FRESNO ASSESSMENT
OF STUDENT TEACHERS
(FAST, v. 1.2)

A MANUAL FOR TEACHER CANDIDATES

KREMEN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

“Leadership for Diverse Communities”

CALIFORNIA STATE UNIVERSITY, FRESNO

FAST v.1.2. Manual
Dear Fresno State Teacher Candidate:

The California Commission on Teacher Credentialing (CCTC) requires that every credential program graduate seeking recommendation for a Preliminary California Credential show mastery of the thirteen Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The system consists of four tasks or “projects” that you will complete in a specific sequence during your fieldwork. Please note that success on FAST is just one of several requirements for earning a California Preliminary Multiple Subject Credential.

This manual provides you with important information regarding the FAST assessment system. In addition, it includes information on the survey of professional dispositions, which you will also be required to complete.

Each project will be scored by an experienced and trained scorer using a task-specific 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

In addition to meeting other fieldwork competencies (see your university catalog, Student Teaching Handbook, and/or fieldwork syllabus), you must earn a minimum score of “2” on each TPE evaluated in a project (or, in the case of the Teaching Sample Project, a minimum score of “2” on each section) in order to receive credit for the fieldwork course in which the assessment is required.

Should you earn a non-passing score of “1” on any TPE or section of a FAST project, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for Special Consideration using the FAST Non-Passing Score Procedure in this manual. Remember, you must pass all sections of the assessment before you can receive credit for the associated fieldwork course. Please be aware that the CCTC requires that your scores and any notation of the necessity for re-takes on the FAST projects be sent to them. A history of your scores will be available to you through TaskStream for sharing with your professional induction program supervisor as you see fit.

We are confident that you will show mastery of the TPEs by careful attention to the project directions and rubrics and by diligently studying and practicing your craft while enrolled in the credential program. As a result of your hard work and your successful performance on FAST and other required indicators of quality, you, our Credential Programs, and your hiring district can be confident that you will enter the next phase of professional growth as a competent beginning teacher with the skills necessary to teach California’s youth. Best of luck!

Sincerely,

Paul Beare, Ph.D.
Dean

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THE CALIFORNIA STATE UNIVERSITY
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# Fresno Assessment of Student Teachers

## Alignment with Teaching Performance Expectations

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<th>California Teaching Performance Expectations</th>
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<tr>
<td><strong>When Administered</strong></td>
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<tr>
<td>MS Phase 1</td>
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<td>MS Phase 2</td>
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<td>MS Phase 3 (final Student Teaching)</td>
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<td>MS Phase 3 (final Student Teaching)</td>
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</table>

**Alignment with Teaching Performance Expectations**

1. Specific Pedagogical Skills for Subject Matter Instruction
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessment
4. Making Content Accessible
5. Student Engagement
6. Develop-mentally Appropriate Teaching Practices
7. Teaching English Learners
8. Learning About Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, and Ethical Obligations
13. Professional Growth
The Comprehensive Lesson Project assesses the candidate’s ability to analyze a lesson plan designed for all students in a classroom with a significant number of English learners. The Teaching Performance Expectations (TPEs) specifically being evaluated are:

- Teaching Reading-Language Arts in Multiple Subject Assignment (TPE 1A) (MultipleSubject Program Candidates ONLY)
- Developmentally Appropriate Teaching Practices in Grades 4-8 (TPE 6B)
- Teaching English Learners (TPE 7)
- Learning about Students (TPE 8)
- Instructional Planning (TPE 9)

**Overview**

For this project you will analyze a lesson plan designed for students in a classroom with a significant number of English learners. You will respond to analysis questions, basing your answers on the provided lesson plan and the description of your students and the teaching context. You will complete this project individually in an assigned two-and-a-half hour session.

* The Comprehensive Lesson Plan 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. 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.
Directions

The Comprehensive Lesson Plan Project requires you to individually respond in writing to specific questions in a timed, scheduled, large group setting.

Preparing for the Performance Assessment:

- Become familiar with the directions for the assessment.
- Read the analysis questions and scoring rubric provided. The rubric provides a description of the expectations at each level of quality and can be very useful in your general preparation. Do not bring notes or reference materials to the Assessment Session.
- Review appropriate TPEs
  - SINGLE SUBJECT CANDIDATES review TPEs 6B, 7, 8 and 9.
  - MULTIPLE SUBJECT CANDIDATES review TPEs 1 (English/Language Arts), 6B, 7, 8, 9.

At the Performance Assessment Session:

- You will be provided with four documents: The test directions and rubric; the Question Response Form (with cover sheet); the lesson plan you will be analyzing and Students and the Teaching Context, a narrative that describes the students for whom this lesson is designed, the resources and time allocations available to the teacher, and the context of the lesson you will be analyzing.
- Carefully read Students and the Teaching Context. You are expected to analyze the lesson plan relative to this description.
- Referring to the lesson plan and Students and the Teaching Context, answer each of the questions asked in the space provided.
- You will have two-and-a-half hours to answer the questions in writing on the form provided.

Format

The successful completion of the project requires submission of a document that is easy for the evaluator to score: clear, succinct, readable, and on-topic. Apply these guidelines to the paper format.

- Ownership. Complete the cover sheet including (a) your name and student identification number, (b) your University Supervisor’s name, and (c) whether you are a Single Subject or a Multiple Subject Program candidate.

- Organizing your responses. Each question is numbered. Your response to the questions should be written in the space provided following each question. The space provided indicates the length of a “typical answer.” However, if you need more space, additional paper will be provided. If you use additional paper, be sure to identify expanded responses on the extra paper by question number.

- Submitting your responses. When you have completed the Comprehensive Lesson Project or when time has expired, staple your written responses together, cover sheet on top. Turn in your responses as directed along with the Students and Teaching Context and lesson plan materials.

Evaluation

An assessor who has been trained to score this specific task, will evaluate each response using the attached rubrics designed for this project. 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. You must receive a score of at least two on each TPE in order to satisfactorily fulfill the requirements of the project. Unsuccessful candidates will have an opportunity to remedy any portions rated as inadequate.
Comprehensive Lesson Plan Project
Analysis Questions

TPE 1 (English–Language Arts) (MULTIPLE SUBJECT CANDIDATES ONLY)

1. Identify specific English-Language Arts activities or strategies used in this lesson. Describe how each of these activities or strategies is aligned with or used to address the stated content standards.

2. What additional strategy, activity, and/or material do you think would be appropriate in this lesson to teach one or more of the stated standards? What is your rationale for this choice?

TPE 6B: Developmentally Appropriate Teaching Practices

3. Students in grades 4-8 are in cognitive and social transition.
   a. How would you describe this transition using your knowledge of Piaget’s theory of cognitive development, Erikson’s theory of psychosocial development and Vygotsky’s theory of the co-construction of knowledge?
   b. Based on the developmental levels you described in question 3a, what instructional activities or strategies used in this lesson are particularly appropriate for students in grades 4-8? Explain why they are appropriate with reference to the theories listed in question 3a.
   c. What additional strategy, activity, and/or material do you think would be appropriate in this lesson for students in this grade range? Again referencing one of the three theories in question 3a, what is your rationale for this choice?

TPE 7: Teaching English Learners

4. What specific strategies in the lesson are used to help English Learners understand specific content information? Why do you think they are effective?

5. What additional or alternative teaching strategy do you think would make the lesson’s content even more comprehensible to the described English Learners? How would you use it in the lesson and why would it be effective?

TPE 8: Learning About Students

6. Your knowledge of patterns of child and adolescent development helps you understand, in general, the social and cognitive level of the students described in the Students and Teaching Context section.
   • What other information about the students would be useful in planning a lesson? Be specific.
   • How would you gather that information?
   • Describe specifically how that additional information would impact the design of this lesson.

TPE 9: Instructional Planning

7. Select 3 examples of instructional strategies used in the lesson. What are the purposes, strengths, and limitations of each practice as used in this lesson with the specific students described in the Students and Teaching Context?
## Comprehensive Lesson Plan Project
### Scoring Rubric

<table>
<thead>
<tr>
<th>Subject Matter Instruction — English Language Arts (ELA) (TPE 1)</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>Candidate does not accurately identify at least two activities or strategies from the lesson plan or makes unclear or inaccurate connections between the activities or strategies and the standards. Fails to provide an appropriate additional strategy, activity, or material or provides a very weak rationale for its inclusion.</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Meets Expectations at a High Level</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Candidate accurately identifies two activities or strategies from the lesson plan and describes in general terms how each activity or strategy is aligned with or teaches the standard(s). Suggests an additional strategy, activity, or material to support teaching one of the standards in the plan and provides a valid, but general, rationale for its use.</td>
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<tr>
<td>Candidate accurately identifies three activities or strategies from the lesson plan and describes in general terms how each activity or strategy is aligned with or teaches the standard(s). The candidate provides a suggestion for an additional strategy, activity, or material that might also support teaching the stated standard(s) and provides a specific rationale for its use.</td>
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<tr>
<td>Candidate accurately identifies three activities or strategies from the lesson plan and describes in specific terms how each activity or strategy is aligned with or teaches the standard(s). The candidate provides a suggestion for an additional strategy, activity, or material that might also support teaching the stated standard(s) and provides a specific rationale for its use with the students in this class.</td>
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<tr>
<th>Multiple Subject Candidates only</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Candidate fails to accurately or clearly describe any of the theories listed. Candidate fails to identify instructional activities or strategies from the lesson that are particularly appropriate, or to provide a rationale based on the theory described. Additional strategy, activity and/or material identified is inappropriate or not clearly defended based on an identified theory</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Meets Expectations at a High Level</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Candidate accurately describes one of the theories listed relative to students in grades 4-8. The candidate identifies an instructional activity or strategy in the lesson plan that is appropriate for students in grades 4-8 and provides a general rationale for that choice based on one developmental theory. An appropriate additional strategy is identified and supported by one of the listed developmental theories, in general.</td>
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<tr>
<td>Candidate accurately describes two of the theories listed relative to students in grades 4-8. Candidate accurately identifies two instructional activities or strategies in the lesson plan which are appropriate for students in grades 4-8 and provides a specific rationale for their selection based on two developmental theories. The candidate identifies an additional strategy or activity and provides a specific rationale for choices with reference to one theory.</td>
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<tr>
<td>Candidate accurately describes all three theories listed relative to students in grades 4-8. The candidate identifies at least one activity in the lesson plan for each of the theories listed and provides a specific rationale for their selection based on each of the developmental theories. The candidate provides a specific suggestion for two additional strategies or activities and provides a specific rationale for choices with reference to two theories.</td>
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<tr>
<th>Developmentally Appropriate Teaching Practices in Grades 4-8 (TPE 6B)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Candidate fails to accurately describe instructional strategies in the lesson plan used to help English Learners in the class understand the content.</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Meets Expectations at a High Level</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Candidate accurately identifies at least two general instructional strategies in the lesson plan used to help English Learners in the class understand the content and provides a general rationale for</td>
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<tr>
<td>Candidate accurately describes at least two specific instructional strategies in the lesson plan used to help English Learners in the class understand the content and describes in specific terms how the</td>
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<tr>
<th>Teaching English Learners (TPE 7)</th>
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<tr>
<td>Candidate fails to accurately describe instructional strategies in the lesson plan used to help English Learners in the class understand the content.</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Meets Expectations at a High Level</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Candidate accurately identifies at least two general instructional strategies in the lesson plan used to help English Learners in the class understand the content and provides a general rationale for</td>
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<tr>
<td>Candidate accurately describes at least two specific instructional strategies in the lesson plan used to help English Learners in the class understand the content and describes in specific terms how the</td>
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<td>1</td>
<td>Does Not Meet Expectations</td>
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<td>Meets Expectations</td>
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<tr>
<td>Learning About Students (TPE 8)</td>
<td>Candidate fails to identify additional information that would be useful in planning the lesson or how they would go about gathering that information. Candidate fails to describe how that additional information would impact the design of the lesson.</td>
<td>Candidate identifies general information that would be useful in planning any lesson and describes in general terms how they might go about gathering that information. In addition, the candidate describes in an accurate, but general way, how the additional information would impact the design of a lesson.</td>
<td>Candidate identifies specific additional information about the student(s) that would be useful in planning this specific lesson. Candidate describes in detail how they would gather the additional information. In addition, the candidate describes in very specific terms how the additional information would impact the design of this lesson.</td>
<td>Candidate identifies two pieces of additional information about the student(s) that should be useful in planning this specific lesson. Candidate not only describes how they would gather both pieces of information, but from whom or from what sources. In addition, the candidate describes in very specific terms how each of the two pieces of information would impact the design of this lesson.</td>
</tr>
<tr>
<td>Instructional Planning (TPE 9)</td>
<td>Candidate fails to accurately describe purposes, strengths, and limitations of selected instructional strategies used in the lesson plan.</td>
<td>Candidate describes in general terms the purposes, strengths, and limitations of 3 selected instructional strategies used in the lesson plan. Relates their comments to students in grades 4-8, in general.</td>
<td>Candidate describes in specific terms the purposes, strengths, and limitations of 3 instructional strategies used in the lesson plan; evaluative comments are directly related to the students’ backgrounds and language abilities as described in Students and the Teaching Context section.</td>
<td>Candidate describes in specific terms the purposes, strengths, and limitations of 3 instructional strategies in the lesson plan; evaluative comments are directly related to the students’ backgrounds and language abilities as described in Students and the Teaching Context section as well as to patterns of cognitive and social development for students in grades 4-8.</td>
</tr>
</tbody>
</table>
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)

