
3G

Action

Professional Services Committee

Recommendation for Approval of the Fresno Assessment of Student Teachers (FAST)

AGENDA INSERT

Executive Summary: The Fresno Assessment of Student Teachers (FAST) is an alternative Teaching Performance Assessment (TPA) model developed by California State University, Fresno. The model has been reviewed based on the Commission's Assessment Design Standards, and the review team has forwarded a recommendation to the Commission for approval of this alternative TPA model.

Recommended Action: That the Commission approve the FAST as an alternative TPA model, and also approve restricting the use of this TPA model to California State University, Fresno only.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

June 2008

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Introduction

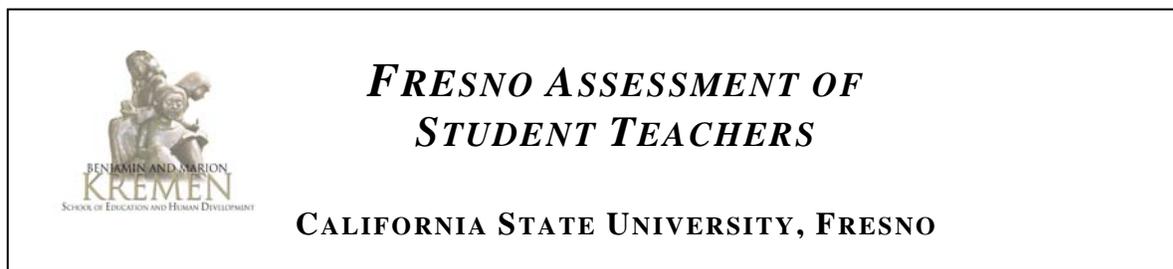
This item provides a description of the Fresno Assessment of Student Teachers (FAST), an alternative Teaching Performance Assessment (TPA) developed by California State University, Fresno. This alternative TPA was submitted to the Commission for approval in accordance with the Commission's Assessment Design Standards and the provisions of EC 44320.2 (b)(1), and was reviewed by an expert review team. The review team has determined that the FAST model meets the Commission's Assessment Design Standards and is recommending that the Commission approve the FAST as an alternative teaching performance assessment.

Background

Education Code Section 44320.2 (b)(1) specifies that "institutions or agencies may...voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission...." The Commission has previously reviewed and approved one locally-developed alternative teaching performance assessment, the PACT (Performance Assessment for California Teachers). Approval of the FAST model would mean that California would have three approved teaching performance assessment models operational within the state as of the legislatively-mandated TPA implementation date of July 1, 2008.

Description of the Fresno Assessment of Student Teachers (FAST)

The following description of the FAST model was provided by California State University, Fresno.



Overview

Fresno Assessment of Student Teachers (FAST), developed by and for the exclusive use of California State University, Fresno, assesses the pedagogical competence of teacher candidates, including interns, with respect to California's Teaching Performance Expectations (TPEs).

The FAST system consists of four tasks. Single Subject and Multiple Subject Program candidates complete the *Comprehensive Lesson Plan Project* and the *Site Visitation Project* during their initial

student teaching placements. These teacher candidates and interns complete the *Teaching Sample Project* and the *Holistic Proficiency Project* during final student teaching or internship.

Each complex assessment task evaluates multiple TPEs using a four-point task-specific rubric. Each TPE is evaluated at least twice by FAST. Data from FAST provide useful feedback to candidates, to induction programs, and to university personnel for program improvement.

The FAST Tasks

The FAST consists of the following four tasks:

Comprehensive Lesson Plan Project: This task assesses the candidate's ability to analyze a lesson plan designed for all students in a classroom with a significant number of English Learners. *(TPEs 1[Multiple Subject], 6, 7, 8, 9)*

Site Visitation Project: This task assesses the candidate's ability to plan, implement, and reflect upon their own instruction. *(TPEs 1[Multiple Subject], 2, 4, 5, 11, 13)*

Holistic Proficiency Project: This task assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester. *(TPEs 1, 3, 5, 6, 10, 12)*

Teaching Sample Project: This task assesses the candidate's ability to plan and teach a one- to four-week unit, to assess student learning related to the unit, and to document and reflect upon their teaching and their students' learning. *(TPEs 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13)*

A chart showing the tasks and their corresponding TPEs is provided on the following page.

