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Action

Educator Preparation Committee

Update on the Redevelopment of the Fresno Assessment of Student Teachers (FAST) and Request for Commission Authority to Waive the Professional Preparation Requirement for Candidates Participating in the FAST Field Test

Executive Summary: This agenda item presents an update on the redevelopment of the FAST. It also recommends that the Commission grant waivers to candidates participating in the field test of the revised FAST in anticipation of full implementation of revised TPAs in 2018-19.

Recommended Action: Staff recommends that the Commission approve the request from California State University, Fresno to allow candidates participating in the field test of the updated and redeveloped FAST to use the field test to meet the TPA requirement.

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Strategic Plan Goal

I. Educator Quality
   b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

September 2017

Update on the Redevelopment of the Fresno Assessment of Student Teachers (FAST) and Request for Commission Authority to Waive the Professional Preparation Requirement for Candidates Participating in the FAST Field Test

Introduction

This agenda item presents an update on efforts to redevelop and field test the Fresno Assessment of Student Teachers (FAST). At its December 2015 meeting, the Commission adopted revised *Teaching Performance Assessment Design Standards* and directed that all approved TPA models be revised as necessary to meet the new standards. To this end, California State University, Fresno (Fresno State) has been working to redesign and field test a new version of the FAST. At its June 2016 meeting, the Commission adopted revised Teaching Performance Expectations (TPEs) to be measured by revised TPA models, including the FAST.

Fresno State has submitted a request for waivers of the requirement that their participating candidates complete a fully developed, Commission approved TPA. This will allow candidates participating in the 2017-18 field test of the revised FAST to meet their credential requirements without having to complete both the field test and a second, Commission-approved TPA model. In June 2017, the Commission granted similar waivers to institutions participating in the field test of the revised CalTPA.

The Fresno Assessment of Student Teachers (FAST)

The Fresno Assessment of Student Teachers is a Commission-approved TPA model designed by and used exclusively by Fresno State. FAST was born out of the Renaissance Teacher Work Sample developed through a Title II U.S. Department of Education grant in which Fresno State participated. The Teacher Work Sample was modified to measure California's TPEs and became the Teaching Sample Project, one of four tasks originally required of candidates by FAST.

FAST was originally approved for use as a TPA model by the Commission in 2007. The assessment met the original assessment design standards, measured the original TPEs, and included several different types of course-based assessments as well as an in-person observation of student teaching for each candidate. The original version of FAST approved by the Commission consisted of four tasks as described below.

- **Comprehensive Lesson Plan Project:** This task assesses a candidate's ability to analyze a lesson plan designed for all students in a classroom with a significant number of English learners.
- **Site Visitation Project:** This task assesses the candidate's ability to plan and implement instruction.

- **Holistic Proficiency Project:** This task assesses the Candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester.
- **Teaching Sample Project:** This task assesses the candidate's ability to plan, teach, and reflect on a one- to four- week unit, to assess student learning related to the unit, and to document their teaching and their students' learning.

Each task evaluates multiple TPEs using task-specific rubrics. Each TPE is evaluated at least twice. Scores are reported to candidates by TPE.

Planned Revisions to the Existing FAST
For the updated assessment the Comprehensive Lesson Plan Project (CLPP), an on-demand written assessment, will be eliminated. Also, the Holistic Proficiency Project (HPP), a portfolio documenting proficiency over time, will be eliminated. The Site Visitation Project (SVP), a formal lesson observation, and Teaching Sample Project (TSP), an implemented unit of study with an emphasis on assessment, will be revised. These revisions are explained below.

Site Visitation Project (SVP) will be expanded and modified in several ways:

- **Additional expectations prior to the observation of the lesson**. Currently, teacher candidates must write a detailed lesson plan prior to the observation. In addition to the current practice of writing the detailed lesson plan, teacher candidates will formally gather data on students in the class and use this information and their knowledge of subject-specific pedagogy to describe their instructional choices in the lesson plan. For Multiple Subject candidates, the lesson must be mathematics. For Single Subject candidates, the lesson will be in their content area. For both programs the lesson will address appropriate state-adopted content standards AND English Language Development (ELD) standards.