**Overview**

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

<table>
<thead>
<tr>
<th>1</th>
<th>Does Not Meet Expectations</th>
<th>2</th>
<th>Meets Expectations</th>
<th>3</th>
<th>Meets Expectations at a High Level</th>
<th>4</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
| **Specific Pedagogical Skills in English Language Arts (TPE 1)** | **Plan:** Lesson is unrelated to the state-adopted content standards in English-Language Arts (ELA). Plan fails to include appropriate assessments of students’ proficiency.  
**Observation:** 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. | **Plan:** 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 only whole-group data.  
**Observation:** 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. | **Plan:** The lesson plan supports instruction of multiple ELA standards that address one component of a comprehensive ELA program. The plan calls for assessment of each student’s proficiency related to the standards being taught.  
**Observation:** Candidate demonstrates the ability to teach the stated content standards; uses multiple subject-specific pedagogical strategies; uses appropriate instructional materials to support instruction; purposefully provides opportunities for students to practice foundational skills. | **Plan:** The lesson plan supports instruction of multiple ELA Standards that address more than one component of a comprehensive ELA program. The lesson calls for multiple assessments related to the standards being taught during and after instruction.  
**Observation:** Candidate demonstrates the ability to teach the stated content standards; uses multiple subject-specific pedagogical strategies; innovative use of instructional materials to support instruction; purposefully provides opportunities for students to practice and build upon foundational skills. |
| **Multiple Subject Only** | **Plan:** The lesson plan fails to include opportunities to check for understanding at key points during instruction.  
**Observation:** Candidate fails to monitor the progress of the students toward achieving the academic content standard addressed in the lesson. | **Plan:** The lesson plan includes opportunities to check for whole-group understanding at key points during the lesson.  
**Observation:** 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. | **Plan:** The lesson plan includes a variety of opportunities to check for individual student understanding at key points during the lesson.  
**Observation:** 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; assesses the success of the adjustments before continuing with instruction. | **Plan:** The lesson plan includes a variety of opportunities to check for individual student understanding at key points during instruction and includes alternate strategies appropriate for re-teaching, if necessary.  
**Observation:** 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 or for specific individuals or groups of students; assesses the success of the adjustments before continuing with instruction. |
<table>
<thead>
<tr>
<th>1</th>
<th>Does Not Meet Expectations</th>
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<tbody>
<tr>
<td><strong>Making Content Accessible</strong> (TPE 4)</td>
<td><strong>Plan:</strong> Candidate fails to incorporate strategies (activities, procedures, experiences) or materials to make content accessible to students.  <strong>Observation:</strong> 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.</td>
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<tr>
<th>2</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td><strong>Plan:</strong> 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 the class in general.  <strong>Observation:</strong> Candidate implements planned activities, procedures, and experiences to make content accessible; candidate clearly explains content and uses one way to reinforce content. Students generally provided with adequate time and opportunities to practice what they had learned.</td>
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<tr>
<th>3</th>
<th>Meets Expectations at a High Level</th>
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<tr>
<td><strong>Plan:</strong> 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 subgroups of students.  <strong>Observation:</strong> 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.</td>
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<th>4</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td><strong>Plan:</strong> 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 individual students.  <strong>Observation:</strong> 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 in creative and authentic ways.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Engagement</strong> (TPE 5)</td>
<td><strong>Plan:</strong> Candidate fails to clearly state instructional objectives. Strategies and applied learning activities are not relevant to the needs of the students in the class.  <strong>Observation:</strong> 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.</td>
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</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Meets Expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Plan:</strong> Clearly states instructional objectives; includes strategies and applied learning activities selected for their relevance to the general needs of the students in the class.  <strong>Observation:</strong> 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 behavior-management strategy. Candidate uses questioning as a means of engaging students with the content.</td>
<td></td>
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<table>
<thead>
<tr>
<th>3</th>
<th>Meets Expectations at a High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan:</strong> Clearly states instructional objectives; includes strategies, materials, and applied learning activities selected for their relevance to the specific needs, interests, and experiences of the students in the class.  <strong>Observation:</strong> 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 instructional strategy. Candidate uses higher-level questioning as a means of engaging students with the content.</td>
<td></td>
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<table>
<thead>
<tr>
<th>4</th>
<th>Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td><strong>Plan:</strong> Clearly states instructional objectives; includes strategies, materials, community resources and applied learning activities selected specifically for their relevance to the needs, interests, and experiences of the students in the class.  <strong>Observation:</strong> 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 proactively precludes off-task behavior. Candidate uses higher-level questioning as a means of engaging students with the content.</td>
<td></td>
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FAST v.1.2. Manual
<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Environment</strong>&lt;br&gt;(TPE 11)</td>
<td><strong>Plan:</strong> The candidate did not provide opportunities for students to work both independently or responsibly with groups as appropriate.</td>
<td><strong>Plan:</strong> Includes opportunities for students to work both independently and in pairs or groups.</td>
<td><strong>Plan:</strong> Includes opportunities for students to work both independently and in pairs or groups. Candidate includes strategies for promoting students’ independent and pair/group participation.</td>
</tr>
<tr>
<td><strong>Observation:</strong> 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.</td>
<td><strong>Observation:</strong> 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.</td>
<td><strong>Observation:</strong> Candidate expresses, enforces and reinforces expectations for academic and social behavior. A learning environment of mutual care, respect, and fairness is reflected by both candidate and students.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Professional Growth</strong>&lt;br&gt;(TPE 13)</th>
<th>Candidate fails to provide a complete response, or response is an unrealistic evaluation of their teaching practice.</th>
<th>In response to the prompt, candidate realistically evaluates their teaching practice in this lesson, making general references to the rubric.</th>
<th>In response to the prompt, candidate realistically evaluates their teaching practice in this lesson, making specific references to the rubric and including specific examples from the lesson.</th>
</tr>
</thead>
</table>

In response to the prompt, candidate realistically evaluates their teaching practice in this lesson, making general references to the rubric.
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. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. The Teaching Performance Expectations (TPEs) being evaluated are:

- Subject-Specific Pedagogical Skills (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and use of Assessments (TPE 3)
- Making Content Accessible (TPE 4)
- Teaching English Learners (TPE 7)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)
- Instructional Time (TPE 10)
- Social Environment (TPE 11)
- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

**Overview**

For this project you are required to plan and teach a one- to four-week 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 by completing all sections of this project.

**General Directions**

Use each section of the Teaching Sample Project to document the planning, implementation, and reflection stages of teaching a unit of study. Before you teach the unit you will: (a) describe the students and the context of your instruction, (b) develop a management plan for the classroom, (c) research the topic for your project, (d) identify learning outcomes based on state-adopted standards or challenge standards, (e) create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (summative assessment) instruction, and (f) plan for your instruction. After you teach the unit, you will analyze student learning and reflect upon and evaluate your teaching related to student learning.

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*The Teaching Sample 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 in this manual. The Teaching Sample Project is adapted from the “Teacher Work Sample” written by the Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project.*
Parts of the Project

Teaching Processes

The project is divided into seven sections, one for each designated teaching process. Each section delineates the reporting requirements for that particular process as well as listing Teaching Performance Expectations (TPE) evaluated in that section. Your Teaching Sample Project will be SUBMITTED FOR EVALUATION on TaskStream. See Using TaskStream in your FAST Manual for instructions on how to submit a project for evaluation.

- **Students in Context** (TPE 8, 10, 11)
  In this section you will: Identify student characteristics and classroom factors that influence instruction and assessment. Discuss the implications of these characteristics and factors for your instructional planning. Develop a classroom management plan appropriate for your students and the classroom context.

- **Content Analysis and Learning Outcomes** (TPE 1, 9)
  In this section you will: Select appropriate content standards. Identify the content you plan to teach in this unit. Set the learning outcomes for the unit, and show how they connect to state-adopted or challenge-standards. Provide a rationale for your choice of learning outcomes.

- **Assessment Plan** (TPE 2, 3)
  In this section you will: Select, adapt or develop assessments to assist in planning the unit, monitoring student progress, and measuring student learning. Describe the assessments, scoring, and evaluation criteria for one of your learning outcomes. Give an overview and rationale of assessments for another outcome. Describe formative assessments.

- **Design for Instruction** (TPE 7, 8, 9)
  In this section you will: Summarize the results of your pre-assessment and indicate how the results will influence your planning. Provide an overview of your unit showing how your lessons relate to the learning outcomes. Describe and provide a rationale for three unit lessons that demonstrate your ability to plan appropriate instruction related to students’ characteristics and needs and to use a range of instructional strategies.

- **Instructional Decision-Making** (TPE 2, 4, 9)
  In this section you will: Provide two examples of instructional decision-making based on students’ learning or responses.

- **Analysis of Student Learning** (TPE 3, 12)
  In this section you will: Analyze your assessment data, including the relationship between pre-assessments and summative assessments, and the information gained from formative assessments to determine students’ progress related to one learning outcome. Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class.

- **Reflection and Self-Evaluation** (TPE 12, 13)
  In this section you will: Reflect on your performance as a teacher and describe effective instructional strategies and suggestions for improving your practice linked to student learning results. Identify future goals and actions for professional growth related to your experiences planning and teaching this unit and assessing your students’ learning.

**Addendum**
A graphic organizer is included for use in the “Students in Context” section of the Project.

**Scoring Rubric**
The scoring rubric for this project focuses on the qualities inherent in each of the TPEs being assessed.
Format

In order to submit the Teaching Sample Project for evaluation, you will ATTACH your work to the DRF. You may ATTACH your work as a single document or as multiple documents. In addition you will need to fill out the TSP Cover Page under FORMS. See Using TaskStream in your FAST Manual for instructions on how to attach a document and fill in a form. The successful completion of the project requires submission of attached documents that are easy for the evaluator to score. Applying these guidelines to the attached documents will help to improve the readability.

• Narrative length. A suggested page length for your narrative and documentation is given at the end of each component section. Do not exceed the suggested length of each section.

• Margins and font. Attached documents should be double-spaced in 12-point font, with 1-inch margins. Select a font that is easy to read.

• Documentation. Certain sections may require charts, tables, graphs or assessment instruments to support your narrative. These items may be embedded in the narrative or may be ATTACHED as separate documents. If separately attached, be sure to label them clearly for easy reference by the evaluator.

• References and credits. If you referred to another person’s ideas or material in any section of this project, you need to cite these at the end of that section under References and Credits. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format.

• Anonymity. In order to ensure the anonymity of students in your classroom, do not include the actual names of the school, teacher, or students. You may use aliases or identifying codes rather than the actual names.

• Readability. Check spelling and punctuation.

Evaluation

The Teaching Sample Project should be SUBMITTED FOR EVALUATION on TaskStream only after all sections are complete and you have filled out the TSP Cover Page. Once the Project has been submitted, you will be unable to continue working on it. See Using TaskStream in your FAST Manual for instructions on how to submit a project for evaluation. Check with your University Supervisor for due dates and specific submission requirements for your program (e.g. whether you will need to print out a copy, in addition to submitting it on TaskStream). An assessor who has been trained to score this specific task, will evaluate this project using the attached rubrics.

Scores for each section will be based on the scoring rubric designed for that section. The rubrics focus on the qualities embedded in each of the TPEs aligned with that section. Levels of proficiency are described across each row. To pass this task you must receive an overall score of at least 2 on each section. Unsuccessful candidates will have an opportunity to remedy any portions rated as inadequate.
Students in Context

Teaching Process Standard
The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.

Teaching Performance Expectations
- Learning About Students (TPE 8)
- Instructional Time (TPE 10)
- Social Environment (TPE 11)

Overview
In this section you will:
- Identify student characteristics and classroom factors that influence instruction and assessment.
- Discuss the implications of these characteristics and factors for your instructional planning and assessment.
- Develop a classroom management plan appropriate for your students and the classroom context.

Directions: How do I complete this section?

- **Students and Context Data**
  Complete the “Students in Context” chart in the project addendum by gathering data related to the school and students in your classroom. (For an electronic version of the chart, see the Teaching Sample Project section of the TaskStream DRF and click on Add/Edit Work.) Office staff, state or district websites, the master/cooperating teacher, and special education teachers are good resources for this information.

- **Implications for Instruction**
  Based on the data you identified in the Students in Context addendum sheet, select three pieces of information (factors) that will have the most significant impact on your instruction. Describe in narrative form those factors and their specific implications for instruction. (For example, if you have students who are English learners you will want to address vocabulary development and the language demands of the lesson.)

- **Classroom Management Plan**
  - **Expectations and interventions.** Identify at least three expectations you have for your students’ behavior that will support academic learning. Include one expectation related to encouraging students to take responsibility for their own learning (for example, create a plan to establish a way for students to turn in homework if they are absent). For each expectation give an example of how you will respond to behavior that does not meet the expectations.
  - **Classroom routines.** Describe at least two classroom routines or procedures you plan to establish and maintain that will support academic learning. One of the routines should relate to managing transitions. Provide a rationale for these routines.

