Multiple Subject FAST

Fall 2025

FRESN🐾STATE
Kremen School of Education
and Human Development

Teacher Education Programs
Fresno Assessment of Student Teachers
FAST 3.0

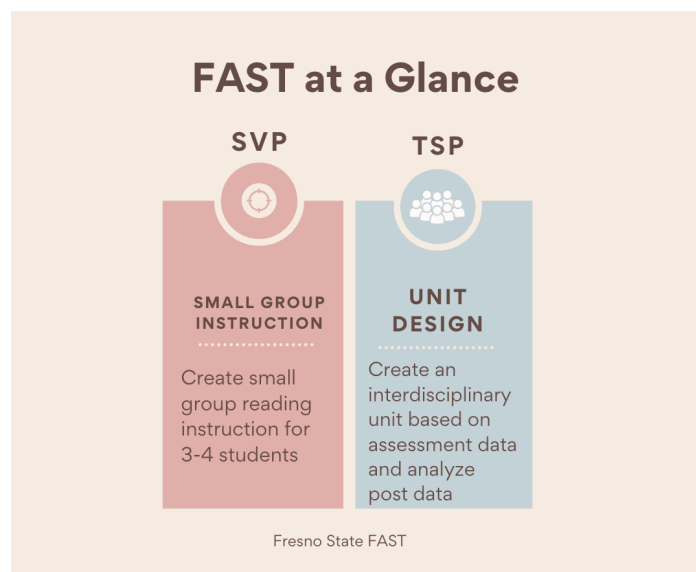### Manual for Multiple Subject Student Teachers

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FAST Overview

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical practice experience.

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 two tasks, or "projects," the **Site Visitation Project** and the **Teaching Sample Project,** that you will complete during your clinical practice. Please note that success on FAST is just one of the requirements for earning a Preliminary Credential.

FAST at a Glance

SVP

SMALL GROUP INSTRUCTION

Create small group reading instruction for 3-4 students

TSP

UNIT DESIGN

Create an interdisciplinary unit based on assessment data and analyze post data

Fresno State FAST

The Site Visitation Project and the Teaching Sample Project will be scored by trained scorers 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 order to receive credit for the clinical practice course in which the assessment is required, you must meet all clinical practice expectations AND you must earn a minimum score of "2" on each of the three sections evaluated in the Site Visitation Project and the seven sections evaluated in the Teaching Sample Project.

Should you earn a non-passing score of "1" on any section, you will have the opportunity to revise. If you still do not earn a passing score in the resubmission, you may refer to the Non-Passing Score Procedure section in this handbook to apply for Special Consideration. Remember, you must pass all sections of the assessment before you can receive credit for the associated clinical practice course. Please be aware that

the CCTC requires that your scores and any notation of the necessity for retakes on the FAST projects be sent to them. A history of your scores will be available to you through Tk20 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!

FAST Intended Use

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), and to provide information useful for determining program quality and effectiveness.
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 candidate's own unaided work; AI-generated responses do not constitute unaided work.

Note that the successful completion of all FAST projects is just one of several requirements for earning a California Preliminary Multiple Subject or Single Subject Credential. Consult the university catalog, student teaching handbook and field and coursework syllabi for more specific information.

The FAST was developed solely for use at Fresno State to assess Fresno State Teacher Education candidates; it has not been approved for use at any other institute.

Alignment with TPEs

Universal TPE	TPE Elements Assessed	Site Visitation Project			Teaching Sample Project						
		Planning	Implementation	Reflection	Students in Context	Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning	Reflection & Self Evaluation
TPE 1	1.1	X									
	1.3	X									
	1.4	X		X							
	1.5	X	X					X			
	1.6				X			X			
	1.8		X						X		
TPE 2	2.1				X						
	2.2	X	X	X							
	2.3	X	X	X	X						
	2.5	X	X	X							
	2.6				X						
TPE 3	3.1	X				X		X			
	3.2	X				X		X	X		
	3.3	X				X		X			
	3.5	X	X								
TPE 4	4.1	X			X						
	4.2	X									
	4.3	X	X				X				
	4.4	X	X					X			
	4.7	X						X			
TPE 5	5.1	X					X				
	5.2	X	X				X			X	
	5.5	X								X	
	5.8	X		X	X			X			

TPE 6	6.1			X							X
	6.2			X							
	6.3										X
	6.5										X
TPE 7	7.1	X				X		X			
	7.2	X									
	7.3	X		X	X			X			X
	7.4	X	X	X							
	7.5	X	X	X							
	7.6	X	X	X							
	7.7	X		X	X			X			
	7.8	X	X	X							
	7.9							X			
	7.10	X	X				X		X	X	
	7.11	X	X		X			X			