- **Lesson observation and videotaping.** Currently, teacher candidates teach a lesson that is observed by their university supervisor. This practice will continue, with the addition of videotaping the lesson that is observed. The video will be used by the teacher candidate as a tool for the evaluation of the lesson. The teacher candidate will also select a 3- to 5-minute unedited video clip to document their subject-specific pedagogy.

- **Self-evaluation of lesson.** Teacher candidates currently evaluate their implementation of the lesson in relation to the TPEs being assessed. This expectation will continue, with a few modifications. Teacher candidates will use the video of the lesson to evaluate different elements related to the new TPEs. In addition, they will select, describe, and justify a segment of the video to demonstrate subject-specific pedagogy.

- **Rubrics.** The current rubrics are related to specific TPEs. The new TPEs do not lend themselves to rubrics dedicated to one TPE. Instead, there is a rubric for each of the three sections (Lesson Planning, Observation of the Lesson, Self-Evaluation of the

Lesson) of the SVP. The rubrics have similar categories (Subject-Specific Pedagogy, Applying Knowledge of Students, Student Engagement) across the sections with a slightly different emphasis for each section (planning, implementation, evaluation).

Teaching Sample Project (TSP) will retain the same format, with some modifications:

- **Modify *Students in Context* section to require teacher candidates to address particular groups of students.** Currently the teacher candidates gather data on their class and select three factors, of their choice, and discuss how these factors influence their planning. Instead of such an open-ended prompt, the prompt will specify a menu of the factors to address to be more efficient in assessing *TPE 4 – Planning Instruction and Designing Learning Experiences for All Students*, as well as elements from other TPEs related to applying knowledge of students. This section already addresses *TPE 2 – Creating and Maintaining Effective Environments for Student Learning*, as teacher candidates must describe classroom routines and norms.

- **Require an integrated unit and Universal Design for Learning (UDL) lesson design elements**. Currently, teacher candidates choose the content area for their unit of study. In the revised TSP, teacher candidates will be required to plan and implement an integrated unit. For Multiple Subject, the focus will be an English Language Arts (ELA) integrated unit. ELA may be integrated into social studies, science, math, health, etc. For Single Subject, the focus will also be on integrating ELA standards into the subject matter content. The *Content Analysis and Learning Outcomes* section will require standards and learning outcomes from multiple disciplines, including ELA outcomes. The justification for outcomes, which is currently largely open, will be more specifically related to TPE elements. In the *Design for Instruction* section the rationale for each lesson, which is currently largely open, will specifically include how the lesson meets the needs of all students related to the intended outcomes.

- **Require the use of technology and justification for the way technology is used.** In the *Design for Instruction* section there will be the expectation to explain and provide a rationale to justify the use of technology in the planning and implementation of the lessons.

- **Update expectations for *Instructional Decision-Making* and *Analysis of Student Learning* sections.** Currently teacher candidates have to explain and provide a rationale for changes they made during their instruction based on student learning, and document evidence of student learning related to their learning outcomes. These sections will need minor updates to ensure they are meeting the new TPEs.

- **Modify the *Reflection and Self-Evaluation* section to request more specific reflection on elements in the TPEs.**
  To ensure that there is sufficient evidence to assess different elements of the TPEs, the prompt will be revised to include more specific directions.

- **Revise the rubrics to incorporate the new TPE wording.** The format of the rubrics (e.g., by section) will remain the same. Categories and wording will be updated to match the revised TPEs.

The revisions being made to FAST, eliminating two tasks while expanding and streamlining the two remaining tasks, are based on years of experience administering and scoring the previous version of FAST, and involve combining elements of four tasks into two while creating a simpler experience for candidates. The revised version of FAST will meet the Commission's updated Assessment Design Standards and will measure the most recently adopted TPEs. The updated FAST will consist of the two tasks described below for candidates by Fresno State.