Documentation (maximum page length)
- “Students in Context” chart (1 page),
- Instructional implications narrative (2 pages),
- Classroom management plan narrative (2 pages)
Content Analysis and Learning Outcomes

Teaching Process Standard
The teacher sets significant, challenging, varied and appropriate learning outcomes.

Teaching Performance Expectations
- Subject-Specific Pedagogical Skills (TPE 1)
- Instructional Planning (TPE 9)

Overview
In this section you will:
- Select the appropriate CA-adopted or challenge standards.
- Analyze the content you plan to teach in this unit.
- Set the learning outcomes for the unit, and show how they connect to CA-adopted or challenge-standards.
- Provide a rationale for your choice of learning outcomes.

Directions: How do I complete this section?
- **Content Analysis**
  - Research the important generalizations, concepts, and facts that should be included in your unit by reviewing the appropriate CA-adopted content or challenge standards and a variety of other resources. Keep track of the resources you use—including people resources—to list them in your references.
  - Organize and report these important ideas (generalizations, concepts, facts) in a content outline or graphic organizer (e.g. map, web, flowchart) to show the content you will teach.

- **Learning Outcomes**
  Use a table (similar to the one shown at the end of this section) to list three to five learning outcomes that will guide the planning, delivery, and assessment of your unit. (For an electronic version of this table, see the Teaching Sample Project section of the TaskStream DRF and click on Add/Edit Work.)
  - **Unit Learning Outcomes.** These outcomes should be written in terms of student learning and be:
    - significant (i.e. reflect the big ideas or structure of the discipline),
    - challenging (i.e. students will learn something they do not already know),
    - varied (i.e. include different levels or types of learning),
    - appropriate (i.e. grade/age specific),
    - observable, and
    - measurable.
  - **Related Standards.** For each outcome, write out the related CA-adopted content or challenge standard(s).

- **Rationale**
  Write two to three paragraphs explaining why your learning outcomes are appropriate. Your rationale should address the appropriateness of your learning outcomes in terms of content, level of learning, relationship to content standards, student development (age/grade appropriateness), prerequisite knowledge and skills, and other student needs.

Documentation (maximum page length)
- Content outline/graphic organizer (2 pages),
- Table of outcomes (1 page),
- Rationale for outcomes (1 page)
### Format for Unit Learning Outcomes Table

<table>
<thead>
<tr>
<th>UNIT LEARNING OUTCOMES (Include exact wording of each learning outcome)</th>
<th>RELATED STANDARD(S) (include content area, # &amp; text, e.g. Mathematics (2nd grade), Number Sense, 5.1 Solve problems using combinations of coins and bills.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Outcome statement</td>
<td></td>
</tr>
<tr>
<td>Outcome 2: Outcome statement</td>
<td></td>
</tr>
<tr>
<td>Outcome 3: Outcome statement</td>
<td></td>
</tr>
</tbody>
</table>


**Assessment Plan**

**Teaching Process Standard**
The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.

**Teaching Performance Expectations**
- Monitoring Student Learning During Instruction (TPE 2)
- Interpretation and Use of Assessments (TPE 3)

**Overview**
In this section you will:
- Select or develop pre-assessments, formative assessments, and summative assessments to assist in planning and sequencing the unit, monitoring student progress toward the learning outcomes, and measuring student learning.
- Describe in detail the pre- and summative assessments, scoring, and evaluation criteria for one of your learning outcomes.
- Give an overview and rationale of the assessments for a second learning outcome.
- Describe formative assessments you plan to use during your unit.
- Describe any possible assessment adaptations that would need to be done for English Learners and students with special needs.

**Directions: How do I complete this section?**
In this section you will describe the pre-assessments, formative assessments, and summative assessments for two of your unit learning outcomes.

- **How should I choose the two learning outcomes?** The learning outcomes you select should vary by level or type of learning (e.g. low-level/high-level, cognitive/affective).
- **How should I decide what assessments to use?** You may find or adapt existing assessments or develop your own assessments. The assessments you describe should demonstrate your ability to use different types of assessment and to adapt assessments to different types of learners. The assessments should be appropriate for:
  (a) the type and level of the learning outcome (e.g. a cognitive outcome at the application level should not be assessed by a fact recall test) and
  (b) the development of the student (e.g. kindergarten students should not be expected to do extensive reading and writing).

All methods for assessing learning outcomes should allow you to make comparisons between what students knew prior to instruction and after instruction. The comparisons may be quantitative or qualitative.

- **Learning Outcome A (Your choice of outcome)**
  - **Learning Outcome.** Identify the learning outcome you have chosen to address by stating its exact wording.
  - **Pre-assessment.** Learning Outcome A must be pre-assessed using a method that results in an individual score for each student. The score may be based on a rubric, point system,
or percentage. Describe the pre-assessment for Learning Outcome A by including:

(a) the exact tasks, items, questions, or methods used;
(b) the exact wording of the oral or written directions given to the students;
(c) assessment adaptations for English Learners and for students with special needs
   (If you have no English learners in your class, describe adaptations you would
   make for an English learner at Level 1, beginning proficiency and at Level 3,
   intermediate proficiency. If you have no students with identified special needs
   in your classroom, describe adaptations you would make for a student with a
   learning disability who read and wrote at a grade 2 level and for a student with
   cerebral palsy who had limited control over hand and arm movement and was
   non-verbal.);
(d) the criteria for scoring or analyzing each item, including appropriate responses
   and scoring methods (e.g. rubric, point system, item weights, observation check
   list, rating scales); and
(e) the criteria for determining whether the students’ performance at the end of the
   unit meets the learning outcomes (e.g. Students will demonstrate understanding
   by scoring 80% on the test).

NOTE: Annotated copies of the assessment instruments may be used to fulfill many of
the requirements for the descriptions. An outline format or chart may also be used.

- **Summative assessment.** The summative assessment for Learning Outcome A should be
  aligned with the pre-assessment so the individual scores can be easily compared to show
  the growth made by each student relative to the outcome. (Using the same or similar
  formats is one way to accomplish this requirement.) Describe the summative assessment
  for Learning Outcome A by including:

(a) the exact tasks, items, questions, or methods used;
(b) the exact wording of the oral or written directions given to the students;
(c) possible assessment adaptations for EL and other students (If you have no EL
   students in your class, describe adaptations you would make for an English
   learner at Level 1, beginning proficiency and at Level 3, intermediate
   proficiency);
(d) the criteria for scoring or analyzing each item, including appropriate responses
   and scoring methods (e.g. rubric, point system, item weights, observation check
   list, rating scales); and
(e) the criteria for determining whether the students’ performance meets the learning
   outcomes (e.g. “Students will demonstrate understanding by scoring at least a 3
   on the 4-point rubric”).

NOTE: Annotated copies of the assessment instruments may be used to fulfill many of
the requirements for the descriptions. An outline format or chart may also be used.

- **Learning Outcome B (Your choice of outcome)**

- **Learning Outcome.** Identify the second learning outcome you have chosen to address by
  stating its exact wording.

- **Pre-assessment.** The pre-assessment for Learning Outcome B does not need to result in
an individual score for each student, but must capture the knowledge base of the whole range of the students in the class. The method used (e.g. documenting class discussions, reviewing prior work, sampling students to interview or observe, anecdotal records) must provide evidence to indicate, in general, students’ knowledge relative to Learning Outcome B prior to instruction. Describe the pre-assessment for Learning Outcome B by identifying the specific method(s) used and the rationale for using each method.

- **Summative assessment.** The summative assessment for Learning Outcome B must document the extent to which each student achieved the learning outcome. The summative assessment may include performance tasks, essays, lab reports, research projects, written tests, interviews, or other methods. Describe the summative assessment for Learning Outcome B (include a copy of the assessment, when appropriate) and provide a rationale for using this type of assessment for this learning outcome.

- **Formative Assessment**
  - Describe at least two formative assessments you plan to use. The formative assessment may include homework or classroom assignments or projects that can be measured, documented observation, class discussion, quick writes, quizzes, or other lesson assessments. The formative assessments may be related to any of your unit learning outcomes.
  - Comment on:
    - the relationship between the formative assessments and the learning outcomes,
    - the importance of collecting that particular evidence, and
    - how you will use the information to plan instruction.

**Documentation (maximum page length):**

- Description of pre- and summative assessment instruments for Learning Outcome A (2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
- Description and rationale of pre- and summative assessments for Learning Outcome B (1 page)
- Description of formative assessments (1 page)
Design for Instruction

Teaching Process Standard
The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

Teaching Performance Expectations
- Teaching English Learners (TPE 7)
- Learning About Students (TPE 8)
- Instructional Planning (TPE 9)

Overview
In this section you will:
- Summarize the results of your pre-assessment for Learning Outcome A and Learning Outcome B and indicate how the results will influence your planning.
- Provide an overview of your unit showing how your lessons relate to the learning outcomes.
- Describe three unit lessons (or provide lesson plans for three unit lessons) and provide a rationale for each lesson that demonstrate your ability to plan appropriate instruction related to students’ characteristics and needs, and the specific learning context.

Directions: How do I complete this section?

- Summary of the Results of the Pre-Assessments
  - Results of pre-assessment. Summarize the results of the pre-assessments for Learning Outcome A and Learning Outcome B. What knowledge do students have prior to instruction? Tables or graphs may help you analyze your results and support your summary.
  - Implications for planning. Describe how the pre-assessment data will influence your instructional design (e.g. more/less time spent on an outcome, building prerequisite knowledge, differentiated instruction) and/or modification of the learning outcomes (e.g. If many students demonstrate an understanding of an outcome, you might change or eliminate it.). Be specific.

- Overview of the Unit
  - Unit overview. Use a visual organizer (web, block plan, outline) to make your unit plan clear. Include the topic, lesson intent or objective, and activity you are planning for each lesson/day/period. Also indicate the unit learning outcome(s) that you are addressing in each lesson (you may use the number of the learning outcome). Make sure that every outcome is addressed by at least one lesson and that every lesson relates to at least one outcome. (In your visual organizer include only lessons related to this unit.)

- Lesson A
  In the sections for Lesson A, B and C you will describe three lessons from your unit (or provide three lesson plans) that reflect a variety of instructional strategies/techniques.
  How should I choose the lessons? The three lessons you select should represent different
types of lessons (e.g. whole class, group work, teacher-directed, student-centered, discussion, project-based, problem solving, fact-building, etc.) and a variety of instructional strategies.

- **Detailed lesson description (or lesson plan).** Make sure the following items are included:
  - (a) lesson objective(s);
  - (b) materials needed;
  - (c) flow of the lesson (e.g. sequence of lesson, what students will do, activities); and
  - (d) examples of your instructional strategies (e.g. engagement techniques, grouping strategies, use of materials or visuals).

- **Rationale.** Include a rationale for the design of your lesson. Your rationale should include:
  - (a) how the lesson content relates to your unit outcome(s);
  - (b) how your choice of instructional strategies was influenced by your knowledge of your students, and the context of your classroom; and
  - (c) how the design of the lesson is appropriate for EL students (whether you have EL students in your classroom or not, address how the design of the lessons is appropriate for EL students. For example, using primary language to access content).
  - (d) how the design of the lesson is appropriate for special-needs students (whether you have special needs students in your classroom or not).

Be specific.

- **Lesson B**
  Follow the same format as described under Lesson A. Remember you want to demonstrate your ability to use a variety of instructional techniques.

- **Lesson C**
  Follow the same format as described under Lesson A.

**Documentation (maximum page length):**

- Summary of pre-assessment (1 page);
- Unit overview (1 page);
- Description of lessons (or lesson plans) and rationale (5 pages);
Instructional Decision-Making

Teaching Process Standard
The teacher uses on-going analysis of student learning to make instructional decisions.

Teaching Performance Expectations
- Monitoring Student Learning During Instruction (TPE 2)
- Making Content Accessible (TPE 4)
- Instructional Planning (TPE 9)

Overview
In this section you will:
- Provide two examples of instructional decision-making based on students’ learning or responses.

Directions: How do I complete this section?

☐ Instructional Decision A
Think of a time during your unit when you modified your original design for instruction based on student learning. You may have chosen to modify the lesson in the middle of teaching or you may have modified a future lesson (or lessons) because of what you saw or heard. For this example include:
- A description of what caused you to rethink your plans. What had you expected? What happened that was contrary to your expectations? Why did this response influence your decision to change your plans?
- A description of what you changed and explain why you thought this would improve students’ progress toward the learning outcome.

☐ Instructional Decision B
Think of another time during your unit when you modified your original design for instruction based on student learning. For this example include:
- A description of what caused you to rethink your plans. What had you expected? What happened that was contrary to your expectations? Why did this response influence your decision to change your plans?
- A description of what you changed and explain why you thought this would improve student progress toward the learning outcome.

Documentation (maximum page length)
- Two examples of modifications (3 pages)
**Analysis of Student Learning**

**Teaching Process Standard**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**Teaching Performance Expectations**

- Interpretation and Use of Assessments (TPE 3)
- Professional, Legal, and Ethical Obligations (TPE 12)

**Overview**

In this section you will:

- Analyze your assessment data, including the relationship between pre-assessment and summative assessment, and the information gained from formative assessments to determine students’ progress related to one of the unit’s learning outcomes (Learning Outcome A).
- Use visual representations and narrative to communicate the performance of the whole class and two subgroups within the class related to that learning outcome.

