

Performance Assessment Model Response

RDI-TPA Workgroup

44320.4

(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state's current teaching performance assessments.

Please describe the ways in which your model is "formative in nature". If you choose, please identify possible aligned improvements to the model.

The FAST is **embedded** within the Fresno State Teacher Education Programs:

- Both the Site Visitation Project (SVP) and the Teaching Sample Project (TSP) are based in candidates' clinical practice. The SVP is completed during candidates' first semester of formal clinical practice, while the TSP is completed during candidates' second and final semester of formal clinical practice. The completion of both elements is supported by a candidate's university coach.
- Both the SVP and the TSP are completed towards the end of the semester, allowing candidates to be responsive to the context in which they are teaching.
- Faculty are familiar with the SVP and TSP requirements and, through their coursework, support candidates' development of the subject specific pedagogies they are expected to demonstrate on each project. For example, Multiple Subject candidates currently take their math methods course during the same semester they complete the SVP, which requires them to teach a lesson that integrates math and literacy. In the FAST 3.0, currently being piloted, the TSP requires Multiple Subject candidates to teach a five-lesson unit that integrates math and literacy, and so the program is revising the course sequence so that candidates take their math methods course in their final semester.
- Throughout all Teacher Education Programs, coursework focuses on supporting candidates to develop pedagogy that is (a) responsive to their students' cultural backgrounds and learning needs and (b) specific to the context, all areas assessed on multiple FAST rubrics (SVP rubrics: Planning, Implementation, Reflection; TSP: Students in Context, Learning Outcomes, Design for Instruction, Reflection and Self-Evaluation)

There are multiple ways in which the Fresno State FAST (Fresno Assessment of Student Teachers) is **formative** in nature:

- The SVP and the TSP are scored by both faculty and coaches, which means both groups understand both the requirements of the assessments and candidates' performance on the assessments. As a result, coaches are able to provide feedback to candidates on their clinical practice throughout the semester that aligns with the SVP and TSP expectations. Faculty are able to revise their courses based on their

observations of candidates' areas of strength and growth when evaluating the projects.

- Candidates must submit their SVP in the final weeks of the semester. The projects are then scored immediately, and candidates receive their scores before the semester ends. Candidates are then able to use this information to set goals for themselves as they head into their final semester of their programs. Coaches are able to use the scores to help identify areas where the candidates may need additional support.
- Both the SVP and the TSP also embed reflection for the candidates, inviting them to consider their own strengths and areas for growth and to develop plans for their own ongoing professional development.

Area for Growth or Revision:

- One way in which the TSP could be more formative in nature is if scores were included within candidates' Individual Development Plans so that induction providers were made aware of candidates' areas of strength and areas for growth.

Program faculty and coaches use the scores from the FAST to **inform program improvement** efforts.

- At the annual Teacher Education Summit, held each Spring and attended by program faculty, coaches, mentor teachers, and site and district partners, participants analyze recent FAST data to inform their conversations of programmatic strengths and areas for growth.
- At Teacher Education Retreats, faculty and coaches analyze FAST scores to determine areas for program improvement.
- As part of its Annual Report for the Association for Advancing Quality in Educator Preparation (AAQEP), Fresno State's national accrediting body, program faculty analyze scores in key areas from FAST to determine how well programs are meeting the AAQEP standards for candidate performance.
- ***Area for Growth or Revision:***
- The Teacher Education Program is continually looking for ways to disaggregate the data to make them more meaningful for faculty and coaches. For example, although scores are recorded overall for each rubric, in Fall 2023, scorers were asked to share scores for each band of the rubric to better understand where candidates may have struggled.

Please provide documentation or links to any resources that support your description.

- [SVP Outline](#)
- [SVP Reflection](#)
- SVP Rubrics
 - [Planning](#)
 - [Implementation](#)
 - [Reflection](#)
- [Overview of TSP and Parts of the TSP](#)
- [TSP Reflection](#)
- TSP Rubrics:

- [Students in Context](#)
- [Learning Outcomes](#)
- [Design for Instruction](#)
- [Reflection and Self-Evaluation](#)
- [2024 Teacher Education Summit](#) (see slide 21)
- [2024 Fall Teacher Education Retreat](#)
- [2022-2023 AAQEP Annual Report](#)

Corresponds with part II of the slide deck template

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

Please describe the ways in which your model is “valid and authentic to the work of teaching”. If you choose, please identify possible improvements to the model.

The FAST is **valid and authentic** to the work of teaching in multiple ways

- Both the SVP and the TSP are project based and completed within candidates’ clinical practice settings. They require candidates to compile contextual data about their students, including background, interest, identified needs, languages spoken, and current academic status. Based on this information, candidates develop lessons and units specific to the needs of the students in their classroom. Candidates are tasked with reflecting on their ability to provide access to the content to specific students in their classroom with evidence.
- The FAST 2.0 SVP (Multiple Subject and Education Specialist) is based in mathematics with embedded language development. The FAST 2.0 SVP (Single Subject) is based in candidates’ content area with embedded language development. For both, candidates must explain how their lesson meets current subject specific pedagogy, embeds language development (including academic language), attends to the knowledge of their students, and incorporates appropriate engagement techniques.
- The TSP and the FAST 3.0 SVP (Multiple Subject) are both focused on using current assessment data to inform their instruction.
 - In the TSP, candidates pre-assess their students in the discipline and standards they will be teaching in their unit of study. Using the results of those assessments, candidates develop a five-lesson unit of study in that area and assess their students’ growth using a summative assessment. Candidates then analyze their students’ ability to meet the unit learning outcomes based on their pre and post assessments.
 - For the FAST 3.0 SVP (MS), candidates must pre-assess their students’ literacy in foundational phonics skills and in basic meaning making skills. Using these results, candidates develop a three-day literacy lesson sequence to provide specific foundational and meaning making skill instruction.
- In the FAST 2.0 SVP, FAST 3.0 SVP, and the TSP, candidates reflect on their ability to provide instruction to meet the needs of their students.