<h1 style="text-align:center">SVP</h1>
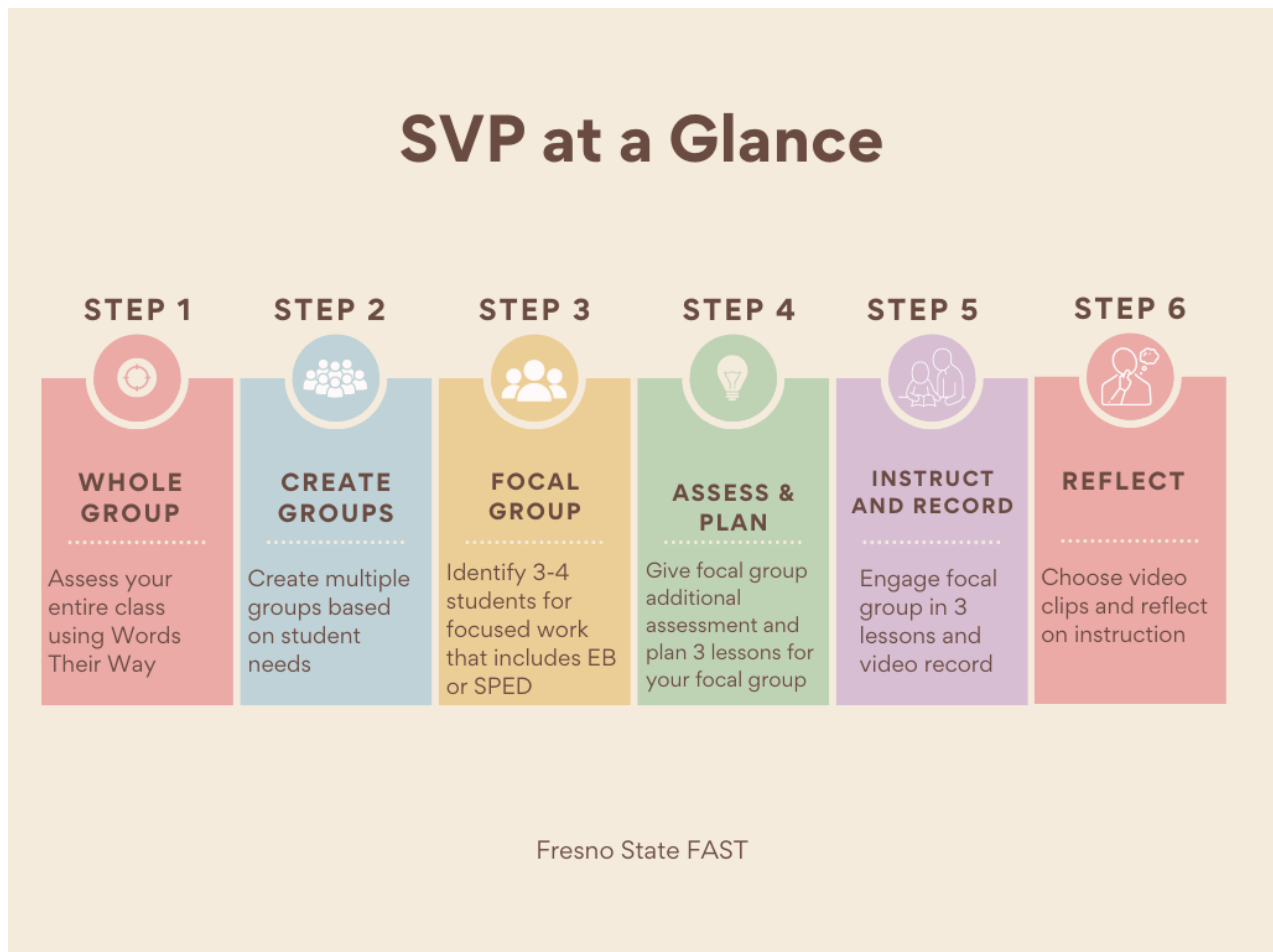<p style="text-align:center">Site Visitation Project</p>

The Site Visitation Project (SVP) assesses the candidate's ability to plan, implement, and reflect upon instruction.