Site Visitation Project
The Site Visitation Project assesses the candidate's ability to plan, implement and reflect upon instruction. The Teaching Performance Expectations (TPEs) being evaluated are:
- Engaging and Supporting All Students in Learning (TPE 1.1, 1.3, 1.5, 1.8)
- Creating and Maintaining Effective Environments for Student Learning (TPE 2.2, 2.6)
- Understanding and Organizing Subject Matter for Student Learning (TPE 3.1, 3.2, 3.3, 3.5)
- Planning Instruction and Designing Learning Experiences for All Students (TPE 4.1, 4.2, 4.7)
- Developing as a Professional Educator (TPE 6.1)

Overview
For this project you will plan, teach, and evaluate a lesson that is observed by your University Supervisor. The three different parts of the project will be scored by rubrics (Lesson Planning, Observation of Lesson, Self-Evaluation of Lesson). The entire lesson should be completed within a 20- to 45-minute time frame. For Single Subject candidates, the focus is on your content area. For Multiple Subject candidates, the content area is mathematics. The lesson plan and instruction should address goals and skills in the content area and align with adopted California State Standards and curriculum frameworks. The lesson will be observed by your University Supervisor and/or a subject-matter expert and videotaped. After watching the video of the lesson, you will evaluate your implementation across the entire lesson and select a segment of the video to demonstrate subject-specific pedagogy.

Teaching Sample Project
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.
- Engaging and Supporting All Students in Learning (TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.8)
- Creating and Maintaining Effective Environments for Student Learning (TPE 2.1, 2.3, 2.6)
- Understanding and Organizing Subject Matter for Student Learning (TPE 3.1, 3.2, 3.3, 3.5, 3.6)
- Planning Instruction & Designing Learning Experiences for All Students (TPE 4.1, 4.3, 4.4, 4.7)

• Assessing Student Learning (TPE 5.1, 5.2, 5.4, 5.8)
• Developing as a Professional Educator (TPE 6.1, 6.2, 6.3)

Overview
For this project you are required to plan and teach a one- to three-week interdisciplinary unit (depending on appropriateness for your grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document your teaching and your students' learning.

FAST Field Test
All of the Multiple Subject and Single Subject credential candidates entering in fall 2017 will be part of the revised FAST field test, which will take place in fall 2017 and spring 2018. Approximately 22 Multiple Subject credential candidates who entered in summer 2017 will be part of the field test. All of the Single Subject credential candidates entering in spring 2018 will be part of the field testing in spring 2018. Multiple Subject candidates who enter the program in spring 2018 will not participate in the field test though they will complete the updated FAST when it becomes operational.

The incoming Single Subject candidates will participate in the field study of the Site Visitation Project in fall 2017 and the Teaching Sample Project in spring 2018. The Single Subject candidates entering in spring 2018 will participate in the field study of the Site Visitation Project in spring 2018.

All other candidates who enrolled prior to fall 2017 will complete the current FAST.

Because the Multiple Subject program is a 3-semester program, the incoming candidates will not participate in the field test of the Site Visitation Project until spring 2018. They will not be expected to complete the Comprehensive Lesson Plan Project in their first semester, because that project is no longer a stand-alone project. The intent of the project, evaluating a lesson plan, has been incorporated in a more realistic way into the revised Site Visitation Project.

The 22 Multiple Subject credential candidates who entered in the summer will be part of the fall field study, completing the Site Visitation Project in fall 2017 and the Teaching Sample Project in the spring 2018.

Waiver Request in Order to Field Test the Revised FAST
Fresno State is requesting waivers for candidates participating in the field study of the revised FAST to allow completion of the revised FAST field test to count toward the credential requirement of completing a Commission-approved TPA. The table below shows the schedule of activities and the projected number of candidates planned for the revision and field test.

