

Fresno Assessment of Student Teachers (FAST)

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Quick FAST Overview: Multiple Subject + Ed Specialist

Revised Site Visitation Project:

- Aligned with TPE 7
- Candidates:
 - Do a whole-class literacy assessment
 - Group students
 - Plan 3 mini-lessons targeted to a small group's learning needs that addresses literacy foundations + meaning-making
- Three Rubrics:
 - Planning + Implementation + Reflection

Teaching Sample Project:

- Candidates plan a 5-lesson unit that addresses math and literacy
- 7 tasks/rubrics:
 - Students in Context
 - Learning Outcomes
 - Assessment Plan
 - Design for Instruction
 - Instructional Decision-Making
 - Analysis of Student Learning
 - Reflection and Self-Evaluation

Quick FAST Overview: Single Subject

Site Visitation Project:

- Candidates:
 - Gather data about their students
 - Plan a lesson for small group or whole class
 - Teach and record the lesson
 - Reflect on their instruction
- Three Rubrics:
 - Planning + Implementation + Reflection

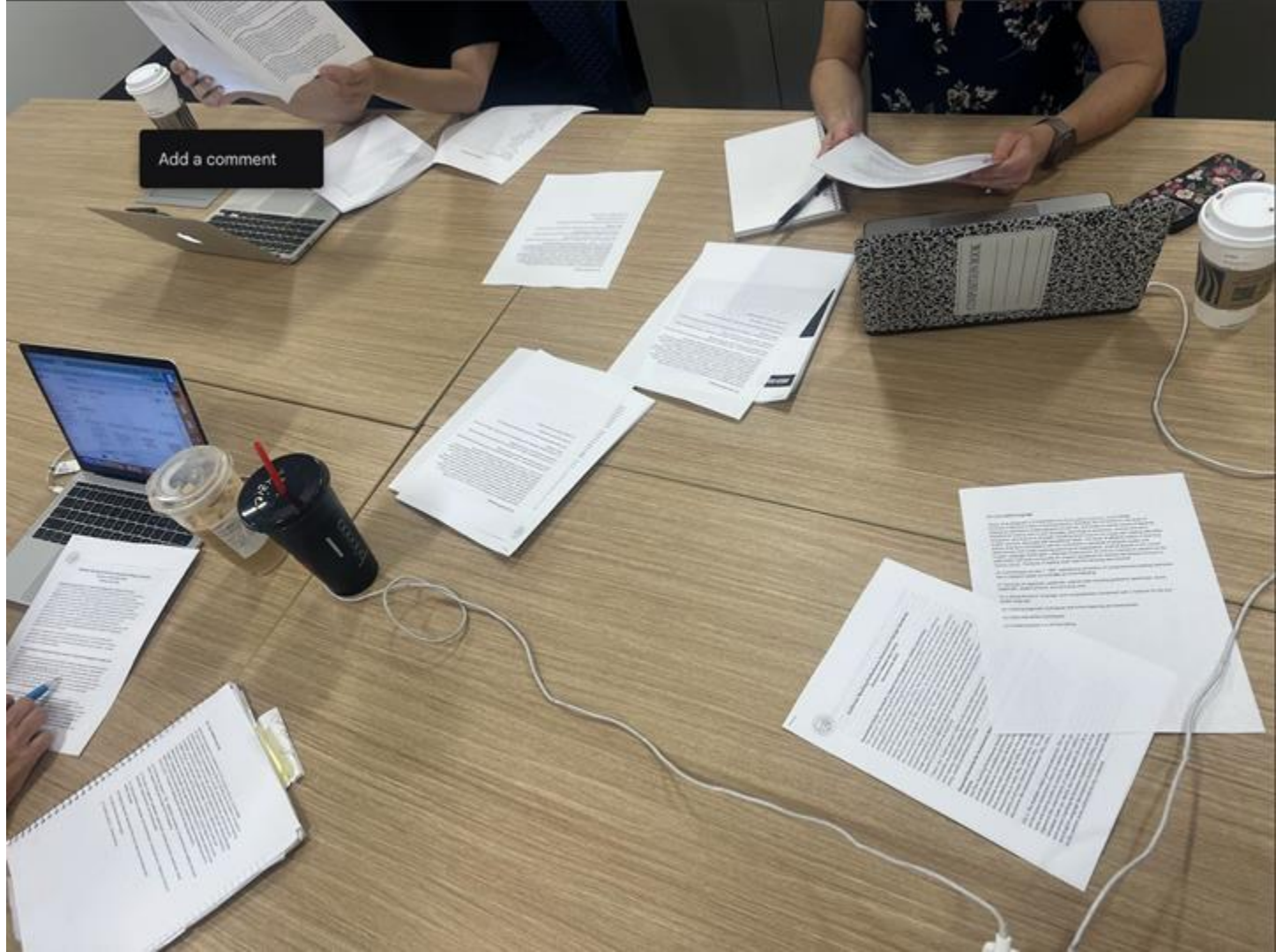
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FAST Embedded Within FSU Teacher Ed Culture