The Teaching Performance Expectations (TPE) elements being evaluated are:
- TPE 1 - Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2 - Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3 - Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4 - Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 5 - Assessing Student Learning (5.1, 5.2, 5.5, 5.8)
- TPE 6 - Developing as a Professional Educator (6.1)
- TPE 7- Effective Literacy Instruction for all Students (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11)

Overview of the SVP

SVP at a Glance

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
WHOLE GROUP	**CREATE GROUPS**	**FOCAL GROUP**	**ASSESS & PLAN**	**INSTRUCT AND RECORD**	**REFLECT**
Assess your entire class using Words Their Way	Create multiple groups based on student needs	Identify 3-4 students for focused work that includes EB or SPED	Give focal group additional assessment and plan 3 lessons for your focal group	Engage focal group in 3 lessons and video record	Choose video clips and reflect on instruction

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The purpose of the SVP is to show that candidates can provide targeted reading instruction to children based on their academic needs and identities.

SVP Outline

See the [Parts of the Project](#) section of this handbook for more detailed instructions and information about the required forms to submit.

These general directions present an outline of the Site Visitation Project requirements.

Prior to completing the SVP tables, candidates should complete the following:

1. Assess their entire class using the Words Their Way (WTW) assessment
2. Use the WTW assessment results to group all students in the class based on spelling stage.
3. Identify one specific group for focused work that includes at least one Emergent Bilingual (EB)
4. Gather contextual information; including ethnicity, languages spoken (including ELPAC results), and identified special needs.

After candidate identifies focal group:

5. Conduct Narrative Comprehension Task with the identified focal students to learn more about their specific instructional needs.
6. Gather data and contextual information on each student in focal group
   ○ Plan three targeted lessons for this small group, ensuring the content meets the students' unique needs in ways that align with the [ELA/ELD Framework;](#) specific ELA and ELD standards must be noted. If appropriate based on the needs of the group, instruction should also align with CA Dyslexia Guidelines.
   ○ Complete the Foundational Skills Planning Table and Meaning Making Planning table at least 3 days prior to start of implementation.
7. Engage the focal group in these three lessons, and video record the three sessions to capture their progress and interactions. Candidates are responsible for recording ALL THREE LESSONS using Panopto, Kremen's approved secure online video platform.
   ○ One of the three lessons will be observed by University Coach; choose a time that is mutually convenient.
   ○ One of the complete videos will be uploaded to Tk20
8. After each day's lessons, reflect on the growth and engagement of focal group. Complete Daily Reflection In Action for both Foundational Skills and Meaning Making Skills for each individual student in the focal group.
9. After teaching all three days, reflect on the overall effectiveness of your lessons. Choose specific video clips that highlight key moments of instruction, describe decision making, and reflect on culturally sustaining pedagogies.
   ○ Submit the Planning & Reflection Tables (including the two 3-5 minute video clips), and the instructional decision making & culturally sustaining pedagogies reflection **within 7 days** of the completion of teaching the 3-day lesson sequence.

The project will be evaluated using the [Scoring Rubrics](#) at the end of the directions.

* The Site Visitation Project is one of two tasks in the Fresno Assessment of Student Teachers (FAST) that together measure the pedagogical competence of teacher candidates and interns for the Preliminary Teaching Credentials in California. Together, the tasks also provide information useful for determining program quality and effectiveness.

A candidate's responses to project prompts MUST reflect their own unaided work. In addition, candidates may not submit AI-generated responses as part of a task submission.

SVP Preparation

To prepare for the SVP you should be familiar with the following:

- the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework)
- the *California Common Core State Standards for English Language and Literacy* (CA CCSS ELA/Literacy);
- the *California English Language Development Standards* (CA ELD Standards), and
- the *California Dyslexia Guidelines*.

*See the **Parts of the SVP** section of this handbook for more detailed instructions for specific requirements.*

1. Review the Teaching Performance Expectations (TPEs) including TPE 7 that are evaluated in this project.
2. Review the Scoring Rubrics (SVP) section of this handbook.
3. Discuss expectations for the SVP with your Mentor Teacher.
4. Make arrangements for the observation with your University Coach for a mutually convenient time.

Parts of the SVP

The SVP has 3 parts: planning, implementation, and reflection. All required forms are available in your Tk20 SVP Portfolio. Copies of the forms are also included in the Appendix of this handbook.