**Directions: How do I complete this section?**

- **Whole Class Analysis**
  Analyze the progress of your whole class on Learning Outcome A.
  - **Data.** Organize the data from the pre-assessment and summative assessment for Learning Outcome A to document students’ learning. Tables or graphs may be used to highlight patterns of learning.
  - **Analysis of learning.** Use evidence from the pre-, formative, and summative assessments (and references to tables or graphs) to describe students’ growth and the extent to which your students made progress toward the learning criterion that you identified for Learning Outcome A. (How many students met the learning outcome? How many students made progress? How many students showed no progress?) You may use examples from individual students to support your analysis.
  - **Conclusions.** Draw conclusions about students’ learning related to Learning Outcome A based on the analysis of data. Are there detectable patterns in the content knowledge students gained or did not gain? Did all students learn the same things to the same degree?

- **Subgroup Analysis**
  Analyze the achievement of two subgroups of students related to Learning Outcome A. As a teacher you are responsible for teaching all students. Analyzing data on a subgroup of students with unique learning needs shows your skills in planning and delivering instruction.
  **How do I select the subgroups?** Select students identified as English Learners as one subgroup and gifted/talented or students with IEPs as the second subgroup. Compare their learning to the rest of the class. (If you do not have English Learners as a subgroup, consult with your Master Teacher or University Supervisor in selecting appropriate subgroups. Note: If you are a Single Subject candidate teaching a foreign language, you are not required to use
English Learners. Consult with your University Supervisor to select an appropriate subgroup.)

- **Data.** Use the data from your whole class analysis or reorganize the data for Learning Outcome *A* to show the learning of the students in your selected subgroups.

- **Analysis of learning.** Compare the results from each subgroup to the results from the rest of the class. How did the learning of each subgroup compare with the learning of others in your class? Did all students learn the same things to the same degree? You may use examples from individual students to support your analysis.

- **Conclusions.** Draw conclusions about your skills in planning for, delivering instruction to, and assessing *all students* based on the comparisons. To what degree did your instruction meet the needs of the subgroups? What evidence did you use to draw those conclusions?

**Documentation (maximum page length):**

- Whole class analysis (2 pages plus visual organizer);
- Subgroup analysis (2 pages plus visual organizer, if needed).
Reflection and Self-Evaluation

Teaching Process Standard
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Teaching Performance Expectations
- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

Overview
In this section you will:
- Reflect on your performance as a teacher, describe effective instructional and assessment strategies, and provide suggestions for improving your practice linked to student learning results. (This is your opportunity to recognize and rectify errors discovered in hindsight.)
- Identify future goals and actions for professional growth related to your experiences planning and teaching this unit and assessing your students’ learning.

Directions: How do I complete this section?

Reflection on Instruction and Student Learning
- Effective instruction. What instructional strategies and activities do you think contributed most to student learning? Why? Did your conclusions raise an awareness of any personal biases you must take into consideration in future planning and assessment? How did you (or how will you in the future) ensure all students (including English learners, gifted/talented, and others with special needs) had appropriate opportunities to learn the content of your unit? Support your comments with evidence from previous sections.
- Subject-matter knowledge. How do you think your own level of subject-matter knowledge influenced the success of this unit?
- Changes. If you had an opportunity to teach this unit again, what are at least two things you would do differently? Why? Consider your learning outcomes, instruction, assessment, subject-matter knowledge, personal biases, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.

Reflection on Professional Development
- Professional learning goals. Describe at least two professional learning goals that emerged from your insights and experiences with planning and teaching this unit.
- Next steps. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Documentation (maximum page length):
- reflection on instruction (3 pages);
- reflection on professional development (1 page)
### Addendum: Students in Context

#### THE SCHOOL

<table>
<thead>
<tr>
<th>Grade levels in school</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students receiving free or reduced lunch</td>
<td>Percentage of students with IEPs</td>
</tr>
<tr>
<td>Percentage of students identified as English learners</td>
<td></td>
</tr>
</tbody>
</table>

Level and type of parent involvement (e.g. Parent association/group, Parent conferences, volunteers, assistance with homework):

#### THE STUDENTS IN THE CLASSROOM

<table>
<thead>
<tr>
<th>Grade level(s):</th>
<th>Age range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled:</td>
<td>Males</td>
</tr>
<tr>
<td>Number of students typically present:</td>
<td></td>
</tr>
</tbody>
</table>

Ethnicity of students (give percentage):
- African American or Black
- American Indian/Alaskan Native
- Asian or Pacific Islander
- European American or white
- Hispanic or Latino
- Other (specify)

Language proficiency of students:
- # of Fluent English proficient speakers (including native English speakers)
- # of English learners (limited English proficiency)
- # of Non-English Speakers

Languages spoken (list all that apply):

Description of reading ability (such as “above grade level” “at grade level” and “below grade level”):

Description of writing ability:

Description of other student factors related to learning, such as interests, learning modalities, etc.:

Number of students on IEPs (or formally identified with special needs)
- List specific categories and number of each student in each category.

Description of special needs of students not on IEPs (e.g. gifted and talented, health issues, discipline problems):
Teaching Sample Project
Scoring Rubrics
Students in Context

**Teaching Process Standard:** The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.

**TPE 8 – Learning About Students; TPE 10 – Instructional Time; TPE 11 – Social Environment**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for Instruction</td>
<td>Implications for instruction are irrelevant or not based on student and contextual data.</td>
<td>Contextual factors selected are generally relevant to instruction. Description of implications appropriate to instruction in general.</td>
<td>Contextual factors selected are based specifically on relevant student and classroom data for this class. Description of implications appropriate to instruction in general.</td>
<td>Contextual factors selected are based specifically on relevant student and classroom data for this class. Description of implications specifically connects factors to the unit of instruction being planned.</td>
</tr>
<tr>
<td>Creating and Maintaining Effective Environments</td>
<td>Establishes no or ineffective procedures for managing routine tasks and transitions. Describes no or inappropriate expectations and consequences for behavior.</td>
<td>Establishes some procedures for managing routine tasks and transitions that have impact on instructional time or student learning. Describes expectations and consequences for behavior.</td>
<td>Establishes and justifies procedures for managing routine tasks and transitions that address instructional time and support student learning and independence. Describes general expectations and consequences for behavior that are appropriate and respectful of students.</td>
<td>Establishes and justifies procedures for managing routine tasks and transitions that clearly maximize instructional time and enhances student learning and independence. Describes expectations and consequences for behavior that are appropriate and respectful of students and specific to the students’ characteristics and context.</td>
</tr>
</tbody>
</table>

Circle overall rating: STUDENTS IN CONTEXT. 1 2 3 4
### Content Analysis and Learning Outcomes

**Teaching Process Standard:** *The teacher sets significant, challenging, varied and appropriate learning outcomes.*

**TPE 1 – Subject-Specific Pedagogical Skills; TPE 9 – Instructional Planning**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appropriateness For Students</strong></td>
<td>Rationale does not connect outcomes to content of grade-level standards. Fails to justify appropriateness of outcomes for students.</td>
<td>Rationale connects outcomes to content indicated in grade-level standards. Justifies general appropriateness of outcomes for students at that grade level.</td>
<td>Rationale connects outcomes to content and cognitive complexity indicated in grade-level standards. Justifies general appropriateness of outcomes for students at that grade level.</td>
<td>Rationale specifically aligns outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by specifically referencing information from Students in Context section.</td>
</tr>
<tr>
<td><strong>Significance and Alignment with Standards</strong></td>
<td>Outcomes are not aligned with appropriate content standards. Outcomes do not represent “big ideas” or structure of the discipline.</td>
<td>Some outcomes are aligned with appropriate content standards. Some outcomes represent “big ideas” or structure of the discipline.</td>
<td>Most outcomes are explicitly aligned with appropriate content standards. Most outcomes represent “big ideas” or structure of the discipline.</td>
<td>All outcomes are explicitly aligned with appropriate content standards. All outcomes clearly represent “big ideas” or structure of the discipline.</td>
</tr>
<tr>
<td><strong>Content Analysis</strong></td>
<td>Analysis shows a lack of knowledge of subject matter. Content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Analysis shows beginning knowledge of subject matter. Content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline though the focus is on factual information.</td>
<td>Analysis includes concepts, facts, and generalizations congruent with the “big ideas” or structure of the discipline. Content appears to be accurate.</td>
<td>Analysis identifies the interrelatedness of concepts, facts, and generalizations congruent with the “big ideas” or structure of the discipline. Content appears to be accurate.</td>
</tr>
</tbody>
</table>

**Circle overall rating:**

CONTENT ANALYSIS AND LEARNING OUTCOMES.  

1 2 3 4
**Assessment Plan**

**Teaching Process Standard:** The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.

**TPE 2 – Monitoring Student Learning; TPE 3 – Interpretation & Use of Assessment**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
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<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruence with Learning Outcomes and Content</td>
<td>Content and methods of assessment lack congruence with learning outcomes and cognitive complexity.</td>
<td>Some assessment methods are congruent with learning outcomes in content and cognitive complexity.</td>
<td>Most assessment methods are congruent with learning outcomes in content and cognitive complexity.</td>
<td>All assessments are clearly congruent with the learning outcomes in both content and cognitive complexity. In addition, clear evidence of advance planning to assess common misconceptions.</td>
</tr>
<tr>
<td>Variety in Methods of Assessment</td>
<td>The assessment plan includes only one method of assessment (e.g. paper &amp; pencil test); and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes both formal and informal methods of assessment and assesses students before, during, and after instruction.</td>
<td>The assessment plan includes multiple and varied assessment methods; and assesses student performance before, during and after instruction.</td>
<td>The assessment plan includes multiple assessment methods, including those requiring an integration of knowledge, skills, and reasoning; and assesses student performance before, during and after instruction.</td>
</tr>
<tr>
<td>Clarity of Assessment Methods and Criteria for Performance</td>
<td>Items or prompts are poorly written or missing; directions and procedures are confusing; scoring procedures are missing, unclear or inaccurate. No clear criteria for measuring student performance relative to the learning outcomes.</td>
<td>Some items or prompts are clearly written; some directions and procedures are clear; some scoring procedures are explained. Some criteria for measuring student performance are linked to the learning outcomes.</td>
<td>Most items or prompts are clearly written; directions and procedures are clear; scoring procedures are explained. Criteria for measuring student performance are clear and linked to the learning outcomes.</td>
<td>All items or prompts are clearly written; directions and procedures are clear to students; scoring procedures are valid and clearly explained. Criteria for measuring student performance are explicitly linked to the learning outcomes.</td>
</tr>
<tr>
<td>Adaptations Based on the Needs of Students</td>
<td>Assessment adaptations are missing or inappropriate to meet the needs of EL or special needs students.</td>
<td>Some assessment adaptations for EL or special needs students are generally appropriate.</td>
<td>Variety of assessment adaptations appropriate to EL and special needs students.</td>
<td>Assessment adaptations are appropriate and specifically designed to meet the needs of individual EL and special needs students.</td>
</tr>
</tbody>
</table>

**Circle overall rating: ASSESSMENT PLAN.**

1 2 3 4
Design for Instruction

**Teaching Process Standard:** The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

**TPE 7 – Teaching English Learners; TPE 8 – Learning About Student; TPE 9 – Instructional Planning**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
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<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Few, vague, or inappropriate implications noted for the results of the pre-assessment. Unit overview and lesson descriptions are in conflict with the results of the pre-assessment and/or the contextual factors.</td>
<td>Recognizes the need to use pre-assessment data in planning instruction. Unit overview and lesson descriptions show some attention to pre-assessment results and contextual factors. Some ideas for differentiating instruction are described, including instruction of English learners and special needs students.</td>
<td>Pre-assessment data and contextual factors are used to inform planning. Unit overview and lesson descriptions are in alignment with the learning needs of the students, including English learners and special needs students. Suggestions for differentiating instruction are appropriate for students.</td>
<td>Instruction has been designed with reference to pre-assessment data and contextual factors. Activities appear productive and appropriate for each student. Instruction and activities are frequently differentiated in response to student background, needs, and interests.</td>
</tr>
<tr>
<td>Alignment with Learning Outcomes &amp; Standards</td>
<td>Few lessons, activities, and resources are explicitly linked to learning outcomes and standards. Not all learning outcomes are covered in the design.</td>
<td>Most lessons are linked to learning outcomes and standards. Most learning outcomes are covered in the design.</td>
<td>All lessons are explicitly linked to learning outcomes and standards. Alignment of most activities and resources with learning outcomes is clear. All learning outcomes are covered in the design.</td>
<td>All lessons, learning activities, and resources are explicitly aligned with learning outcomes and standards. All learning outcomes are covered in the design.</td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments, and Resources</td>
<td>Little variety of instruction, activities, materials, and assignments. Heavy reliance on textbook or single resource (e.g., workbook).</td>
<td>Some variety in instruction, activities, materials, or resources, with some contribution to learning.</td>
<td>Use of a variety of teaching methods (such as direct instruction &amp; inquiry) and activities. Selected materials contribute to learning.</td>
<td>Multiple strategies used within the same lesson. Activities and materials are varied and make a clear contribution to learning.</td>
</tr>
</tbody>
</table>

