



*SITE VISITATION PROJECT*  
*Fresno Assessment of Student Teachers (FAST)*  
*(NAEYC Standards 3, 4, 5)*

The Site Visitation Project assesses the candidate's ability to plan, implement and reflect upon instruction. The Teaching Performance Expectations (TPEs) specifically being evaluated are:

- Specific Pedagogical Skills in Reading-Language Arts (TPE 1 - MULTIPLE SUBJECT only)
- Monitoring Student Learning During Instruction (TPE 2)
- Making Content Accessible (TPE 4)
- Student Engagement (TPE 5)
- Social Environment (TPA 11)
- Professional Growth (TPA 13)

For this project you will plan, teach, and evaluate a lesson that is observed by your University Supervisor. The lesson should be part of a block of ongoing instruction. For Single Subject candidates, the focus is on your content area; for Multiple Subject candidates, the content area is English-Language Arts. The lesson plan and classroom instruction should take into account students' current skills in the content area and include ways to meet the state-adopted subject matter standards.

***General Directions***

To complete this project, you will:

- Plan a lesson that demonstrates your ability to teach a standards-based lesson in your content area (Single Subject) or English-Language Arts (Multiple Subject). The lesson should be part of ongoing instruction, rather than a stand-alone lesson. The lesson should last at least 20 minutes.
- Write a detailed plan for the lesson. Include a variety of activities that will build on students' prior learning and individual skills.
- Arrange for a time when your University Supervisor can observe you teaching this lesson.
- Evaluate your planning and teaching of the lesson relative to the scoring rubric for this task.

Specific requirements for this project are given in the next section. The project will be evaluated using the accompanying scoring rubric.

\* The Site Visitation Project is one of a series of tasks in the Fresno Assessment of Student Teachers (FAST) that collectively measure the pedagogical competence of teacher candidates and Interns. The candidate's response to this Project prompt must reflect the student's own unaided work. It is to be used as described in the Intended Use Policy included in this Manual.

## *Parts of the Project*

The project requires:

- (a) A written lesson plan;
- (b) A classroom observation; and
- (c) A written evaluation.

Your lesson plan and lesson evaluation will be SUBMITTED FOR EVALUATION on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation.

### **Lesson Plan**

You will use the LESSON BUILDER on TaskStream to create your lesson plan. See *Using TaskStream* in your FAST Manual for instructions on how to create a lesson plan on LESSON BUILDER. Complete all sections of the LESSON BUILDER template. Print out a copy to give your University Supervisor for use in the classroom observation portion of this assessment. *NOTE: Do **NOT** submit your lesson plan on TaskStream until after you have taught your lesson and completed your written evaluation of your lesson. Submission restricts your access to the documents.*

### **Classroom Observation**

In order to assess your teaching competence, your University Supervisor will observe you teach your prepared lesson. The following procedure should be used for the observation:

- Schedule a time and date that your University Supervisor can observe you teach your prepared lesson.
- Review the Teaching Performance Expectations that will be evaluated during this observation as well as the Scoring Rubric for this project.
- Create your lesson plan using the LESSON BUILDER in TaskStream.
- Prior to the observation, provide your university supervisor (and Master Teacher if requested) a printed copy of your lesson plan and supporting materials.

**Note:** In some cases your University Supervisor may require a videotape of the lesson for evaluation or training purposes.

### **Lesson Evaluation**

Within two days after teaching your Site Visitation Project lesson, prepare a written evaluation of your planning and teaching of the lesson relative to the scoring rubric for this task (TPEs 1 [Multiple Subject only], 2, 4, 5, and 11). Each of the TPEs evaluated by this Project should be addressed separately. Select those elements from each TPE you think are key to evaluating your planning and teaching of this lesson. Be specific, but concise (maximum 500 words). Your evaluation will be assessed using the qualitative descriptors for TPE 13 in the rubric for this task. The TaskStream Directed Response Folio (DRF) for this project includes a FORM for entering your evaluation.

## *Evaluation*

The Site Visitation Project (your lesson plan ATTACHED from the LESSON BUILDER and your lesson evaluation FORM completed) should be SUBMITTED FOR EVALUATION on TaskStream **within two days** after the observation. See *Using TaskStream* in your FAST Manual for instructions on how to submit your project for evaluation. Your University Supervisor, who has been trained to score this specific task, will evaluate the lesson plan, the observed teaching performance, and your self-evaluation. Note: In order to ensure the anonymity of students, the school site and school district, and of other adults, use aliases or identifying codes rather than names.

Scores for each of the TPEs being assessed will be based on the scoring rubric designed for this project. The rubric focuses on the qualities embedded in each of the TPEs. Levels of proficiency are described across each row. To pass this task you must receive a score of at least 2 on each TPE and an overall score of at least 2, calculated by averaging the scores earned for each TPE. Unsuccessful candidates will have an opportunity to remedy any portions rated as inadequate.

