Fresno Assessment of Student Teachers (FAST)

Suzie Brandl

Presentation to the RDI-TPA Workgroup

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FAST Overview & Background

- Developed in-house at Fresno State with funding from Title II grant
  (Torgerson, Macy, Beare, & Tanner, 2009)
- Originally reviewed and approved by the Commission in 2007
- 2018: updated to align with design standards and updated TPEs
- 2022: Ed Specialist version designed and approved by commission

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FAST Overview

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

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FAST Components

- Site Visitation Project
  - Completed in Phase 1 of Clinical Practice
- Teaching Sample project
  - Completed in Phase 2 of Clinical Practice

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Site Visitation Project

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

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Teaching Sample Project

Assesses candidates' ability to plan an integrated (5-lesson) unit of study with focus on content knowledge and literacy assessment
- Seven sections, each scored with a 4-point rubric
  - Students in Context (TPE 1.6, 2.1, 2.3, 2.6, 4.1, 5.8)
  - Learning Outcomes (TPE 3.1, 3.2, 3.3)
  - Assessment Plan (TPE 4.3, 5.1, 5.2)
  - Design for Instruction (TPE 1.5, 1.6, 3.1, 3.2, 3.3, 4.4, 4.7, 5.8)
  - Instructional Decision Making (TPE 1.8, 3.2)
  - Analysis of Student Learning (TPE 5.2, 5.5)
  - Reflection and Self-Evaluation (TPE 6.1, 6.3, 6.5)

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Current FAST Models

Approved for Implementation by Commission:
- FAST 2.0 for Multiple Subject & Single Subject
- FAST Education Specialist: Mild-to-Moderate Support Needs
- FAST Education Specialist: Extensive Support Needs

Approved to Pilot by Commission:
- Fast 3.0 for Multiple Subject (includes LPA within SVP)

In Development:
- FAST 3.0 for Ed Specialist that integrates LPA

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Scoring Process

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Assessor Training + Calibration

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

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Reliability of Scores

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

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II. Focus Area 1 Concept:
"Formative in Nature"

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.

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Embedded in Preparation

- Both TSP & SVP based in candidates' clinical practice during the final weeks of the semester, ensuring the projects' relevance to current context
- Candidates CAN NOT pass clinical practice without passing the SVP/TSP
- Teacher Preparation faculty familiar with the FAST projects
- Through coursework, faculty support candidate progress towards:
  - current subject specific pedagogies
    - Math Methods currently course taken during same semester as the SVP (requires integrated math and literacy)
    - Revisions in progress: Literacy focused SVP (foundations in literacy will be taken during SVP, math methods will be taken during TSP 5-lesson unit integrating math and literacy
  - culturally responsive
  - developmentally appropriate practices
  - Supported by coaches
- Faculty provide university coaches information about course updates and assignments reflective of teaching performance expectations and current subject specific pedagogies/practices to be observed throughout the semester

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Formative in Nature

SVP & TSP scored by both faculty and university coaches
- Both understand requirements of projects and provide feedback throughout the semester aligned with FAST expectations
- University Coaches observe candidates in clinical placements and provide ongoing formative feedback:
    - Lesson plan development feedback given prior to implementation
    - Coaches formally observe candidates a minimum of 3 times with TPE specific feedback prior to TPA project implementation
- Faculty and Coaches score FAST projects immediately providing candidates the ability to implement feedback into their teaching practices and develop goals for themselves as they head into their final semester and/or in their preliminary credential job placement
    - Additionally coaches can use the scores to identify areas where candidates need additional support

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Inform Program Improvement

Annual Teacher Education Summit held each Spring
- Attended by faculty, coaches, mentor teachers, site & district partners
    - Participants analyze FAST data in specific rubric areas to determine programmatic strengths and areas for growth
Teacher Education Retreats
- Attended by faculty and coaches
    - Analyze FAST scores for specific areas for program improvement
Annual Report for the Association for Advancing Quality in Educator Preparation (AAQEP)
- Program faculty analyze scores in key areas from FAST to determine how programs are meeting standards for candidate performance

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III. Focus Area 1 Concept:
"Valid and authentic to the work of teaching"

44320.4
(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.

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Valid and Authentic to the Work of Teaching

FAST projects completed within candidate's clinical practice settings
- Candidates gather contextual data & develop lessons and units to meet the needs of their specific context
- The TSP and SVP 3.0 use current assessment data to inform instruction
- TSP and SVP both embed 2 disciplines demonstrating the interconnectedness of the disciplines
- Candidates reflect on their ability to provide instruction to meet the needs of their students

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IV. Focus Area 1 Concept:
"Reasonable to implement in a wide range of classroom settings"

44320.4
(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.

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Reasonable to Implement in a Wide Range of Classroom Settings

Both SVP and TSP requires candidates to compile contextual information, including backgrounds, interests, and learning profiles
- Candidates use this information to develop lessons that fit their specific context
  - Urban, single-grade classroom, rural, multi-grade classroom, single subject, multiple subject, ed. specialist, and everything in between
  - Candidates may teach in the target language of instruction, supports students placed in multilingual classrooms
- Multiple Subject and Ed Specialist teach math with embedded ELA/ELD
- Single Subject teach their specific content area with embedded ELA/ED

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V. Focus Area 1 Concept:
"Appropriate for beginning teachers"

44320.4
(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.