- In the FAST 2.0 SVP, candidates reflect on how they could have provided access to content more effectively to one of their students and determine how they could improve their teaching of this content area.
- In the FAST 3.0 SVP, candidates complete “Reflection in Action” documents. Each day of instruction, candidates reflect on how their students are progressing in foundational and meaning making skills, as well as determining if there are adjustments to be made for the next day.
- In the TSP teacher candidates are required to describe two instances of instructional decisions they made within their unit based on student learning and/or student engagement. The candidate must explain why they made the decision, and how it supported learning based on that adjustment.

Please provide documentation or links to any resources that support your description.

- [SVP Class Profile](#)
- [TSP Class Context](#)
- [SVP Activity/Strategy Table](#)
- [TSP Pre-Assessment Analysis \(Design for Instruction\)](#)
- 3.0 Group Table & Literacy Sequence Table
- [SVP Reflection](#)
- [TSP Reflection](#)

Corresponds with part III of the slide deck template

Please describe the ways in which your model is “reasonable to implement in a wide range of classroom settings”. If you choose, please identify possible improvements to the model.

For the FAST 2.0 SVP, candidates are required to develop a single lesson plan that addresses math (Multiple Subject and Education Specialist) or a content area (Single Subject) and literacy and then teach that lesson to either the whole class or a small group. The lesson is intended to be responsive to the students in that classroom: In both the SVP and TSP candidates first gather data about their students and administer pre-assessments relevant to the focal area of instruction. Candidates then develop a lesson that fits within their specific context, whether that be an urban, single-grade classroom, a rural, multi-grade classroom, or anything in between.

Additionally, candidates may teach their lesson in the target language of instruction, which allows candidates placed in multilingual classrooms to teach their lesson in the language used in that space. Candidates must still submit all accompanying documentation in English.

Please provide documentation or links to any resources that support your description.

- [SVP Planning details](#)
- [TSP Students in Context](#)

Corresponds with part IV of the slide deck template

Please describe the ways in which your model is “appropriate for beginning teachers”. If you choose, please identify possible improvements to the model.

Both the SVP and TSP provide a scaffolded, step-by-step approach to guiding candidates through the moves required of a beginning teacher, guiding them through the thinking that is involved in being a reflective practitioner.

SVP

Because the SVP is completed in the first semester of clinical practice, it is smaller in scope and less complex in terms of its expectations of candidates: Candidates design a single lesson that integrates literacy and a content area and that is expected to take 20-45 minutes, drawing on their knowledge of their students; they teach the lesson and then reflect on their ability to use subject-specific pedagogy, their ability to apply their knowledge of their students, and their ability to keep their students engaged. Each of these elements aligns with what a beginning teacher should know and be able to do.

TSP

The TSP, completed within candidates' final semester, is necessarily more complex as they are expected to complete it just before completing the program. But again, the steps candidates are expected to take to complete the TSP are carefully scaffolded, with prompts to guide their thinking. For the TSP, candidates develop a five-lesson integrated unit that addresses literacy and a content area, while also responding to the ELD standards.

- Candidates first gather data on their students, including administering any relevant pre-assessments.
- Candidates then determine specific learning outcomes for the unit, aligning those outcomes with appropriate content standards, ELA standards, and ELD standards.
- Next, candidates develop an assessment plan that includes both formative assessments to be used throughout the instruction and summative assessments to be administered at the end to determine whether or not students met the learning objectives.
- Then candidates plan and teach the five lessons to be taught as part of the unit, demonstrating their alignment with their knowledge of their students, the pre-assessment data, culturally sustaining pedagogy, and Universal Design for Learning.
- After their instruction, candidates reflect on the experience, detailing two instances when they made in-the-moment changes to their instruction based on their assessment of students' learning or responses.
- Candidates also engage in formal analysis of the assessment data they collected, reflecting on whether or not students met the learning objectives.
- At the end, candidates reflect on the overall effectiveness of their instruction, the assessments they used, and their subject-specific knowledge and make plans for their overall professional growth.

The steps involved in this process, though complex, align with what a beginning teacher should be able to do when planning instruction for their students. Although the documentation involved with completing the TSP is more extensive than a beginning teacher would be asked to do, we believe that the process of providing the documentation and guiding candidates through the thinking processes supports their internalization of these processes so that they are able to engage in them when in their own teaching placements.

Please provide documentation or links to any resources that support your description.

- [SVP Outline](#)
- [Overview of TSP and Parts of the TSP](#)

Corresponds with part V of the slide deck template

44320.2

(6) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

Please describe the ways in which your model analyzes and eliminates bias. If you choose, please identify possible improvements to the model.

The Fresno State FAST has multiple checkpoints embedded in the project to indicate possible sources of bias, and to eliminate any bias that is discovered.

- Bias prevention is addressed in SVP and TSP training with all coaches and faculty
- Bias prevention is reviewed during calibration cycles
- An additional safeguard includes anti-bias training, including implicit bias, to reduce the effect of non-pedagogical performance related factors as an integral part of scoring training
- Candidates' projects are scored by faculty and coaches who are not their assigned coach to eliminate potential bias from previous experiences or personal knowledge of that candidate
- 15% of all TSPs and SVPs are double scored to ensure alignment in scoring
- Performance scoring data are monitored on an ongoing basis for issues of potential bias

Please provides documentation or links to any resources that support your description.

[FAST Agenda for Assessor Calibration Training](#)

Corresponds with part VI of the slide deck template