**Circle overall rating: DESIGN FOR INSTRUCTION**

1 2 3 4
## Instructional Decision-Making

**Teaching Process Standard:** The teacher uses on-going analysis of student learning to make instructional decisions.

**TPE 2 – Monitoring Student Learning; TPE 4 – Making Content Accessible; TPE 9 – Instructional Planning**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
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<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitoring Student Learning</strong></td>
<td>No evidence of strategies for monitoring student learning during instruction.</td>
<td>Some evidence of strategies for monitoring student learning during instruction; focus is primarily on behavior rather than learning.</td>
<td>Clear evidence of strategies for monitoring student learning during instruction. Strategies are primarily informal.</td>
<td>Clear evidence of both informal and formal strategies for monitoring student learning during instruction.</td>
</tr>
<tr>
<td><strong>Modifications Based on Analysis of Student Learning</strong></td>
<td>Teacher treats class as “one plan fits all” with no modifications OR information about student learning is used inappropriately, or not used to adjust instruction.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, with some connections to assessment of student learning.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student or whole group needs. These modifications are informed by the assessment of student learning/performance.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student and whole group needs. These modifications are directly informed by the assessment of student learning/performance.</td>
</tr>
<tr>
<td><strong>Congruence Between Modifications and Learning Outcomes</strong></td>
<td>Modifications in instruction lack congruence with learning outcomes OR no reasons given for how modifications would improve student progress.</td>
<td>Modifications in instruction are somewhat congruent with learning outcomes. Reasons for modifications address some aspects of the lesson and reflect efforts to improve student progress.</td>
<td>Modifications in instruction are congruent with learning outcomes. General reasons for the modifications address how they would improve student progress.</td>
<td>Modifications in instruction are directly connected to learning outcomes. Includes extensive reasons for how the modifications would improve specific student progress.</td>
</tr>
</tbody>
</table>

**Circle overall rating:** INSTRUCTIONAL DECISION-MAKING  1  2  3  4
Analysis of Student Learning

**Teaching Process Standard:** The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

**TPE 3 – Interpretation & Use of Assessment; TPE 12 – Professional, Legal, and Ethical Obligations**

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
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<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Outcomes &amp; Standards</td>
<td>Analysis of student learning is not aligned with learning outcomes and standards. Analysis includes no or incomplete profile of student learning for whole class and subgroups.</td>
<td>Analysis of student learning is partially aligned with learning outcomes and standards and includes information related to student learning for the whole class and subgroups.</td>
<td>Analysis is generally aligned with learning outcomes and standards, and provides a profile of student learning for the whole class and subgroups.</td>
<td>Analysis is fully aligned with learning outcomes and standards, and provides a comprehensive profile of student learning for the whole class and subgroups, including relevant scores and a description of what was learned.</td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation of data is inaccurate or missing. Conclusions are missing or unsupported by evidence of student learning.</td>
<td>Interpretation is technically accurate. Conclusions are based on some evidence of student learning.</td>
<td>Interpretation is meaningful. Appropriate conclusions are supported by the evidence of student learning.</td>
<td>Interpretation is substantive. Strong conclusions are supported by evidence of student learning.</td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Includes no evidence of impact on student learning related to the learning outcome. Limited acceptance of the teacher’s role in learning.</td>
<td>Includes some evidence of the impact on student learning related to the learning outcome. Beginning to accept responsibility for the success of all students.</td>
<td>Includes evidence of the impact on student learning in terms of number of students who achieved the learning outcome. Recognizes the responsibility of the teacher’s role in learning.</td>
<td>Includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward the learning outcome. Accepts responsibility for the success of all students.</td>
</tr>
</tbody>
</table>

Circle overall rating: **ANALYSIS OF STUDENT LEARNING**

1 | 2 | 3 | 4
Reflection and Self-Evaluation

Teaching Process Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

TPE 12 – Professional, Legal, and Ethical Obligations; TPE 13 – Professional Growth

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Does Not Meet Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Meets Expectations at a High Level</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others. Suggests inappropriate or no instructional techniques for English learners, gifted/talented students, or others with special learning needs. No evidence of seeing connections among learning outcomes, instruction, assessment results, and subject matter knowledge OR connections are irrelevant or inaccurate.</td>
<td>Identifies successful activities or assessments and explores reasons for their success (no use of theory or research). Suggests some instructional techniques for English learners, gifted/talented students, or others with special learning needs. Evidence of seeing some connections between learning outcomes, instruction, assessment, or subject matter knowledge.</td>
<td>Identifies successful activities and assessments and provides plausible reasons (based on implied theory or research) for their success. Suggests general instructional techniques for English learners, gifted/talented students, and others with special learning needs. Clear evidence of seeing connections between two or more of the following: learning outcomes, instruction, assessment, subject matter knowledge.</td>
<td>Identifies successful activities and assessments and provides plausible reasons (based on explicit theory or research) for their success or lack thereof. Suggests specific and appropriate instructional techniques for English learners, gifted/talented students, and others with special learning needs. Clear evidence of seeing connections among learning outcomes, instruction, assessment, and subject matter knowledge.</td>
</tr>
</tbody>
</table>

| Implications for Future Teaching | Provides no ideas or inappropriate ideas for redesigning learning outcomes, instruction, or assessment. | Provides ideas for redesigning learning outcomes, instruction, or assessment. | Provides at least two suggestions for redesigning learning outcomes, instruction, or assessment and explains why these modifications would improve student learning. | Provides more than two ideas for redesigning learning outcomes, instruction, and assessment, connects these suggestions to assessment data, and explains why these modifications would improve student learning. |

| Implications for Professional Development | Professional learning goals not related to practice. Steps are impractical or inappropriate. | Presents reasonable professional learning goals connected to candidate’s practice in general. Appropriate steps described in general terms. | Presents reasonable professional learning goals connected to the unit taught. Appropriate steps described in specific terms. | Presents reasonable professional learning goals connected to experiences documented in the project. Appropriate steps described in specific terms. |

Circle overall rating: REFLECTION AND SELF EVALUATION 1 2 3 4
Competent beginning teachers can sustain quality over an extended time. The Holistic Proficiency Project assesses the ability to perform, document and reflect upon teaching responsibilities over an entire semester for regular final student teachers and over two semesters for an intern. The Teaching Performance Expectations (TPEs) specifically being evaluated are:

- **Subject Specific Pedagogical Skills (TPE 1):**
  - (For Single Subject Candidates – appropriate subject area)
  - (For Multiple Subject Candidates – Math, Science, and History-Social Science)

- **Interpretation and Use of Assessments (TPE 3)**

- **Student Engagement (TPE 5)**

- **Developmentally Appropriate Teaching Practices (TPE 6):**
  - (For Single Subject Candidates – 6C, gr. 9-12)
  - (For Multiple Subject Candidates – 6A, gr. K-3)

- **Instructional Time (TPE 10)**

- **Professional, Legal and Ethical Obligations (TPE 12)**

**Overview**

For this project you will document your level of proficiency (over the semester if you are in regular final student teaching or over two semesters if you are an intern) by reflecting on the progress you have made in meeting each designated TPE listed above and providing evidence to support your assessment. Your University Supervisor will evaluate your proficiency based on direct observation, your reflection for each of the TPEs, and the artifacts/evidence you provide. **Multiple Subject candidates** must plan and teach a mathematics lesson, a social studies lesson, and a science lesson that can be observed by their University Supervisor.

* The Holistic Proficiency 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.
General Directions

Collect evidence and provide opportunities for observation that will convince your University Supervisor of your consistent level of satisfactory performance related to each designated TPE (1, 3, 5, 6, 10, 12). To complete this project:

- **Review** the scoring rubrics for each TPE to become familiar with the expectations.
- **Arrange for observations** of your teaching by your University Supervisor. You may use observation notes from these observations as evidence to document TPEs.
- **Write lesson plans and lesson reflections** for the lessons you teach. Your lesson plans may be used as artifacts to document TPEs.
- **Collect artifacts** from your student teaching or internship that provides evidence related to your use of specific pedagogical skills in your content area (for Multiple Subject, math, social studies, and science); the interpretation and use of assessments; engaging students; managing instructional time; and professional, legal and ethical obligations.
- **Reflect in writing** on your progress in meeting each of these TPEs, referring to observed performances and collected artifacts to make your meaning clear. Enter your reflections in the Holistic Proficiency Project FORM on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to complete a form.
- **Specific requirements for this project are given in the next section. The project will be evaluated relative to each designated TPE using the attached scoring rubric.**

Parts of the Project

The Holistic Proficiency Project requires documentation of professional performance during student teaching or internship. There are three sources of documentation: (a) general observations of lesson preparation and teaching, (b) artifacts of student teaching, and (c) reflections with respect to the required TPEs. It is your responsibility to collect evidence/artifacts and include that evidence along with the reflections. All documentation will be reviewed by your University Supervisor and evaluated on the accompanying rubric. Your reflection for each TPE assessed by this Project will be SUBMITTED on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation.

For TPEs 1, 3, 5, 6, 10

Observations

In order to assess your teaching skills, your University Supervisor and Master/Cooperating Teacher will be observing your preparation and delivery of standards-based instruction throughout the semester. For the purposes of this assessment, your supervisor will be documenting competency in the following areas:

- Specific Pedagogical Skills in a Content Area (TPE 1)
- Interpretation and Use of Assessments (TPE 3)
- Student Engagement (TPE 5)
- Developmentally Appropriate Teaching Practices (TPE 6)
- Instructional Time (TPE 10)
Encourage your Master Teacher and University Supervisor to note evidence of your performance relative to the listed TPEs in their written evaluations of your lessons; you can use these written evaluations as artifacts to document your performance over time.

**Artifacts**

The collection of evidence of teaching expertise is an important part of the teaching profession. Detailed and specific evidence, along with explanatory notes or highlighting, makes the best case for expertise in teaching. Since your University Supervisor cannot directly observe many of the elements of the TPEs, lesson plans, student prompts/activities, pictures of student work, reflections, plans and other documents are useful for the University Supervisor’s evaluation. For example, for TPE 1 - *standards central to lesson*, you might highlight the *Standards* and *Objectives* sections of a lesson plan. For TPE 5 – *students’ active participation*, you might highlight a comment from an observation by your university supervisor indicating the high level of student engagement in a lesson. Some artifacts may be used to document multiple TPEs. However, your reflection about the artifact would be different for each of the TPEs.

**Be selective.** Only collect artifacts that support what you have described in your reflection, or that you believe are necessary for your University Supervisor to understand what you are describing. More is not necessarily better. Three to five artifacts per TPE are usually adequate. Your University Supervisor will review your artifacts in conjunction with your Reflections.

**Reflections**

The TaskStream Directed Response Folio (DRF) for this project includes a FORM for recording your reflection with respect to each of the TPEs assessed for this project. See *Using TaskStream* in your FAST Manual for instructions on how to complete a form. For each TPE, summarize your growing expertise and understanding. Use specific examples as called for in the scoring rubric, not generalized statements. Responses for each TPE should be no more than one to two paragraphs in length. Your collected artifacts provide documentation to substantiate any claims made in the reflections.

| For TPE 12 |

**Observations**

In order to assess your *Professional, Legal, and Ethical Obligations (TPE 12)* your University Supervisor and Master/Cooperating Teacher will observe whether you act in a professional and ethical manner. Encourage your supervisors to note evidence of your performance relative to this TPE.

**Artifacts**

You will need to collect artifacts demonstrating your understanding of your legal and ethical obligations related to: (a) your role as a mandated reporter, (b) responding to inappropriate or violent behavior, (c) the privacy, health, and safety of others. These artifacts should include examples of district, state, and federal policies and procedures related to these areas.

**Reflections**

The TaskStream Directed Response Folio (DRF) for this project includes a FORM for recording
your reflection with respect to each of the TPEs assessed for this project. See *Using TaskStream* in your FAST Manual for instructions on how to complete a form. For this TPE, you will need to reflect on the implications of district, state, or federal policies and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. Use **specific examples** as called for in the scoring rubric, not generalized statements. This reflection should be about one to two paragraphs in length.