- Developed by faculty in early 2000s
- Expectation that faculty will be involved with
 - Invitations to be calibrated and to score
- All coaches expected to score
- Source of pride for Teacher Ed

Faculty Involvement in Design



Assess Whole Group
-PA
-Fluency
-comprehension
WTW
-names
-BIST
create students context
-WTW, Names, Fluency
-PA, concepts of print
-Student interest
beginning

create small group
based on need
beginning

1. phonics instruction
2. Decoding practice
3. interest and comprehension

CSP
middle

reflection
③
end

write lesson plan
Record lesson

identify individual
3. interest and com

Literacy Revisions Process

- Reviewed
 - Performance Assessment Design Standards
 - TPE 7
 - relevant research in the area
- Pondered
 - philosophical views and stances
 - existing Fresno State Assessment
 - Existing RICA exam
 - our own candidates lives and backgrounds
- Determined how to modify to meet all needs

Literacy Revisions to MS & ES

SVP At a Glance



Education Specialist: Literacy Redesign

- Education Specialist Faculty Met Together
- Examined
 - FAST 3.0 for Multiple Subject
 - Performance Assessment Design Standards
 - TPE 7
- Made revisions for Mild-to-Moderate and Extensive Support Needs contexts based on expertise and current research
 - Example: Extensive Support Needs:
 - Shifting assessment
 - Shifting foundational skills emphasized

Embedded in Coursework

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Course Sequencing

- Multiple Subject & Education Specialist
 - Phase 1: Developmentally Appropriate Practice + Literacy Foundations
 - Preparation for SVP in Phase 2
 - Phase 2/3: Math Methods
 - FAST 2.0: Aligned with SVP in Math in Phase 2
 - FAST 3.0: Preparation for/Aligned with TSP in Math in Phase 3

Course Activities & Assignments

- Faculty create assignments related to FAST tasks
 - Help candidates to see connections between coursework and tasks