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Appropriate for Beginning Teachers

- Both SVP and TSP
  - provide scaffolded, step-by-step approach to guiding candidates through the steps required of a beginning teacher
  - support students becoming reflective practitioners with detailed questions about their overall effectiveness of their instruction, and make plans for future professional growth

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Appropriate for Beginning Teachers

Projects develop in complexity and depth of knowledge required by the candidates
- SVP completed in initial clinical practice, smaller scope and less complex in terms of expectations
  - Lesson can be taught whole class, partial class, or small group
  - Assesses candidates' ability to plan, teach, and reflect on their teaching practices
    - Including subject specific pedagogies, applying knowledge of students, and engagement techniques.
- TSP includes more complex aspects of the teaching practice, but still scaffolded step-by-step
  - Five-lesson unit developed based on a pre-assessment administered by the candidate
  - Candidate develops learning outcomes, 5 lessons based in a content area with literacy embedded, and administer a summative assessment for analysis of student learning

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VI. Focus Area 1 Concept:
"Eliminate any bias"

44320.2

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

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Eliminate Any Bias

Fresno State FAST has multiple checkpoints embedded in the process to indicate possible sources of bias, and to eliminate any bias discovered
- Bias prevention addressed in FAST trainings with all coaches and faculty
- Bias prevention reviewed during all calibration cycles
- Faculty and coaches have anti-bias training, including implicit bias
- Final projects scored by faculty and coaches who are not their assigned coach to eliminate potential bias from previous experiences or personal knowledge of the candidate
- 15% of all projects double scored to ensure alignment

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Data Addendum
FAST

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FAST—All Attempt Pass Rates

Academic Year	N Attempted	N Passed 1st Attempt	% Passed 1st Attempt	N Passed 2nd Attempt	% Passed 2nd Attempt	N Passed 1st or 2nd Attempt	% Passed 1st or 2nd Attempt
2019-2020	773	746	94.4%	25	93%	771	99.7%
2020-2021	806	784	96.5%	22	100%	806	100%
2021-2022	829	770	97.3%	57	100%	827	99.8%
2022-2023	889	819	93.1%	62	93.9%	881	99.1%
2023-2024	860	796	92.1%	59	92.2%	855	99.4%

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FAST—Passing Rates by Ethnicity First Attempts: SVP

Ethnicity	2021-2022 N Submissions	2021-2022 % Passed	2022-2023 N Submissions	2022-2023 % Passed	2023-2024 N Submissions	2023-2024 % Passed
All	428	97.9%	460	96.7%	422	96.9%
Asian	N/A	N/A	N/A	N/A	10	100%
Black	*	*	*	*	5	100%
Hispanic	240	97.5%	260	97.7%	266	98.1%
N/A	N/A	N/A	N/A	N/A	11	100%
Nat Amer	*	*	*	*	*	*
Other	*	*	10	100%	11	100%
Pac Island	N/A	N/A	N/A	N/A	N/A	N/A
SE Asian	15	100%	30	90.0%	28	92.9%
White	105	98.4%	98	98.0%	89	93.3%

* N<10 reported   Presentation to the RDI-TPA Workgroup 25

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FAST—Passing Rates by Ethnicity First Attempts: TSP

Ethnicity	2021-2022 N Submissions	2021-2022 % Passed	2022-2023 N Submissions	2022-2023 % Passed	2023-2024 N Submissions	2023-2024 % Passed
All	401	87.5%	429	87.2%	438	88.4%
Asian	N/A	N/A	N/A	N/A	10	100%
Black	*	*	*	*	*	*
Hispanic	230	87.8%	238	86.6%	276	85.9%
N/A	N/A	N/A	N/A	N/A	11	90.9%
Nat Amer	*	*	N/A	N/A	*	*
Other	*	*	10	100%	13	100%
Pac Island	N/A	N/A	N/A	N/A	*	*
SE Asian	18	66.7%	28	89.3%	20	80.0%
White	105	90.5%	109	86.2%	99	92.9%

* N<10 reported   Presentation to the RDI-TPA Workgroup 26

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FAST—Number of Submissions
Receiving Non Scorable Condition Codes

Academic Year	Part 1: SVP			Part 2: TSP		
	# Attempted	# Condition Codes	% Condition Codes	# Attempted	# Condition Codes	% Condition Codes
2019-2020	248	N/A	N/A	394	N/A	N/A
2020-2021	319	N/A	N/A	387	N/A	N/A
2021-2022	428	N/A	N/A	401	N/A	N/A
2022-2023	441	N/A	N/A	426	N/A	N/A
2023-2024	421	N/A	N/A	430	N/A	N/A

The number of non-scorable projects is not tracked, as the total is approximately 0-2 each semester.

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Question and Answer

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