**Evaluation**

After completing your reflections on the TaskStream FORM for TPE Self-Assessments, **SUBMIT FOR EVALUATION** your Holistic Proficiency Project. Check with your University Supervisor for program-specific requirements for this project. [NOTE: Submit this project only after all TPE reflections have been completed. Once you submit your project, you will be unable to work on it.] See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation. Your University Supervisor, who has been trained to score this specific task, will evaluate the completed set of reflections, artifacts, and observed teaching performances. 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.
# Holistic Proficiency Project Scoring Rubric

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<thead>
<tr>
<th>TPE</th>
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<tbody>
<tr>
<td><strong>Specific Pedagogical Skills in a Content Area (TPE 1)</strong></td>
<td><strong>Does Not Meet Expectations</strong></td>
<td><strong>Meets Expectations</strong></td>
<td><strong>Meets Expectations at a High Level</strong></td>
<td><strong>Exceeds Expectations</strong></td>
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<tr>
<td><strong>Observations</strong>: Candidate fails to teach appropriate content standards or to demonstrate use of instructional strategies appropriate for the content; uses only simple teacher-directed instruction.</td>
<td><strong>Observations</strong>: Candidate teaches appropriate content standards using a variety of content-specific pedagogical strategies that address both lower and higher level learning. Demonstrates adequate knowledge of content-related themes, concepts and skills in the content area and identifies student misconceptions about the content.</td>
<td><strong>Observations</strong>: Candidate teaches appropriate content standards, effectively using a variety of content-specific pedagogical strategies that address a balance of lower- and higher-level learning. Demonstrates knowledge and understanding of key themes, concepts, and skills in content area. Identifies and corrects students’ misconceptions about the content.</td>
<td><strong>Observations</strong>: Candidate teaches appropriate content standards, effectively using an extensive variety of content-specific pedagogical strategies and encouraging students to set goals related to learning or using the content. Demonstrates extensive knowledge and understanding of key themes, concepts, and skills in content area and identifies and corrects student misconceptions about the content.</td>
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<tr>
<td><strong>Artifacts</strong>: Candidate documents lessons unrelated to the content indicated in the state-adopted standards; use of inappropriate or inaccurate content information.</td>
<td><strong>Artifacts</strong>: Candidate documents the ability to plan instruction that teaches grade-level content standards using content-specific pedagogical strategies appropriate for the content indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate’s content area.</td>
<td><strong>Artifacts</strong>: Candidate documents the ability to plan instruction that teaches grade-level content standards using content-specific pedagogical strategies that match the level and type of learning indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate’s content area supported by the use of appropriate supplementary materials.</td>
<td><strong>Artifacts</strong>: Candidate documents the ability to plan instruction that teaches grade-level content standards using a variety of content-specific pedagogical strategies that match the level and type of learning indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate’s content area supported by the use of a variety of supplementary materials which often reflect diverse perspectives and issues related to the content.</td>
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<tr>
<td><strong>Reflection</strong>: Candidate shows little or no understanding of the importance of content knowledge or fails to connect content-specific pedagogical strategies to effective teaching of the content.</td>
<td><strong>Reflection</strong>: Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content.</td>
<td><strong>Reflection</strong>: Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content. Cites examples of this connection from their practice.</td>
<td><strong>Reflection</strong>: Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content. Cites examples of this connection from their practice and provides justification for their effectiveness.</td>
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<td>Specific Pedagogical Skills in Science (TPE 1)</td>
<td><strong>Observations:</strong> Candidate fails to teach appropriate science content standards and/or to demonstrate use of instructional strategies appropriate for science; uses simple teacher-directed methods that focus on information retention and use of textbooks. <strong>Artifacts:</strong> Candidate documents lessons unrelated to the state-adopted standards in science; focus on activities that teach science information only, that promote common misconceptions, and/or contain erroneous information. <strong>Reflection:</strong> Candidate shows little to no understanding of the importance of science content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of science.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate science content standards using a variety of activities to illustrate science concepts and principles, scientific investigation, and experimentation. Demonstrates adequate knowledge of science content and identifies student misconceptions about science. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level science standards using content-specific pedagogical strategies appropriate for the content indicated in the standards; use of a somewhat balanced approach to science teaching with activities at different levels of cognitive complexity. <strong>Reflection:</strong> Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate science content standards using explanations, demonstrations, and class activities that serve to illustrate science concepts and principles, scientific investigation, and experimentation. Accuracy, precision, and estimation are emphasized and rewarded. Demonstrates knowledge of important knowledge and skills in science and identifies and corrects student misconceptions about science. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level science standards using content-specific pedagogical strategies that match the level and type of learning indicated in the standards; use of an approach to instruction balanced between science information, concepts, and investigations and incorporating the use of supplementary materials. <strong>Reflection:</strong> Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science. Cites examples of this connection from their practice.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate science content standards, effectively using an extensive variety of content-specific pedagogical strategies. Uses concepts and information to support investigations and explorations focused on understanding the relationships in the world around us; encourages students to set goals related to learning science. Exceptional background/interest in science is evident as is ability to identify and correct student misconceptions about science. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level science standards using pedagogical strategies especially appropriate to science that match the level and type of learning indicated in the standards; use of strategies encouraging both science content learning and critical thinking; use of a variety of supplementary materials which often reflect diverse perspectives and issues related to the content. <strong>Reflection:</strong> Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science. Cites examples of this connection from their practice and provides justification for their effectiveness.</td>
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<td><strong>Specific Pedagogical Skills in Mathematics (TPE 1)</strong></td>
<td><strong>Observations:</strong> Candidate fails to teach appropriate mathematics content standards and/or demonstrate use of instructional strategies appropriate for mathematics; uses simple teacher-directed instructional strategies that focus on information retention and use of textbooks. <strong>Artifacts:</strong> Candidate includes lessons unrelated to the state adopted mathematics standards. Activities are limited to computational and procedural knowledge. Activities promote common misconceptions or contain erroneous information. <strong>Reflection:</strong> Candidate shows little to no understanding of the importance of mathematics content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of mathematics.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate mathematics content standards using a variety of strategies especially appropriate for mathematics. Demonstrates adequate knowledge of mathematics content and identifies student misconceptions about mathematics. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level mathematics standards; incorporates content-specific pedagogical strategies appropriate for the mathematics content indicated in the standards. Lessons document a somewhat balanced approach to mathematics where students learn concepts and procedures, with some application to real world problems. Documents ability to teach more than one way to solve mathematical problems. <strong>Reflection:</strong> Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate mathematics content standards modeling and encouraging multiple ways to approach mathematical problems and encouraging discussion of different solution strategies. Demonstrates understanding of key mathematical themes, concepts, and skills. Identifies and corrects student misconceptions about mathematics. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level mathematics standards; use of pedagogical strategies especially appropriate to mathematics that match the level, and type of learning indicated in the standards; opportunities to apply skills for real-world problem solving; and use of supplementary materials. <strong>Reflection:</strong> Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics. Cites examples of this connection from their practice.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate mathematics content standards, effectively using an extensive variety of content-specific pedagogical strategies. Applies mathematics to real world problems. Encourages and publicly praises multiple solutions. Encourages students to set goals related to learning mathematics. Exceptional background/interest in mathematics is evident as is ability to identify and correct student misconceptions about mathematics. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level mathematics standards using pedagogical strategies especially appropriate to mathematics and that match the level and type of learning indicated in the standards and that help students develop an understanding of the complex relationships between mathematical concepts. Use of strategies encouraging both content learning and critical thinking and incorporating the use of a variety of supplementary materials that reflect diverse perspectives and issues related to the content. <strong>Reflection:</strong> Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics. Cites examples of this connection from their practice and provides justification for their effectiveness.</td>
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<td><strong>Specific Pedagogical Skills in History-Social Science</strong> (TPE 1) <strong>Multiple Subject only</strong></td>
<td><strong>Observations:</strong> Candidate fails to teach appropriate history-social science standards and/or demonstrate use of instructional strategies appropriate for history-social science; uses simple teacher-directed methods that focus on information retention and use of textbooks. <strong>Artifacts:</strong> Candidate includes lessons unrelated to the state-adopted content standards in history-social science. Activities are restricted to reading and writing and teach history-social science information only. <strong>Reflection:</strong> Candidate shows little to no understanding of the importance of history-social science content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of history-social science.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate history-social science standards using a variety of pedagogical strategies especially appropriate for history-social science. Demonstrates an adequate knowledge of history, geography, civics, and economics and identifies student misconceptions about the content. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level history-social science standards and that incorporates content-specific pedagogical strategies appropriate for the content indicated in the standards. Lessons document a somewhat balanced approach to history-social science, teaching both knowledge and critical thinking about the past and its relationship to the present and presenting historical events and periods from more than one perspective. <strong>Reflection:</strong> Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate history-social science standards, effectively using content-specific pedagogical strategies in which students consider historical events and periods from multiple perspectives, develop core knowledge in the content, and develop critical thinking skills to understand the content. Candidate demonstrates understanding of key themes, concepts, and skills in history, geography, civics, and economics. Identifies and corrects student misconceptions about the content. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level history-social science standards; use of pedagogical strategies especially appropriate to the content and that match the level, and type of learning indicated in the standards. Include lessons/activities on history, geography, civics, and economics that document a balance of instruction between core knowledge and critical thinking and use a variety of supplementary materials that reflect diverse perspectives and issues related to the content. <strong>Reflection:</strong> Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science. Cites examples of this connection from their practice and provides justification for their effectiveness.</td>
<td><strong>Observations:</strong> Candidate teaches appropriate history-social science standards using content-specific pedagogical strategies. Application to real world problems in all history-social science disciplines. Multiple perspectives are encouraged and publicly praised. Exceptional background/interest in history, geography, civics, and economics is evident as is ability to correct student misconceptions about the content. <strong>Artifacts:</strong> Candidate documents the ability to plan instruction that teaches grade-level history-social science standards using pedagogical strategies especially appropriate to the content and that match the level, and type of learning indicated in the standards. Include lessons/activities on history, geography, civics, and economics that document a balance of instruction between core knowledge and critical thinking and use supplementary materials. <strong>Reflection:</strong> Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science. Cites examples of connections from their practice.</td>
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<td><strong>Interpretation and Use of Assessments (TPE 3)</strong></td>
<td><strong>Observations</strong>: Candidate rarely incorporates either informal/formal or formative/summative assessments. Feedback to students is either not provided, is not useful, or is of poor quality.</td>
<td><strong>Observations</strong>: Candidate usually incorporates formal and informal assessments in lessons; assessments are generally summative with occasional formative assessments. Feedback provides a general evaluation of student performance.</td>
<td><strong>Observation</strong>: Candidate often incorporates a variety of both formal and informal assessments; formative and summative assessments are appropriate to most lessons. Feedback provides a specific evaluation of student performance.</td>
<td><strong>Observation</strong>: Candidate uses appropriate informal and formal, formative and summative assessments to analyze student learning on a regular basis. Feedback provides a specific evaluation of student performance and gives suggestions likely to help students improve.</td>
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<td><strong>Artifacts</strong>: System for recording and maintaining information about student progress is incomplete or inaccurate.</td>
<td><strong>Artifacts</strong>: Candidate includes evidence that recordkeeping is adequate for reporting student progress to students and their families.</td>
<td><strong>Artifacts</strong>: Candidate includes evidence that recordkeeping is accurate and has been used as the basis for reporting progress to students.</td>
<td><strong>Artifacts</strong>: Candidate includes evidence that recordkeeping is accurate and has been used as the basis for reporting progress to students and their families.</td>
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<tr>
<td><strong>Reflection</strong>: Candidate categorizes assessments with little understanding of how they do or do not indicate substantive learning.</td>
<td><strong>Reflection</strong>: Candidate shows an understanding of the purposes of different <em>types</em> of assessments, including the state-adopted student assessment program. Candidates describe how to communicate results of assessments to students and their families.</td>
<td><strong>Reflection</strong>: Candidate shows an understanding of the purposes of different types of assessments and the advantages of the use of multiple measures, including the state-adopted student assessment program, for analyzing student learning. Candidate describes how to communicate results to students and their families; cites general examples from candidate’s practice, of appropriate assessments used and what the results indicated.</td>
<td><strong>Reflection</strong>: Candidate shows an understanding of the purposes of different types of assessments and the advantages of the use of multiple measures, including specialized assessments, and the state-adopted student assessment program for analyzing student learning; and how to communicate results to students and their families. Cites and justifies specific examples, from candidate’s practice, of varied and effective assessments used.</td>
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<td><strong>Student Engagement (TPE 5)</strong></td>
<td><strong>Observations</strong>: Candidate makes little or no effort to inform students of instructional objectives and explanations are often unclear. Few attempts to encourage student participation or to redirect off-task students. Few question and answer periods to monitor student progress or to encourage higher-level thinking.</td>
<td><strong>Observations</strong>: Candidate usually communicates instructional objectives and procedures to students with reasonable clarity. Lessons usually elicit some level of participation by all students. Usually uses questioning strategies effectively to monitor student progress and occasionally to encourage higher-level thinking.</td>
<td><strong>Observations</strong>: Candidate usually communicates instructional objectives and procedures to students with a high level of clarity. Lessons usually elicit a high level of participation by all students. Usually uses questioning strategies effectively both to monitor student progress and to encourage higher-level thinking.</td>
<td><strong>Observations</strong>: Without exception, candidate communicates instructional objectives and procedures to students with a high level of clarity. Lessons usually elicit a high level of participation by all students. Uses questioning strategies with exceptional effectiveness to monitor student progress and to encourage higher-level thinking and creativity.</td>
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<td>Developmentally Appropriate Teaching Practices in Grades K-3 (TPE 6A)</td>
<td><strong>Observations</strong>: Candidate incorporates activities that are too long for most students; fails to make appropriate real-world connections for students in this grade range. Lessons are too abstract.</td>
<td><strong>Observations</strong>: Candidate incorporates activities that suit the attention span of students in grades K-3; makes real-world connections generally appropriate for students in this grade range. Uses strategies that are generally appropriate for the level of concrete thinking associated with students in this grade range.</td>
<td><strong>Observations</strong>: Candidate incorporates activities that suit the attention span of students in grades K-3; makes real-world connections appropriate for students in class. Uses strategies that are specifically appropriate for the level of concrete thinking associated with students in class.</td>
<td><strong>Observations</strong>: Candidate nearly always incorporates activities that suit the attention span of young learners and effectively adjusts if necessary; makes multiple real-world connections appropriate for specific students in class. Uses strategies appropriate for the level of concrete thinking associated with students in the class while providing opportunities to expand student thinking to a more abstract level.</td>
</tr>
<tr>
<td><strong>Artifacts</strong>: Candidate fails to document, or documents inappropriately, special plans for students who require extra help with self-control and those who have exceptional needs.</td>
<td><strong>Artifacts</strong>: Candidate documents special plans for students who require extra help with self-control and those who have exceptional needs.</td>
<td><strong>Artifacts</strong>: Candidate documents special plans for students who require extra help with self-control, for those who have exceptional needs, and for those who have special abilities.</td>
<td><strong>Artifacts</strong>: Candidate documents a variety of special plans for students who require extra help with self-control, for those who have exceptional needs, and for those who have special abilities.</td>
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<tr>
<td><strong>Reflection</strong>: Candidate shows little or no understanding of the important characteristics of K-3 learners and/or fails to connect these characteristics to the design of instruction.</td>
<td><strong>Reflection</strong>: Candidate shows an understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction.</td>
<td><strong>Reflection</strong>: Candidate shows an understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction; cites examples from their own teaching practice.</td>
<td><strong>Reflection</strong>: Candidate shows a clear understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction; cites examples from their own teaching practice and provides justification for their use.</td>
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**Multiple Subject Only**
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<tr>
<td><strong>Observations</strong></td>
<td>Candidate fails to incorporate intellectually challenging academic content and activities that support development of advanced thinking. Makes little or no effort to connect the curriculum and life outside the classroom.</td>
<td>Candidate occasionally incorporates intellectually challenging academic content and activities that support development of advanced thinking. Makes some effort to connect the curriculum and life outside the classroom.</td>
<td>Candidate often incorporates intellectually challenging academic content and activities that support development of advanced thinking; occasionally provides opportunities for students to develop problem-solving skills. Makes regular connections between the curriculum and life outside the classroom.</td>
<td>Candidate often incorporates intellectually challenging academic content, activities that support development of advanced thinking and opportunities for students to develop problem-solving skills. Makes regular connections between the curriculum and life outside the classroom.</td>
</tr>
<tr>
<td><strong>Artifacts</strong></td>
<td>Candidate fails to document lessons that incorporate strategies appropriate for this age student. Fails to document activities designed to increase student responsibility for learning.</td>
<td>Candidate includes lessons that incorporate strategies generally appropriate for students of this grade range. Documents use of a strategy designed to increase student responsibility for learning.</td>
<td>Candidate documents strategies designed specifically for students in specific classes. Documents use of both an activity and a strategy designed to increase student responsibility for learning.</td>
<td>Candidate documents strategies designed specifically for students in specific classes. Document use of a variety of activities or strategies designed to increase student responsibility for learning.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Candidate shows little or no understanding of the important characteristics of Grade 9-12 learners and/or fails to connect these characteristics to the design of instruction.</td>
<td>Candidate shows an understanding of the important characteristics of Grade 9-12 learners and the connection between these characteristics and the design of instruction.</td>
<td>Candidate shows a clear understanding of the important characteristics of Grade 9-12 learners and the connection between these characteristics and the design of instruction; cites examples from their own practice and provides justification for their use.</td>
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<td>Instructional Time (TPE10)</td>
<td><strong>Observations:</strong> Routines and transitions are missing or inconsistent, resulting in loss of instructional time.</td>
<td><strong>Observations:</strong> Candidate implements well-paced lessons; generally uses complete time periods for instruction. Little time is lost in transitions.</td>
<td><strong>Observations:</strong> Candidate presents well-paced lessons. If necessary, adjusts the pacing of the lesson. Generally uses complete time period for instruction. Classroom routines result in effective and efficient transitions.</td>
<td><strong>Observations:</strong> Candidate’s class routines and transitions result in maximum use of instructional time. Students know classroom expectations and follow directions without being reminded.</td>
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<td><strong>Artifacts:</strong> Candidate fails to include artifacts that demonstrate appropriate use of instructional time or transitions.</td>
<td><strong>Artifacts:</strong> Candidate includes evidence that lessons utilized the allocated time for instruction.</td>
<td><strong>Artifacts:</strong> Candidate includes evidence that lessons utilized the allocated time for instruction and provide opportunities for those who need more time.</td>
<td><strong>Artifacts:</strong> Candidate includes evidence that lessons utilized the allocated time for instruction and includes contingency plans to provide meaningful activities for students who finish quickly and opportunities for those who need more time.</td>
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<td><strong>Reflection:</strong> Candidate shows little awareness of a need for a detailed lesson plan that has the ability to establish efficient lesson routines and procedures to improve instructional time and decrease inappropriate behavior.</td>
<td><strong>Reflection:</strong> Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses an adjustment made to their use of instructional time as a result of feedback.</td>
<td><strong>Reflection:</strong> Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses various adjustments made to their use of instructional time as a result of feedback.</td>
<td><strong>Reflection:</strong> Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses various adjustments made to their use of instructional time as a result of feedback and reflection.</td>
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<td>Professional, Legal and Ethical Obligations (TPE 12)</td>
<td><strong>Observations</strong>: Candidate fails to act in accordance with school, state, and federal policies and procedures. Fail to act in an ethical manner. <strong>Artifacts</strong>: Candidate fails to provide examples of district, state, or federal policies and procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. <strong>Reflection</strong>: Candidate shows minimal awareness or understanding of the implications of district, state, or federal policies and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities.</td>
<td><strong>Observations</strong>: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. <strong>Artifacts</strong>: Candidate provides examples of district, state, or federal policies or procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. <strong>Reflection</strong>: Candidate shows an awareness of the implications of district, state, or federal policies and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities.</td>
<td><strong>Observations</strong>: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. <strong>Artifacts</strong>: Candidate provides examples of district, state, or federal policies or local procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. <strong>Reflection</strong>: Candidate shows an understanding of the implications of district, state, and federal policies and local procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. Cites general examples.</td>
<td><strong>Observations</strong>: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. <strong>Artifacts</strong>: Candidate provides examples of district, state, and federal policies and local procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. <strong>Reflection</strong>: Candidate shows an understanding of the implications of district, state, and federal policies and local procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. Cites specific examples from their practice.</td>
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Registering for TASKSTREAM

