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Monitoring Student Learning TPE 1.8	No or <u>limited</u> evidence of monitoring students during instruction. Focus is on <u>external factors</u> (e.g. time, schedule) rather than student behavior or learning.	Evidence of monitoring students during instruction is <u>implied or general</u> . Focus is primarily on <u>behavior or lesson structure</u> rather than student learning.	Evidence of monitoring students during instruction is <u>specifically</u> described. Focus is on student <u>learning and engagement</u> .	Evidence of monitoring students during instruction is connected to <u>specific individuals and groups of students in the class</u> . Focus is on productive student learning and <u>active engagement by all students</u> .
Adjustments Based on Knowledge of Student Learning and Providing Access to Curriculum TPE 3.2	Teacher treats class as “ <u>one plan fits all</u> ” with no adjustments OR information about student learning is not used, or used inappropriately, to adjust instruction.	<u>Some adjustments</u> of the instructional plan are made to address <u>general student needs</u> , with some connections to knowledge of student learning <u>or</u> providing access to curriculum.	<u>Appropriate</u> adjustments of the instructional plan are made to <u>specifically</u> address needs of <u>students in this class</u> . These adjustments <u>are informed by</u> the knowledge of student learning <u>related to the unit topic</u> and providing access to curriculum.	Appropriate adjustments of the instructional plan are made to specifically address needs of <u>both whole group and specific students</u> . These adjustments are <u>explicitly informed</u> by the knowledge of student learning, <u>with specific reference to learning outcomes</u> , and providing access to curriculum.
Alignment Between Adjustments and Learning Outcomes TPE 3.2	Adjustments to instruction are <u>minimally or not</u> aligned with learning outcomes. Limited or no reasons given for how adjustments would improve student progress.	Adjustments to instruction are <u>generally</u> aligned with learning outcomes. Reasons for adjustments address efforts to improve student progress.	Adjustments to instruction <u>are specifically aligned</u> with learning outcomes. Reasons for the adjustments <u>specifically address how</u> they would improve student progress.	Adjustments to instruction are <u>explicitly aligned to learning</u> outcomes. Reasons for adjustments include how they would improve student progress <u>for the whole class and specific students</u> .

Circle overall rating: INSTRUCTIONAL DECISION-MAKING 1 2 3 4

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 5: Assessing Student Learning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Analysis and Interpretation of Data TPE 5.2	Analysis and interpretation of data: (a) provides <u>limited or no</u> evidence of the number of students meeting the learning outcomes; (b) is <u>missing, inaccurate, or unsupported</u> by evidence; (c) provides a <u>limited description</u> of how the data/scores reflect the learning outcomes.	Analysis and interpretation of data: (a) provides <u>some evidence</u> of the number of students meeting <u>at least one</u> of the learning outcomes; (b) is generally <u>accurate</u> , with <u>some supporting evidence</u> ; (c) describes <u>how the data/scores</u> reflect learning related to at least <u>one</u> of the learning outcomes.	Analysis and interpretation of data: (a) provides <u>clear evidence</u> of the number of students meeting <u>each of the two</u> learning outcomes; (b) is generally <u>accurate and clearly supported by evidence from data</u> ; (c) describes how the data/scores reflect learning related to <u>each of the two</u> learning outcomes.	Analysis and interpretation of data: (a) provides clear evidence of the number of students meeting each of the two learning outcomes <u>and making some or no progress toward the learning outcomes</u> ; (b) is <u>completely accurate</u> , clearly supported by evidence from data with <u>specific examples to support statements</u> ; (c) uses specific examples to describe how the data/scores reflect <u>each of the two</u> learning outcomes.
Progress Report 5.5	Progress report for student who struggled: (a) uses limited or inappropriate data or examples to describe strengths <u>or</u> areas for growth related to <u>one</u> of the unit outcomes; (b) provides no, limited, or unrealistic suggestions for improving student learning.	Progress report for student who struggled: (a) uses <u>some data or</u> examples to describe strengths <u>or</u> areas for growth related to <u>one</u> of the unit outcomes; (b) provides <u>general</u> suggestions for improving student learning.	Progress report for student who struggled: (a) uses appropriate data <u>and</u> examples to describe strengths <u>and</u> areas for growth related to <u>at least one</u> of the unit outcomes; (b) provides <u>realistic</u> suggestions for improving student learning <u>related to these learning outcomes</u> .	Progress report for student who struggled: (a) uses appropriate data and examples to describe strengths and areas for growth related to <u>both</u> of the unit outcomes; (b) provides realistic and <u>specific</u> suggestions for improving student learning related to these learning outcomes for <u>the needs of this student</u> .