Parts of the SVP	Planning Task(s)	Implementing Tasks	Reflection Tasks
Foundations	● Foundational Skills Planning & Reflection Table ● Complete 3 days prior to first day of teaching ● Submit one day as a lesson plan 3 days prior for observation	● Video record all 3 lessons ● University Coach observes one lesson in person ● After each lesson, reflect and record your thoughts on the daily progress notes portion of the Foundational Skills Planning & Reflection Table ● Upload one of three video links for scoring purposes (in Tk20 only)	● Select a 3-5 minute unedited Video Clip demonstrating Foundational Skills ● Self-Evaluation of alignment and effectiveness of Foundational Skills
Meaning Making	● Meaning Making Skills Planning & Reflection Table ● Complete 3 days prior to first day of teaching ● Submit one day as a lesson plan 3 days prior for observation	● Video record all 3 lessons ● University Coach observes one lesson in person ● After each lesson, reflect and record your thoughts on the daily progress notes portion of the Meaning making Planning & Reflection table	● Select a 3-5 minute unedited Video Clip demonstrating Meaning Making Skills ● Self-Evaluation of alignment and effectiveness of Meaning Making Skills

		• Upload one of three video links for scoring purposes (in Tk20 only)	

Part 1 – Planning

Collect Information to Inform Your Planning

Step 1
- Conduct Words Their Way (WTW) spelling inventory with the whole class for grouping purposes.
  - If NOT Developmentally Appropriate; conduct All Children Can Read, sections 1-3; or Early Literacy Skills Checklist with Phonemic Awareness.

Step 2
- Based on results of WTW, group students according to their common foundational literacy skill need. WTW Table available in Appendix

Step 3
- Identify one group to be your focal group to include in the SVP literacy lesson sequence. Collect contextual information; including ethnicity, languages spoken (ELPAC results), and identified special needs.

  Note: In order to ensure the anonymity of students, school site, school district, and other adults, use aliases or identifying codes rather than names in the written documentation of this project.

Step 4
- Complete **Foundational Skills Planning Table**
  1. Provide detailed information about each of the students in your focal group:
     a. Ethnicity
     b. Languages Spoken/Proficiency Status
     c. Identified Special Needs
     d. Words Their Way Spelling Stage
     e. Phonics Feature Need (Based on WTW)
  2. Provide the rationale for students' inclusion in the focal groups; be sure to include specific data to support your rationale
  3. Identify ELA and ELD Standards to be addressed with focal group
  4. Complete the table for your planned instruction with your focal group. Based on the results of the WTW and your knowledge of the focal students, select the appropriate area(s) of focus, select from the options provided in the Instructional Activity Menu. **Each box does not need to be completed for each day.**

     Across the three days, focal students should be provided:

     - **Three instructional opportunities in at least two** focal areas of Foundational Skills (two focal areas must be taught all three days)
       - For each instructional activity, please describe the teacher actions and student actions related to that instructional move.
     - **At least once** across the three days, the remaining four foundational skills and one meaning making skill should be addressed. (all other focal areas must be taught at least once across the three days)
       - For each instructional activity, please describe the teacher actions and student actions related to that instructional move.

  5. Describe the intended outcome after the three day lesson sequence in Foundational

Literacy Skills.

Step 5
- Complete **Meaning Making Skills Planning Table**
    6. Provide detailed information about each of the students in your focal group:
        a. Cultural & Interest Identities (Must include both)
        b. Ethnicity
        c. Languages Spoken/Proficiency Status
        d. Identified Special Needs
        e. Conduct and provide results from Narrative Comprehension Task (NCT): Retelling
        f. Conduct and provide results from Narrative Comprehension Task (NCT): Questions
    7. Provide the rationale for Meaning Making Skill Focus based on results from NCT
    8. Identify ELA and ELD Standards to be addressed with focal group
    9. Complete the table for your planned instruction with your focal group. Based on the results of the NCT and your knowledge of the focal students, select the appropriate area(s) of focus, select from the options provided in the [Instructional Activity Menu](). **Each box does not need to be completed for each day.**

        Across the three days, focal students should be provided:

        - **Three instructional opportunities in at least two** focal areas of Meaning Making Skills
        - **At least once** across the three days, the remaining one Meaning Making skill should be addressed.
            - For each instructional activity, please describe the teacher actions and student actions related to that instructional move.

    10. Describe the intended outcome after the three day lesson sequence in Foundational Literacy Skills.

Planning Documents: Foundational Skills Planning Table and Meaning Making Skills Planning Table **should be prepared** at least 3 days prior to the first day of lesson implementation for the three-day Reading Lesson sequence

  *Instruction must align with the CA Common Core English Language Arts Standards and, depending on the specific needs of the students in your focal group, the CA Dyslexia Guidelines and the CA English Language Development Standards.

Part 2 – Implementation

Step 6
- **Teach & Record Classroom Instruction**

  *In order to assess your literacy teaching competence, your University Coach **must** observe you teaching one of the three lessons from your three-day reading lesson sequence.

  All three lessons will be video recorded and uploaded to Panopto. Each recording must be a continuous, unedited video of the lesson, start to finish. You will choose one whole video link to upload onto Tk20.