California Teaching Performance Expectations

| When Administered | Task | Making Subject Matter Comprehensible to Students | Assessing Student Learning | | Engaging and Supporting Students in Learning | | | Planning Instruction and Designing Learning Experiences for Students | | | Creating and Maintaining Effective Environments for Student Learning | Developing a Professional Educator | | |
|--|---------------------------|--|--|--------------------------------------|--|--------------------|--|--|-------------------------|------------------------|--|------------------------------------|--|---------------------|
| | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) |
| | | Specific Pedagogical Skills for Subject Matter Instruction | Monitoring Student Learning During Instruction | Interpretation and Use of Assessment | Making Content Accessible | Student Engagement | Developmentally Appropriate Teaching Practices | Teaching English Learners | Learning About Students | Instructional Planning | Instructional Time | Social Environment | Professional, Legal, and Ethical Obligations | Professional Growth |
| MS: Phase 1 SS: Initial Student Teaching | Comprehensive Lesson Plan | √ MS only (ELA 4-8) | | | | | √ | √ | √ | √ | | | | |
| MS: Phase 2 SS: Initial Student Teaching | Site Visitation | √ MS only (ELA K-3) | √ | | √ | √ | | | | | | √ | | √ |
| MS: Phase 3 (Initial Student Teaching) SS: Final Student Teaching | Teaching Sample Project | √ SS; MS (variable) | √ | √ | √ | | | | √ | √ | √ | √ | √ | √ |
| | Holistic Proficiency | √ SS; MS (H-SS, Math Science) | | √ | | √ | √ | | | | √ | | √ | |

Each TPE evaluated by each task is scored on a 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

Informing the Candidates

Teacher candidates are introduced to the concept of the TPEs during program orientation and re-introduced to the TPE language and the tasks during their student teaching orientation. Task directions and rubrics are provided to each candidate in the FAST Manual and electronically on TaskStream. In addition, the FAST Manual provides teacher candidates with FAST policies regarding the intended use of FAST, assurances of privacy and security, accommodations for students with disabilities, and the FAST appeal procedure.

Immediately after a task has been scored (and at least two weeks prior to the end of instruction for the semester), teacher candidates will be informed by their fieldwork supervisor as to the level of their performance on a specific FAST task. In addition to direct candidate-supervisor communication with specific reference to the candidate's actual performance, candidates may access their scores via TaskStream.

If a teacher candidate earns a score of "1," "does not meet expectations," the candidate will be provided with remedial instruction and coaching and then have the opportunity to re-do that section of the task that was initially deemed as not meeting expectations. This second attempt (and any subsequent attempts) will be scored by a trained scorer. All scores earned by the teacher candidate will be recorded electronically, but the final passing score (if achieved) will be considered the candidate's "official" score for that TPE on that particular task. The historical record of attempts and scores will be used for statistical purposes only.

Selecting Assessors

All tasks will be scored by trained assessors who have substantial pedagogical expertise. The FAST pool of assessors comes from Kremen School of Education and Human Development education faculty, single subject content faculty, master teachers, student teaching supervisors and local BTSA support providers. Each assessor must be periodically trained to evaluate student performance on a specific task and must meet calibration standards each semester in order to score that semester's student performances. A data base is maintained to identify qualified scorers who meet the FAST criteria: substantial pedagogical expertise, completed task-specific training, calibrated on the task(s) in the scoring semester.