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

Reflection and Self-Evaluation

Teaching Process Standard: *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

TPE 6: Developing as a Professional Educator

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Insights on Effective Instruction and Assessment TPE 6.1, 6.5	<p><u>Does not</u> describe effective instructional activities for at least <u>two</u> of these categories:</p> <p>(a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs.</p> <p>Provides limited or no statements about the alignment between assessments and learning outcomes. Does not describe subject matter knowledge OR description of subject matter knowledge does not relate to this unit.</p>	<p>Describes <u>effective</u> instructional activities for at least <u>two</u> of these categories:</p> <p>(a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs.</p> <p>Identifies the alignment between assessments and learning outcomes. Describes subject matter knowledge related to this unit.</p>	<p>Describes effective instructional activities and provides <u>plausible</u> justification for at least <u>two</u> of these categories:</p> <p>(a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs.</p> <p>Identifies <u>and justifies</u> the alignment between assessments and learning outcomes. Describes how subject matter knowledge <u>influenced the success of the unit</u>.</p>	<p>Describes effective instructional activities <u>and</u> provides plausible justification <u>with supporting evidence</u> for <u>all</u> of these categories:</p> <p>(a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs.</p> <p>Identifies and justifies the alignment between assessments and learning outcomes, <u>including supporting evidence</u>. Describes how subject matter knowledge influenced the success of the unit, <u>and provides supporting evidence from the unit</u>.</p>
Implications for Future Teaching TPE 6.1	<p>Provides <u>limited or inappropriate</u> suggestions for redesigning learning outcomes, instruction, or assessment.</p>	<p>Provides <u>appropriate</u> suggestions for redesigning learning outcomes, instruction, or assessment.</p>	<p>Provides appropriate suggestions for redesigning learning outcomes, instruction, or assessment <u>and</u> explains why these adjustments would improve student learning.</p>	<p>Provides appropriate suggestions for redesigning learning outcomes, instruction, <u>and</u> assessment, <u>connects</u> these suggestions to assessment data, <u>and</u> explains why these adjustments would improve student learning.</p>
Implications for Professional Development TPE 6.3	<p>Professional learning goal is not related to practice. Steps are impractical or inappropriate.</p>	<p>Presents a reasonable professional learning goal <u>connected to teaching in general</u>. Appropriate steps described in <u>general</u> terms.</p>	<p>Presents a reasonable professional learning goal <u>connected to the unit</u>. Appropriate steps described in <u>specific</u> terms.</p>	<p>Presents a reasonable professional learning goal <u>based on student learning documented</u> in the unit. Appropriate steps described in specific terms.</p>

Circle overall rating: REFLECTION AND SELF EVALUATION

1

2

3

4

FAST POLICIES AND PROCEDURES

INTENDED USE POLICY

The Fresno Assessment of Student Teachers (FAST) has been approved by the Commission on Teacher Credentialing as an alternative teacher performance assessment in accordance with the Commission's Assessment Design Standards and the provisions of EC 44320.2(b)(1). FAST is designed to provide evidence on the pedagogical competence of Multiple and Single Subject Credential Candidates at California State University, Fresno, as measured by the California Teaching Performance Expectations (TPEs), and to provide information useful for determining program quality and effectiveness. Tasks are to be completed in fieldwork placements by teacher candidates and scored by trained scorers using FAST task-specific rubrics.

The candidate's response to each of the Project prompts must reflect the student's own unaided work. Unacceptable assistance will result in no credit for the field experience course and the need to request special consideration to retake the course.