GOAL

MODEL AUTHENTIC
ASSESSMENT FOR
FUTURE TEACHERS



ASSESSMENT EMBEDDED IN LITERACY FOUNDATIONS

COURSEWORK

VS

ASSESSMENT



Teach literacy content



Teach literacy assessments



Teach practical strategies



Reflect on strategies and student growth

ASSESSMENT EMBEDDED IN LITERACY FOUNDATIONS

COURSEWORK

VS

ASSESSMENT



Teach literacy content



Teach literacy assessments



Teach practical strategies



Reflect on strategies and student growth



Literacy Assessment



Plan instruction



Teach 3 literacy lessons



Reflect on instruction

Literacy Foundations

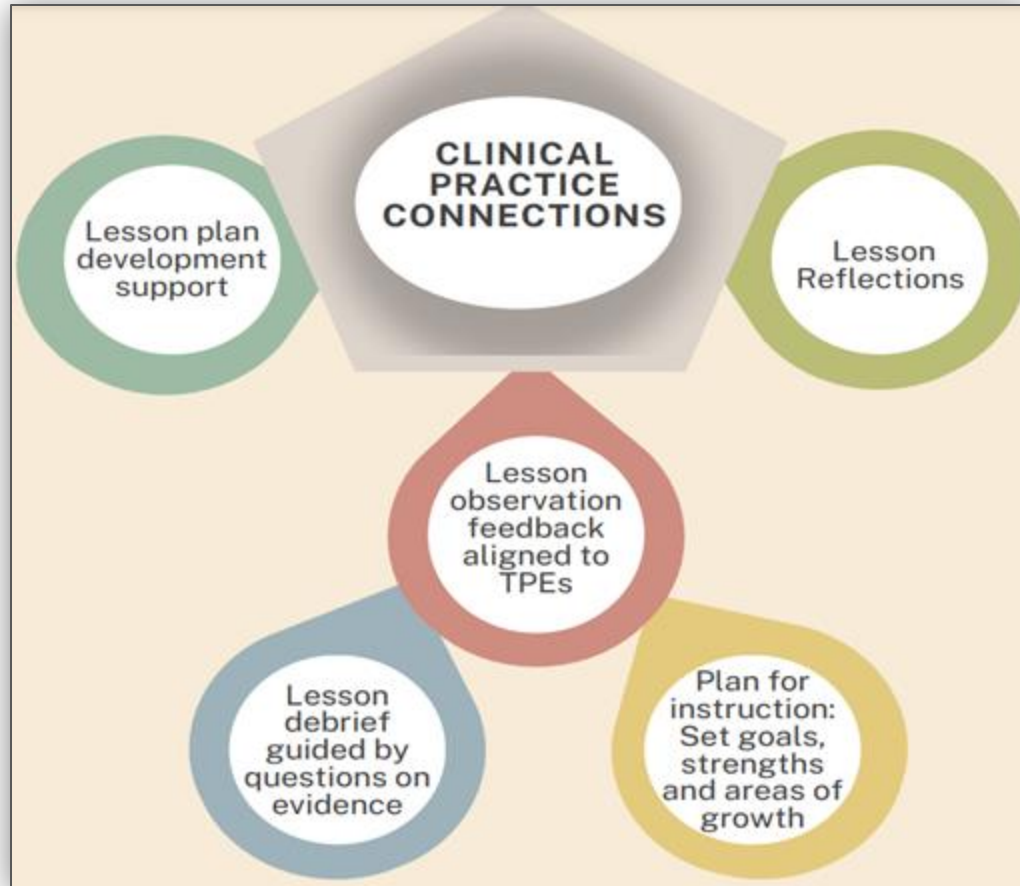
1. Teaching coursework while you are assessing it
 - a. True assessment?
 - b. Lack of reflection time

Embedded in Clinical Practice

Embedded in Clinical Practice

- TK20 Data Management system used for Clinical Practice (lesson plan submissions + coach feedback + reflection) AND FAST submission
- All observed lessons also video-recorded and uploaded to TK20
 - Encouraged to record more
- Both TSP and SVP implemented in final weeks of clinical practice to ensure relevance to current context
- Faculty and Coaches score both TSP and SVP
 - SVP scores used to identify areas to support candidates in their final phase of clinical practice
- Scores provided to candidates immediately allowing them to implement feedback and identify goals for their future teaching practices
- Candidates cannot pass clinical practice without passing TPA

Clinical Practice Connections



Supports Program Improvement

Supports 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

Supports Program Improvement

Teacher Education Retreats

- Attended by faculty and coaches
 - Analyze FAST scores for specific areas for program improvement

Supports 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
- Use findings from analysis to set goals for next academic year

Areas to Polish

Areas to Polish

- Involve more faculty in scoring
- Provide more feedback to candidates
 - Now, just receive numeric scores
- Provide SVP scores to next phase coaches