## Site Visitation Project Scoring Rubric

|  | <b>1</b><br>Does Not Meet Expectations  | <b>2</b><br>Meets Expectations   | <b>3</b><br>Meets Expectations at a High Level  | <b>4</b><br>Exceeds Expectations  |
|--|---|--|---|---|
| <p>Specific Pedagogical Skills in English Language Arts<br/>(TPE 1)</p> <p><b><u>Multiple Subject Only</u></b></p> | <p><b>Plan:</b> Lesson is unrelated to the state-adopted content standards in English-Language Arts (ELA). Plan fails to include appropriate assessments of students' proficiency.</p> <p><b>Observation:</b> Candidate fails to demonstrate the ability to teach the appropriate state-adopted academic content standards in English-Language Arts. Instructional strategies are ineffective. Minimal use of instructional materials. Fails to reinforce foundational skills of vocabulary, decoding, and word-recognition skills.</p> | <p><b>Plan:</b> The lesson plan supports instruction of an appropriate ELA standard. The plan calls for assessment of proficiency related to the standards being taught that yields <u>only</u> whole-group data.</p> <p><b>Observation:</b> Candidate demonstrates the ability to teach the stated content standard; uses one subject-specific pedagogical strategy; uses appropriate instructional materials to support instruction; reinforces previously mastered basic foundational skills when the opportunity arises during the lesson.</p> | <p><b>Plan:</b> The lesson plan supports instruction of <u>multiple</u> ELA standards that <u>address one component</u> of a comprehensive ELA program. The plan calls for assessment of <u>each student's</u> proficiency related to the standards being taught.</p> <p><b>Observation:</b> Candidate demonstrates the ability to teach the stated content standards; uses <u>multiple</u> subject-specific pedagogical strategies; uses appropriate instructional materials to support instruction; <u>purposefully</u> provides opportunities for students <u>to practice</u> foundational skills.</p> | <p><b>Plan:</b> The lesson plan supports instruction of multiple ELA Standards that address <u>more than one</u> component of a comprehensive ELA program. The lesson calls for <u>multiple</u> assessments related to the standards being taught <u>during and after</u> instruction.</p> <p><b>Observation:</b> Candidate demonstrates the ability to teach the stated content standards; uses multiple subject-specific pedagogical strategies; <u>innovative use of</u> instructional materials to support instruction; purposefully provides opportunities for students to practice <u>and</u> build upon foundational skills.</p> |
| <p>Monitoring Student Learning During Instruction<br/>(TPE 2)</p>  | <p><b>Plan:</b> The lesson plan fails to include opportunities to check for understanding at key points during instruction.</p> <p><b>Observation:</b> Candidate fails to monitor the progress of the students toward achieving the academic content standard addressed in the lesson.</p>  | <p><b>Plan:</b> The lesson plan includes opportunities to check for <u>whole-group</u> understanding at key points during the lesson.</p> <p><b>Observation:</b> Candidate implements the planned opportunities to check for whole-group understanding at key points during the lesson, using results to re-teach and/or adjust the pace of instruction.</p>   | <p><b>Plan:</b> The lesson plan includes a variety of opportunities to check for <u>individual</u> student understanding at key points during the lesson.</p> <p><b>Observation:</b> Candidate implements the planned <u>variety</u> of opportunities to check for <u>individual</u> student understanding at key points during the lesson, using results to re-teach and/or adjust the pace of instruction; <u>assesses the success</u> of the adjustments before continuing with instruction.</p>   | <p><b>Plan:</b> The lesson plan includes a variety of opportunities to check for individual student understanding at key points during instruction <u>and</u> includes alternate strategies appropriate for re-teaching, if necessary.</p> <p><b>Observation:</b> Candidate implements the planned variety of opportunities to check for individual student understanding at key points during the lesson, using results to re-teach and/or adjust the pace of instruction for the class <u>or for specific individuals or groups</u> of students; assesses the success of the adjustments before continuing with instruction.</p>      |