Revised Fresno Assessment of Student Teachers (FAST)
Field Test Schedule – Waivers requested

Program	Revised Site Visitation Project	Revised Teaching Sample Project	Projected # of Candidates
Multiple Subject (Sanger Partnership)	Fall 2017	Spring 2018	22
Single Subject Candidates starting in Fall 2017	Fall 2017	Spring 2018	about 120-150
Single Subject Candidates starting in Spring 2018	Spring 2018		about 100
Multiple Subject Candidates starting Fall 2017	Spring 2018		about 150-175

Field Test Participants by Task, Multiple Subject

Semester	Task	# Candidates Participating
Fall 2017	Site Visitation Project	22
Spring 2018	Site Visitation Project	about 150-175
Spring 2018	Teaching Sample Project	22

Field Test Participants by Task, Single Subject

Semester	Task	# Candidates Participating
Fall 2017	Site Visitation Project	about 120-150
Spring 2018	Site Visitation Project	about 100
Spring 2018	Teaching Sample Project	about 120-150

Fresno State projects the total number of waivers to be between 170 and 200 for Multiple Subject and between 220 and 230 for Single Subjects.

Commission Authority to Issue a Waiver
The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools and postsecondary institutions through Education Code §44225(m) upon a finding that the requirement being waived is met in an equivalent manner. At the October 2016 meeting, the Commission determined that the redeveloped CalTPA, taken together with the completion of an approved preparation program, can be considered to represent professional preparation comparable to the current requirements for a Multiple or Single Subject Teaching Credential. FAST, as a currently-operating Commission-approved TPA model, fulfills the same function at Fresno State as the CalTPA fulfills statewide. Under these conditions, the Commission has the authority to provide waivers to Fresno State for their candidates who meet the expected performance level on the redeveloped assessment

rather than on a Commission-approved teaching performance assessment in order to meet the statutory TPA requirement.

Proposed Performance Level to Pass the Redeveloped FAST
For the current version of FAST, candidates must earn a score of at least 2 on a 4-point scale for each of the projects or tasks. Fresno State anticipates maintaining this minimum passing standard for the revised version, though they will be conducting standard setting studies to confirm or adjust the minimum passing standard as appropriate based on assessment development and psychometric best practices. Developers of TPA models typically conduct a standard setting study following the field test or operational administration of a new assessment in order to establish the requirements for successful completion of the assessment. Fresno State conducted a preliminary standard setting workshop in August 2017 and will conduct a final standard setting workshop after they have been able to review student projects in December or January 2018 to determine an appropriate minimum passing score for the revised FAST prior to field test participants completing the Fresno State programs.

The purpose of the field test is to engage participants to collect additional validity evidence on the design of the assessment prior to operational administration in 2018-19. Having Commission authority to allow candidates to use a passing score on the field test administration of the revised FAST to meet their TPA requirement for professional preparation will allow Fresno State to proceed with the planned field tests of the revised FAST without placing an undue burden on their candidates.

Staff Analysis
FAST was originally reviewed and approved by the Commission in 2007 and has been in use at Fresno State since that time. FAST has been an integral part of the teacher preparation programs at Fresno State for both faculty and candidates. Fresno State has had a decade of working knowledge of their TPA model and have learned a lot about its usefulness and limitations. The revisions are based on knowledge gained from this experience and are designed to improve the accuracy of measurement and the experience for candidates. While there is not yet any field test data to analyze at this time, the planned revision and field test are expected to produce the data necessary to demonstrate that the revised FAST meets the same level of rigor as the original FAST and as is expected by the Commission for approval of TPA models.

Staff Recommendation
Staff recommends that the Commission approve the request from Fresno State for Commission authority to allow candidates participating in the field test of the updated and redeveloped FAST to use a passing score on the field test administration of the revised FAST to meet the TPA requirement for professional preparation.

Next Steps
Fresno State will continue updating FAST to align with the revised Assessment Design Standards and TPEs. All programs are required to ensure that each candidate is taught about, provided the

opportunity to practice, and is assessed with the revised TPAs starting in September 2018. Fresno State will continue with the FAST field test in 2017-18 in preparation for operational administration in 2018-19.