Open a web browser (Internet Explorer, Mozilla Firefox, Netscape Navigator, Safari, etc.)

1. In the Address field or Location bar - type in the following URL:
   http://www.taskstream.com

2. You should now see TaskStream’s homepage.

3. Above the login area, click ‘Subscribe/Renew’ to go to the TaskStream Account registration page.

4. Choose the option that applies to you. First time subscribers should choose the “Create new TaskStream subscription” option.

5. If you are purchasing by credit card, use Option 1. Select College/University from this area.

6. Click Continue to proceed. Follow the directions on the resulting forms to complete the subscription purchase or activation process.

Please ensure that a valid email address has been entered so that TaskStream can send your TaskStream username and password to you. All email addresses are confidential and will not be made available to third parties. Please note: We suggest that you add the taskstream-subscriptions@taskstream.com email address to your email application’s address book to help ensure that your login information will be delivered and will not blocked by any spam software/settings that you may have enabled on your computer.

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Accessing Your Specific TaskStream Program

In order to submit any tasks for evaluation, you must initially access your specific TaskStream program. The program code that has been issued to you is intended for your use only. Follow the directions below to enroll yourself into a TaskStream program.

1. Go to [www.taskstream.com](http://www.taskstream.com) and login to your TaskStream account.

2. Click the My Programs link from the Home Page or from the Left Menu Bar to access the My Programs area.

3. Click the Self-enrollment options link from the My Programs Home area.

4. Enter the program code specified below in the appropriate field and click the Search button.

   **Program Codes:**
   - Single Subject — ssfast1
   - Multiple Subject —

5. You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the Enroll button. If you do not wish to be enrolled in the program at this time, click the Do Not Enroll button.

*Note: If you enroll yourself into an inactive program, the program will not show up in your My Programs area until the Program Manager activates the program.*
Using TaskStream

The following directions describe the procedures you will need to be able to complete in order for your Fresno Assessment of Student Teaching (FAST) tasks to be evaluated. In addition, you will find information on a few of the additional TASKSTREAM tools at your disposal and some resources you can use if you need help.

**NOTE:** The screen shots may by somewhat different from what you see. However, the procedures are the same.

### Completing a FORM

The Dispositions Survey, Site Visitation Project, and the Holistic Proficiency Project require you to enter information in a FORM. To complete any FORM...

1. Login to TaskStream, click on **My Programs**, then on your program.
2. Click on **Work Area/DRF** of either the Single Subject (ss) or Multiple Subject (ms) program
3. Click on the **Edit Content** button
4. Click on the appropriate assessment from the menu (such as *Dispositions Survey, Site Visitation* or *Holistic Proficiency.*)
5. Click on **Add/Edit Work**
6. Choose the **FORM** tab and enter your responses to the prompts. For open-ended questions you can type responses or copy/paste text from a word-processed document.
   
   You are **NOT** limited to the size of the box you see when you open the FORM. If your text requires more room, the box will become a scrolling field.
7. Click **Save and Close Window**.
   
   **Note:** You can partially complete the FORM, save it, and complete it later if you wish.
ATTACHING a Document

Some of your tasks require you to ATTACH documents. ATTACHMENTS may be lesson plans you created using the LESSON BUILDER or documents you created on your computer. To ATTACH a document...

1. Login to TASKSTREAM, click on My Programs, then on your program.
2. Click on Work on DRF
3. Click on the appropriate assessment from the menu (Site Visitation Project, Holistic Proficiency Project, etc.)
4. Click on Add/Edit Work button
6. Click on the ATTACHMENTS tab.

To attach a lesson plan from the LESSON BUILDER:
- Click on My TaskStream Work
- Under Select Category, choose Lessons
- Choose the lesson you want to ATTACH
- Click on Add File

To ATTACH a document from your computer:
- Click on New File
- Click the Browse button and locate the file you want to attach.
- Click on Add File
Creating a Lesson Plan using the LESSON BUILDER

Go to www.taskstream.com and login using the ID and password you created when you registered.

Click on LESSON BUILDER. Note: If you don’t see the LESSON BUILDER, click on My Account and enable the Teaching Productivity Tool Pack.

To create a new lesson plan:

1. Type a title for the new lesson.
2. Under Choose a format, select CSU Fresno Site Visitation
3. Click the Create It button

Note: You do not have to completely enter a lesson at once. If you started a lesson earlier and want to complete or edit it, choose the lesson from the Edit or view an existing lesson list.

4. Follow the directions to enter the plan. You may type or copy/paste text from a word-processed document.
   For some sections you will select the appropriate items from a list.
5. For the Standards section, choose View State Standards and click on California.
   Choose the appropriate standards (such as K-12 Academic Content or Challenge).
   Work your way down until you reach the individual standards with check boxes. Check the appropriate boxes. To add more standards, choose the Add more standards button.
6. In the Activities section enter the detailed lesson procedure or steps you will follow to ensure your students will meet your stated objectives, beginning with your opening and ending with your closing. You may wish to ATTACH lesson materials, tables, handouts, etc., by using the Attachments button.
Submitting a Task for Evaluation

You **must** complete **ALL** of the following steps in order for your task to be evaluated.

- Login to **TASKSTREAM**, click on *My Programs*, then on your program.
- Click on *Work on DRF*.
- Click on the *Evaluation* tab, or click on the project you want to submit and then on the *Go to Submission Area* button.
- Click on the *Submit* button for the project you are submitting.

**Note:** After you complete the submission process, your project will be **locked** and you will not be able to make any changes until it is returned to you. Be sure you have completed all parts of the assignment, including:

- Completing any required **FORMS**;
- **ATTACHING** lesson plans from the **LESSON BUILDER**, where appropriate; and
- **ATTACHING** any other documents before you **SUBMIT FOR EVALUATION**.
Requesting Help with TASKSTREAM

A variety of resources are available to help you if you have problems using TASKSTREAM, depending on the type of problem you are having.

Online Help Resources

TASKSTREAM has several guides you can download from the TASKSTREAM site that explain procedures for many of the tools available at the site. In addition, on each screen, there is a Help link that takes you to information pertaining to that particular window.

Mentoring Services

TASKSTREAM’s Mentoring Services is available to all subscribers to support the use of TASKSTREAM’s tools and resources. You can contact Mentoring Services by phone, email, or by completing a support request form.