|                                      | <b>1</b><br>Does Not Meet Expectations  | <b>2</b><br>Meets Expectations  | <b>3</b><br>Meets Expectations at a High Level  | <b>4</b><br>Exceeds Expectations   |
|--------------------------------------|---|---|---|--|
| Making Content Accessible<br>(TPE 4) | <p><b>Plan:</b> Candidate fails to incorporate strategies (activities, procedures, experiences) or materials to make content accessible to students.</p> <p><b>Observation:</b> Essential skills and strategies are not sequenced in a logical, coherent manner. Content not clearly explained nor reinforced. Students not given adequate time to practice and apply what they had learned.</p>  | <p><b>Plan:</b> Candidate plans for accessibility of content described in the standards to be taught by incorporating instructional strategies and materials based on academic learning needs <u>of the class in general</u>.</p> <p><b>Observation:</b> Candidate implements planned activities, procedures, and experiences to make content accessible; candidate clearly explains content and uses one way to reinforce content. Students <u>generally provided</u> with adequate time and opportunities to practice what they had learned.</p>                        | <p><b>Plan:</b> Candidate plans for accessibility of content described in the standards to be taught by incorporating instructional strategies and materials based on academic learning needs <u>of subgroups</u> of students.</p> <p><b>Observation:</b> Candidate implements planned activities, procedures, and experiences to make content accessible; candidate clearly explains content and uses <u>multiple ways</u> to reinforce content. Students <u>frequently provided</u> with adequate time and opportunities to practice what they had learned.</p>   | <p><b>Plan:</b> Candidate plans for accessibility of content described in the standards to be taught by incorporating instructional strategies and materials based on academic learning needs of <u>individual students</u>.</p> <p><b>Observation:</b> Candidate implements planned activities, procedures, and experiences to make content accessible; candidate clearly explains content and uses multiple ways to reinforce content. Students frequently provided with adequate time and opportunities to practice what they had learned <u>in creative and authentic ways</u>.</p>  |
| Student Engagement<br>(TPE 5)        | <p><b>Plan:</b> Candidate fails to clearly state instructional objectives. Strategies and applied learning activities are not relevant to the needs of the students in the class.</p> <p><b>Observation:</b> Candidate neglects to clearly communicate instructional objectives to students; does not ensure the active and equitable participation of all students. Students are commonly off-task; nothing is done to re-engage them.</p> | <p><b>Plan:</b> Clearly states instructional objectives; includes strategies and applied learning activities selected for their relevance to the general needs of the students in the class.</p> <p><b>Observation:</b> Candidate clearly communicates instructional objectives to the students. Students are active and participating in the learning activities. If students are off-task, candidate refocuses their attention <u>using an effective behavior-management strategy</u>. Candidate uses questioning as a means of engaging students with the content.</p> | <p><b>Plan:</b> Clearly states instructional objectives; includes strategies, <u>materials</u>, and applied learning activities selected for their relevance to the <u>specific</u> needs, <u>interests, and experiences</u> of the students in the class.</p> <p><b>Observation:</b> Candidate clearly communicates instructional objectives to the students. Students are active and participating in the learning activities. If students are off-task, candidate refocuses their attention using an effective <u>instructional</u> strategy. Candidate uses <u>higher-level questioning</u> as a means of engaging students with the content.</p> | <p><b>Plan:</b> Clearly states instructional objectives; includes strategies, materials, <u>community resources</u> and applied learning activities selected specifically for their relevance to the needs, interests, and experiences of the students in the class.</p> <p><b>Observation:</b> Candidate clearly communicates instructional objectives to the students. Students are active and participating in the learning activities. By using carefully selected strategies, activities and materials, candidate <u>proactively precludes</u> off-task behavior. Candidate uses higher-level questioning as a means of engaging students with the content.</p> |

|                                 | <b>1</b><br>Does Not Meet Expectations  | <b>2</b><br>Meets Expectations  | <b>3</b><br>Meets Expectations at a High Level  | <b>4</b><br>Exceeds Expectations   |
|---------------------------------|---|---|---|--|
| Social Environment<br>(TPE 11)  | <p><b>Plan:</b> The candidate did not provide opportunities for students to work both independently or responsibly with groups as appropriate.</p> <p><b>Observation:</b> Candidate fails to express, enforce, or reinforce expectations for academic and social behavior. The learning environment is chaotic or overly oppressive. The candidate shows little rapport with students; caring, respect, and fairness were not apparent.</p> | <p><b>Plan:</b> Includes opportunities for students to work both independently and in pairs or groups.</p> <p><b>Observation:</b> Candidate expresses, enforces and reinforces expectations for social behavior. The learning environment is controlled while still allowing the candidate to respond to students with care, respect, and fairness.</p> | <p><b>Plan:</b> Includes opportunities for students to work both independently and in pairs or groups. Candidate includes <u>strategies for promoting students' independent and pair/group participation</u>.</p> <p><b>Observation:</b> Candidate expresses, enforces and reinforces expectations <u>for academic and</u> social behavior. A learning environment of <u>mutual</u> care, respect, and fairness is reflected by both candidate <u>and students</u>.</p> | <p><b>Plan:</b> Includes opportunities for students to work both independently and in pairs or groups. Candidate describes strategies for <u>students' self-monitoring</u> of independent and pair/group participation.</p> <p><b>Observation:</b> Candidate expresses, enforces and reinforces expectations for academic and social behavior. <u>Students govern themselves and each other</u> with the mutual care, respect, and fairness <u>modeled by</u> the candidate in interactions with students.</p> |
| Professional Growth<br>(TPE 13) | Candidate fails to provide a complete response, or response is an unrealistic evaluation of their teaching practice.  | In response to the prompt, candidate <u>realistically</u> evaluates their teaching practice in this lesson, making general references to the rubric.  | In response to the prompt, candidate realistically evaluates their teaching practice in this lesson, making <u>specific</u> references to the rubric.   | In response to the prompt, candidate realistically evaluates their teaching practice in this lesson, making specific references to the rubric <u>and including</u> specific examples from the lesson.  |