Note that the successful completion of all FAST projects is just one of the requirements for earning a California Preliminary Multiple Subject or Single Subject Credential. Consult your university catalog, student teaching handbook and field- and coursework syllabi for information about other requirements.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Teacher candidates with disabilities will be reasonably accommodated in completing the FAST projects. Teacher candidates with disabilities that may affect their ability to complete the projects with reliability are directed to contact their University Coaches and the University Services for Students with Disabilities. The service office will notify the appropriate faculty and coaches regarding necessary accommodations and will assist in providing those accommodations as needed.

NON-PASSING SCORE PROCEDURE

Teacher candidates who fail to earn a passing score of "2" or more on any section of a FAST Project in their initial attempt will be given an opportunity to resubmit the revised section for re-scoring.

If a passing score is earned, it will be considered the candidate's "official score," but both the failing score and passing score will be recorded and sent to the California Commission on Teaching Credentialing as required.

Request for Special Consideration. If the candidate fails once again to earn a passing score, the candidate may petition for permission to revise and resubmit the assessment a third time by submitting a completed *Application for Special Consideration* (available in ED100) to the FAST Coordinator within 7 days of receipt of the retake scores.

If the request for special consideration is granted by the committee and the candidate meets all other requirements and competencies, the candidate will be given a grade of “incomplete” in that semester’s field experience, until the candidate successfully completes the project.

If a candidate granted special consideration to revise the non-passing sections a third time is continuing in the credential program, the candidate may be allowed to enroll in the next field experience. The revised project from the prior semester must be submitted by the last day of instruction in that semester and must earn a passing score. A passing score will result in a grade of “credit” replacing the “incomplete,” while failure to meet the committee’s timelines will result in a grade of “no credit.”

APPEAL POLICY

FAST provides the opportunity for teacher candidates to appeal a non-passing score (a score of “1,” “Does Not Meet Expectations”) awarded on any section of any FAST project. The procedure is as follows.

Site Visitation Project

1. The candidate contacts the FAST Coordinator within 7 days of having received their project scores.
2. The candidate completes a Non-Passing Score Appeal and submits it, along with their original work to the FAST Coordinator. In this instance, original work is:
 - a. Class profile, lesson plan, Activity/Strategy Table
 - b. Entire video, 3- to 5-minute video segment, self-evaluation of lesson
3. Within 10 days, the FAST Coordinator convenes a panel of three individuals to review the appeal. The individuals on the panel must meet the following criteria:
 - a. Trained to score the specific task being appealed
 - b. Have appropriate content area expertise
 - c. Not involved in the original scoring
4. The panel meets with the original scorer at a time arranged by the FAST Coordinator.
5. The panel reviews the candidate’s response, discusses the classroom performance with the supervisor, documented by the supervisor’s observational notes, and reaches a consensus score.
 - a. If the consensus score is a passing one, the new score replaces the original score and the candidate is notified by email within 5 days of the panel’s decision.

- b. If the panel agrees with the original score, that score will stand. The FAST Coordinator arranges a meeting with the candidate to discuss the results within 5 days of the panel's decision.

Teaching Sample Project

1. The candidate contacts the FAST coordinator within 7 days of having received the project scores.
2. The candidate completes a Non-Passing Score Appeal Form and submits it, along with their original response to the task, to the FAST Coordinator.
3. Within 5 days, the FAST Coordinator will have the candidate's response rescored by an individual meeting the following criteria:
 - a. Trained to score the specific task being appealed
 - b. Have appropriate content area expertise
 - c. Not involved in the original scoring
4. If the second scorer agrees with the original score, that score will stand. The FAST Coordinator will inform the candidate and University Supervisor of the decision.
5. If there is not agreement between the original and second scorers, the FAST Coordinator convenes a panel of three individuals to review the appeal within 5 days. The individuals on the panel must meet the following criteria:
 - a. Trained to score the specific task being appealed
 - b. At least one person not involved in the original or second scoring
6. The panel reviews the candidate's response and reaches a consensus score.
 - a. If the consensus score is passing, the new score replaces the original score and the candidate is notified by email within 5 days of the panel's decision.
 - b. If the panel agrees with the original score, that score will stand. The FAST Coordinator contacts the candidate to discuss the results within 5 days of the panel's decision.