Training and Calibrating Assessors

The basic design of each task's training is the same, as each task's fairness and reliability is enhanced by the inclusion of the following basic training elements: Assessor guidelines, bias training, and calibration and re-calibration of scorers. Since each of the four tasks is administered to both Single and Multiple Subject Credential candidates, the elements of scorer training for both programs are identical although training materials such as groupings, examples, marker performances (exemplars), and scoring schedules may differ.

The script for each task is designed to train all assessors who will score that particular task. This includes those with responsibility for initial scoring and those who will double score a random

sampling of candidate responses. The script for each task is designed to be applicable regardless of the educational role of the scorer. Recognizing minor, albeit important, programmatic modifications in training procedures and materials for each task, all university faculty, supervisors, master teachers and support providers scoring the same task receive the same scorer training. Such uniformity in scorer training enhances reliability and provides for input from an array of expert scorers with multiple pedagogical perspectives.

The scorer training for each task makes a distinction between experienced and inexperienced scorers. All training sessions include assessor guidelines and bias training, and have the opportunity for scorers to establish a common understanding of the particular task. Differentiation is made during the calibration and re-calibration phase of each session; experienced scorers have the opportunity to work independently to re-calibrate with marker papers or performances, while inexperienced scorers experience more in-depth, guided practice to establish initial calibration with scoring norms. Such practices help assure reliability in scoring while acknowledging the formidable experience of the majority of FAST scorers.

Maintaining Fairness & Reliability

Each semester all four tasks will be scored by trained assessors. Although a total score can be calculated for each task, discrete scores will be generated for each TPE evaluated by each task. Those scores will be electronically recorded and provided to teacher candidates by their fieldwork supervisors. Each semester the frequency of scores for each TPE on each task will be calculated. In addition to analyzing these data school-wide, we will analyze these data by:

- Single Subject and Multiple Subject Programs. These data are used by course-alike faculty for program improvement.
- Cohorted and non-cohorted groups. This informs us with regard to our delivery system.
- Individual cohorts. These data are particularly useful to faculty that are assigned to teach a course in a specific cohort and are responsible for specific TPEs. It provides each faculty member with information about the effectiveness of his/her own teaching.

In addition to the bi-annual analysis described above, each task will be subjected to an in depth review and analysis every two years on a rotating basis as noted in the table below. This means that one task will be reviewed each semester and that each task will be evaluated every two years.

Two-Year Review Cycle of Task Review

| Semester/ Phase | Task | 08-09 | 09-10 | 10-11 | 11-12 |
|----------------------------|-----------------------------------|--------------|--------------|--------------|--------------|
| SS Sem. 1/ MS Phase 1 | Comprehensive Lesson Plan Project | Review | DS* | Review | DS* |
| SS Sem. 1/ MS Phase 2 | Site Visitation | DS* | Review | DS* | Review |
| SS Sem. 2/ MS Phase 3 | Teaching Sample Project (MS) | DS* | Review | DS* | Review |
| SS Sem. 2/ MS Phase 3 | Holistic Proficiency (MS) | Review | DS* | Review | DS* |

*Double scored

This in depth analysis will require that at least fifteen percent of responses to a specific task be double-scored by trained assessors the semester prior to the review. This will allow FAST

officials to determine inter-rater reliability for each TPE being assessed by the particular task. Such data will be used to evaluate scorer training and calibration. Data generated by tasks designated as “under review” will be analyzed by gender, ethnicity, and reported English language proficiency. This information will inform our practice with regard to fairness and reliability. This system of periodic review will help assure that as a system FAST maintains its high level of reliability and its usefulness in informing all stakeholders as to candidate and program performance.

Staff Recommendation

Staff recommends (a) that the Commission approve the Fresno Assessment of Student Teachers (FAST) as an alternative TPA pursuant to EC 44320.2 (b)(1); and (b) that based on the request of the developer of the FAST model, the Commission restrict the use of this TPA model only to California State University, Fresno.