Problems might include:

- I don’t understand how to use the LESSON BUILDER
- I don’t understand how to SUBMIT a project for EVALUATION
- I don’t understand how to complete a FORM

Email: help@taskstream.com
Phone: 1-800-311-5656

<table>
<thead>
<tr>
<th>Support Hours (Eastern Time)</th>
<th>M-F: 8:00am - 7:00pm ET</th>
<th>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 1 – Jan. 9 (Off-peak)</td>
<td>M-F: 8:00am - 7:00pm ET</td>
<td>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</td>
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<tr>
<td>Jan. 10 - May 31 (Peak)</td>
<td>M-F: 8:00am - 7:00pm ET</td>
<td>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</td>
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<tr>
<td>June 1 – Sept. 9 (Off-peak)</td>
<td>M-F: 8:00am - 7:00pm ET</td>
<td>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</td>
</tr>
<tr>
<td>Sept. 10 – Dec. 15 (Peak)</td>
<td>M-F: 8:00am - 7:00pm ET</td>
<td>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</td>
</tr>
<tr>
<td>Dec. 16 – Dec. 31 (Off-peak)</td>
<td>M-F: 8:00am - 7:00pm ET</td>
<td>M-Th: 8:00am - 9:00pm; F: 8:00am - 7:00pm ET</td>
</tr>
</tbody>
</table>

Henry Placenti (henryp@csufresno.edu)

Henry Placenti (ED 174) is available to help with technical problems related to TASKSTREAM for which you need hands on help with submitting your projects on TASKSTREAM. He is available during his posted office hours and also by appointment. Check outside his office for current office hours, as they might change from semester to semester.

Martha Lomeli (marthal@csufresno.edu)

Martha Lomeli is available to help you with the following problems:

- I don’t see my program when I click on “My Programs” (She will give you the code to enroll)

When I try to submit, I receive a message that I am not assigned to an evaluator (She will group you with an evaluator)
The Fresno Assessment of Student Teachers (FAST) has been approved by the Commission on Teacher Credentialing as an alternative teacher performance assessment in accordance with the Commission’s Assessment Design Standards and the provisions of EC 44320.2(b)(1). FAST is designed to provide evidence on the pedagogical competence of Multiple and Single Subject Credential Candidates at California State University, Fresno, as measured by the California Teaching Performance Expectations (TPEs). Tasks are to be completed in a particular sequence and scored by trained scorers using FAST task-specific rubrics. The candidate’s response to each of the Project prompts must reflect the student’s own unaided work. Note that the successful completion of all FAST projects at each level of fieldwork is just one of several requirements for earning a California Preliminary Multiple Subject or Single Subject Credential. Consult your university catalog, student teaching handbook and field- and coursework syllabi for more specific information.
Teacher candidates with disabilities will be reasonably accommodated in completing the Fresno Assessment of Student Teacher (FAST) projects. Teacher candidates with disabilities that may affect their ability to complete the projects with reliability are directed to contact their University Supervisors and the University Services for Students with Disabilities. The service office will notify the appropriate faculty and supervisors regarding necessary accommodations and will assist in providing those accommodations as needed.
The Fresno Assessment of Student Teachers (FAST) provides the opportunity for teacher candidates to appeal a non-passing score (a score of “1,” “Does Not Meet Expectations”) awarded on any section of any FAST project. The procedure is as follows.

**Comprehensive Lesson Plan and Teaching Sample Projects.** If a candidate receives any score of “1” (Does Not Meet Expectations) on the Comprehensive Lesson Project or Teaching Sample Project, he or she may appeal the score as follows:

1. The candidate contacts the FAST coordinator within 36 hours of having received her or his project scores.
2. The candidate completes a Non-Passing Score Appeal Form and submits it, along with their original response to the task, to the FAST Coordinator.
3. Within 5 days, the FAST Coordinator will have the candidate’s response rescored by an individual meeting the following criteria:
   a. Trained to score the specific task being appealed
   b. Not involved in the original scoring
4. If the second scorer agrees with the original score, that score will stand. The FAST Coordinator will inform the candidate and University Supervisor of the decision.
5. If there is not agreement between the original and second scorers, the FAST Coordinator convenes a panel of three individuals to review the appeal within 5 days. The individuals on the panel must meet the following criteria:
   a. Trained to score the specific task being appealed
   b. At least one person not involved in the original or second scoring
6. The panel reviews the candidate’s response and reaches a consensus score.
   a. If the consensus score is passing, the new score replaces the original score and the candidate is notified by email within 5 days of the panel’s decision.
   b. If the panel agrees with the original score, that score will stand. The FAST Coordinator contacts the candidate to discuss the results within 5 days of the panel’s decision.

**Site Visitation and Holistic Proficiency Projects.** If a candidate receives any score of “1” (Does Not Meet Expectations) on a task that requires classroom observation (Site Visitation or Holistic Proficiency Project), he or she may appeal the score as follows:

1. The candidate contacts the FAST Coordinator within 36 hours of having received her or his project scores.
2. The candidate completes a Non-Passing Score Appeal and submits it, along with their original work to the FAST Coordinator. In this instance, original work is:
   a. For the Site Visitation, the lesson plan and lesson reflection
   b. For the Holistic Proficiency Project, the artifacts and TPE reflections

3. Within 10 days, the FAST Coordinator convenes a panel of three individuals to review the appeal. The individuals on the panel must meet the following criteria:
   a. Trained to score the specific task being appealed
   b. Not involved in the original scoring

4. The panel meets with the university supervisor (original scorer), at a time arranged by the FAST Coordinator.

5. The panel reviews the candidate’s response, discusses the classroom performance with the supervisor, documented by the supervisor’s observational notes, and reaches a consensus score.
   a. If the consensus score is a passing one, the new score replaces the original score and the candidate is notified by email within 5 days of the panel’s decision.
   b. If the panel agrees with the original score, that score will stand. The FAST Coordinator arranges a meeting with the candidate to discuss the results within 5 days of the panel’s decision.
FAST NON-PASSING SCORE PROCEDURE
FRESNO ASSESSMENT OF STUDENT TEACHERS (FAST)

Teacher candidates who fail to earn a passing score of “2” or more on any section of a FAST Project in their initial attempt will be given an opportunity to resubmit the revised section for rescoring. If a passing score is earned, it will be considered the candidate’s “official score,” but both the failing score and passing score will be recorded and sent to the California Commission on Teaching Credentialing as required. If, however, the candidate fails once again to earn a passing score, the candidate may petition the program for permission to re-take the assessment a third time by submitting a completed Application for Special Consideration (available in ED100) to the FAST Coordinator within 36 hours of receipt of the retake scores.

If the request for special consideration is granted by the committee and the candidate meets all other requirements and competencies, the candidate will be given a grade of “incomplete” in that semester’s field experience, but allowed to enroll in the next semester’s fieldwork course. In addition to meeting the FAST requirements of the fieldwork in which the candidate is currently enrolled by virtue of their special consideration status, the candidate must resubmit the further-revised Project work from the prior semester by the last day of instruction in that semester and must earn a passing score. A passing score will result in a grade of “credit” replacing the “incomplete,” while failure to meet the committee’s timelines will result in a grade of “no credit.”
APPENDIX A

California’s Teaching Performance Expectations
California’s Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment. The full text of the TPEs is provided below for reference.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.
Teaching Mathematics in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns,
and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Teaching Mathematics in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Teaching Science in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**Teaching History-Social Science in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and
maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

**Teaching Agriculture in a Single Subject Assignment**
Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students’ cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**Teaching Art in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.
Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist’s intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Teaching Business in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students’ skills and abilities.

Teaching Health Science in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy
behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California’s diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

Teaching Home Economics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

Teaching Industrial and Technology Education in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.
Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

**Teaching Language Other Than English in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

**Teaching Music in a Single Subject Assignment**
Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other
Teaching Physical Education in a Single Subject Assignment
Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students’ cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction
Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments
Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work.
They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating
questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**TPE 6: Developmentally Appropriate Teaching Practices**

**Background information for TPE 6:** TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.
**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being "different" means for high school students.

**TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

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1. Teachers are not expected to speak the students’ primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students’ primary language skills, to support their learning of English and curriculum content.
Candidates understand how cognitive, pedagogical and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

**TPE 8: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

**TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 11: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

**TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.
TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.
APPENDIX B

Teacher Dispositions Index
The Teacher Dispositions Index (TDI) is required of all teacher candidates at California State University, Fresno. The TDI evaluates the professional dispositions embraced by our credential program: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. The TDI is required as a pre-test before you begin your credential training program and as a post-test when you complete your program. Single Subject Candidates complete both the pre- and the post-tests on TaskStream while Multiple Subject candidates complete the pre-assessment through their EHD174 fieldwork supervisor and the post-assessment on TaskStream. Evidence of completion of this assessment is required in order to apply for a Preliminary California Teaching Credential upon completion of the program.

For your information, individual scores are NOT calculated for the TDI. Instead, the collective mean for all of those who took the test is calculated for the pre-test and for the post-test and those two scores are compared. This comparison allows programs to determine if teacher candidates, as a group, grow in attitudinal levels regarding teacher dispositions and provides data for use in making program changes where warranted. It is critical when completing this test that you are perfectly candid in your responses.

**TEACHER DISPOSITIONS INDEX**
*(Schulte, Edick, Edwards and Mackiel, 2004)*

Teacher Candidate: _______________________________

ID No: __________________________ Date: __________________________

Please mark your level of agreement with each of the statements listed below using the following response scale:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1. I believe a teacher must use a variety of instructional strategies to optimize student learning. *(R; CT; D)*

2. I understand that students learn in many different ways. *(D)*

3. I demonstrate qualities of humor, empathy, and warmth with others. *(E; D; CO)*

4. I am a thoughtful and responsive listener. *(R; E; D; CO)*

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<th>Statement</th>
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<td>1. I believe a teacher must use a variety of instructional strategies to</td>
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<td>optimize student learning. <em>(R; CT; D)</em></td>
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<td>2. I understand that students learn in many different ways. <em>(D)</em></td>
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<td>3. I demonstrate qualities of humor, empathy, and warmth with others.</td>
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<td>4. I am a thoughtful and responsive listener. <em>(R; E; D; CO)</em></td>
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</table>
5. I assume responsibility when working with others. *(CO)*

6. I am committed to critical reflection for my professional growth. *(R; CT; E; LL)*

7. I believe that all students can learn. *(E; D)*

8. I cooperate with colleagues in planning instruction. *(CO)*

9. I actively seek out professional growth opportunities. *(LL; E)*

10. I uphold the laws and ethical codes governing the teaching profession. *(E)*

11. I stimulate students’ interests. *(D)*

12. I believe it is important to involve all students in learning. *(E; D; CO)*

13. I value both long term and short term planning. *(R; CT; E; LL)*

14. I stay current with the evolving nature of the teaching profession. *(E; LL)*

15. I select material that is relevant for students. *(R; CT; D)*

16. I believe the classroom environment a teacher creates greatly affects students’ learning and development. *(R; CT; E; D; LL)*

17. I am successful in facilitating learning for all students. *(R; CT; E; D)*

18. I demonstrate and encourage democratic interaction in the classroom and school. *(R; CT; E; D; CO)*

19. I accurately read the non-verbal communication of students. *(R; CT; E; D)*

20. I engage in discussions about new ideas in the teaching profession. *(R; CT; E; C; LL)*

21. I view teaching as an important profession. *(E)*

22. I select material that is interesting for students. *(R; CT)*

23. I provide appropriate feedback to encourage students in their
development. \((R; CT; E; D; CO)\)

24. I understand that teachers’ expectations impact student learning.  
\((R; CT; E)\)

25. I view teaching as a collaborative effort among educators.  
\((CO; E)\)

26. I engage in research-based teaching practices. \((E; LL)\)

27. I create connections to subject matter that are meaningful to students. \((R; CT; E; D)\)

28. I understand students have certain needs that must be met before learning can take place. \((R; CT; E; D)\)

29. I am sensitive to student differences. \((R; CT; E; D)\)

30. I communicate caring, concern, and a willingness to become involved with others. \((E; D; C)\)

31. I listen to colleagues’ ideas and suggestions to improve instruction. \((R; CT; E; D; CO; LL)\)

32. I take initiative to promote ethical and responsible professional practice. \((E)\)

33. I am punctual and reliable in my attendance. \((E)\)

34. I maintain a professional appearance. \((E)\)

35. I believe it is my job to create a learning environment that is conducive to the development of students’ self-confidence and competence. \((R; CT; E; D)\)

36. I respect the cultures of all students. \((R; CT; E; D; CO; LL)\)

37. I communicate effectively with students, parents, and colleagues. \((R; CT; E; D; CO; LL)\)

38. I honor my commitments. \((E)\)

39. I treat students with dignity and respect at all times. \((R; CT; E; D)\)

40. I work well with others in implementing a common curriculum.  
\((R; CT; E; D; CO; LL)\)

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(CO)

41. I am willing to receive feedback and assessment of my teaching. 1 2 3 4 5
   (R; CT; E; CO; LL)

42. I am patient when working with students. (R; CT; E; D; CO) 1 2 3 4 5

43. I am open to adjusting and revising my plans to meet student needs. (R; CT; E; D; CO; LL) 1 2 3 4 5

44. I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others. (R; CT; E; D; CO) 1 2 3 4 5

45. I believe it is important to learn about students and their community. (R; CT; E; D; CO; LL) 1 2 3 4 5

THANK YOU FOR COMPLETING THE TEACHER DISPOSITIONS INDEX!

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