## ASSESSMENT 5: Site Visitation Project Data Charts

### 2012-2013 Aggregated Data, n= 23

| Holistic TPE & NAEYC Standard | Does Not Meet Expectations (1) | Meets Expectations at Minimal Level (2) | Exceeds Expectations (4) |
|-------------------------------|--------------------------------|---|--------------------------|
| TPE 1 (LA);<br>NAEYC 3, 4     | <b>0</b><br>0%                 | <b>18</b><br>78%                        | <b>5</b><br>22%          |
| TPE 2;<br>NAEYC 3             | <b>0</b><br>0%                 | <b>23</b><br>100%                       | <b>0</b><br>2%           |
| TPE 4;<br>NAEYC 4             | <b>0</b><br>0%                 | <b>22</b><br>96%                        | <b>1</b><br>4%           |
| TPE 5;<br>NAEYC 3             | <b>0</b><br>0%                 | <b>23</b><br>100%                       | <b>0</b><br>0%           |
| TPE 11;<br>NAEYC 3, 4         | <b>0</b><br>0%                 | <b>23</b><br>100%                       | <b>0</b><br>0%           |
| TPE 13;<br>NAEYC 5            | <b>0</b><br>0%                 | <b>13</b><br>57%                        | <b>10</b><br>43%         |

### 2011-2012 Aggregated Data, n= 21

| Holistic TPE & NAEYC Standard | Does Not Meet Expectations (1) | Meets Expectations at Minimal Level (2) | Exceeds Expectations (4) |
|-------------------------------|--------------------------------|---|--------------------------|
| TPE 1 (LA);<br>NAEYC 3, 4     | <b>0</b><br>0%                 | <b>20</b><br>95%                        | <b>1</b><br>5%           |
| TPE 2;<br>NAEYC 3             | <b>0</b><br>0%                 | <b>20</b><br>95%                        | <b>1</b><br>5%           |
| TPE 4;<br>NAEYC 4             | <b>0</b><br>0%                 | <b>21</b><br>100%                       | <b>0</b><br>0%           |
| TPE 5;<br>NAEYC 3             | <b>0</b><br>0%                 | <b>20</b><br>95%                        | <b>1</b><br>5%           |
| TPE 11;<br>NAEYC 3, 4         | <b>0</b><br>0%                 | <b>21</b><br>100%                       | <b>0</b><br>0%           |
| TPE 13;<br>NAEYC 5            | <b>0</b><br>0%                 | <b>21</b><br>100%                       | <b>0</b><br>0%           |

**2010-2011 Aggregated Data, n= 20**

| <b>Holistic TPE &amp; NAEYC Standard</b> | <b>Does Not Meet Expectations</b> | <b>Meets Expectations</b> | <b>Exceeds Expectations</b> |
|--|-----------------------------------|---------------------------|-----------------------------|
| <b>TPE 1 (LA);<br/>NAEYC 3, 4</b>        | <b>0<br/>0%</b>                   | <b>20<br/>100%</b>        | <b>0<br/>0%</b>             |
| <b>TPE 2;<br/>NAEYC 3</b>                | <b>0<br/>0%</b>                   | <b>20<br/>100%</b>        | <b>0<br/>0%</b>             |
| <b>TPE 4;<br/>NAEYC 1, 4</b>             | <b>0<br/>0%</b>                   | <b>20<br/>100%</b>        | <b>0<br/>0%</b>             |
| <b>TPE 5;<br/>NAEYC 1, 3</b>             | <b>0<br/>0%</b>                   | <b>20<br/>100%</b>        | <b>0<br/>0%</b>             |
| <b>TPE 11;<br/>NAEYC 1, 3, 4</b>         | <b>0<br/>0%</b>                   | <b>20<br/>100%</b>        | <b>0<br/>0%</b>             |
| <b>TPE 13;<br/>NAEYC 5</b>               | <b>0<br/>0%</b>                   | <b>16<br/>80%</b>         | <b>4<br/>20%</b>            |