  Lesson 1 Instruction:

1. Teach Day 1 based on the Foundational and Meaning Making Planning Tables
2. As you teach, record notes on student progress and collect relevant data based on instruction.
3. After the lesson, use your notes and the data you collected to record **Daily Progress Notes in Foundational and Meaning Making skills on each table**; document students' progress in developing their foundational skills and how you supported students' access to the content on the Foundational Skills Planning Table, and their meaning making abilities (along with how engaged students were, to what you can attribute their engagement or why they may not have been engaged) on on the Meaning Making Planning Table.
4. Make adjustments to your next day's instructional plans on both the Foundational Skills Planning Table and the Meaning Making Planning Table based on the data you collected **using the strike-through function (do not erase original plan)**. [Click here for additional information if you are unsure on how to use the strike-through function in Google Docs.](#)
5. After the observation:
    a. Save the full, unedited videos to [Panopto](#), Kremen's approved secure online video platform, until the end of the semester.
    b. Include the link for one of the three Panopto videos on Tk20

Lesson 2 Instruction:
1. Teach Lesson 2 based on your revised Foundational and Meaning Making Planning Tables
2. As you teach, record notes on student progress and collect relevant data based on instruction.
3. After the lesson, use your notes and the data you collected to record **Daily Progress Notes in foundational and meaning making skills on each table;** document students' progress in developing their foundational skills and how you supported students' access to the content on the Foundational Skills Planning Table, and their meaning making abilities (along with how engaged students were, to what you can attribute their engagement or why they may not have been engaged) on on the Meaning Making Planning Table.
4. Make adjustments to your next day's instructional plans on both the Foundational Skills Planning Table and the Meaning Making Planning Table based on the data you collected **using the strike-through function (do not erase original plan)**.
5. After the observation:
    c. Save the full, unedited videos to [Panopto](#), Kremen's approved secure online video platform, until the end of the semester.
    d. Include the link for one of the three Panopto videos on Tk20.

Lesson 3 Instruction:
1. Teach Lesson 3 based on your revised Foundational and Meaning Making Planning Tables
2. As you teach, record notes on student progress and collect relevant data based on instruction.
3. After the lesson, use your notes and the data you collected to record **Daily Progress Notes in foundational and meaning making skills on each table;** document students' progress in developing their foundational skills and how you supported students' access to the content on the Foundational Skills Planning Table, and their meaning making abilities (along with how engaged students were, to what you can attribute their engagement or why they may not have been engaged) on on the Meaning Making Planning Table.
4. After the observation:
    a. Save the full, unedited videos to [Panopto](#), Kremen's approved secure online video platform, until the end of the semester.
    e. Include the link for one of the three Panopto videos on Tk20.

Step 7
- ● **Reflect: Reading Pedagogy: Selected Video Clips**
    1. **Watch** all three videos of your three-day reading lesson sequence within 7 days of teaching your Site Visitation Project.
        a. Evaluate the unedited video clips and respond to the questions listed on the [Self-Evaluation of Instructional Decision Making & Culturally Sustaining Pedagogies](#) form.
    2. Select two 3- to 5-minute unedited video clips to clearly demonstrate examples
        a. Video Clip 1 should demonstrate your ability to provide targeted reading foundational skills instruction in at least one sub-category: CAP, phonemic awareness, phonics, decoding/encoding, fluency, irregular words.
            i. Include link on the Foundational Skills Planning Table
            ii. Explain how the activity in the video aligns with the sub-category.
            iii. Based on the intended outcome, was the foundational skills pedagogy effective? For whom? How did you know?
        b. Video Clip 2 should demonstrate your ability to provide targeted meaning making instruction in one or more of the following areas: reading comprehension, oral language, writing.
            i. Include link on the Meaning Making Skills Planning Table
            ii. Explain how the activity in the video aligns with the sub-category.
            iii. Based on the intended outcome, was the meaning making skills pedagogy effective? For whom? How did you know?
- ● **Reflect: Instructional Decision Making & Culturally Sustaining Pedagogy**
    1. Describe in **detail** one time where you changed your original reading lesson plan.
        a. Instructional decisions do not include external factors, such as absences, timing, etc.
    2. Why was this change made, and how did that change support student progress in either foundational or meaning making skills? **Provide evidence.**
    3. Based on the outcomes of your three-day lesson sequence, what are your **next steps** for these children (individualize)?
    4. Explain i**n detail** why you chose the identity text, justify the chosen text **using contextual data**. Be sure to include evidence to support the chosen text.
    5. How did the Identity Text reflect your students' cultures, backgrounds, and/or interests and **did it support** their engagement? **Provide evidence.**

Evaluation of the SVP

Once all [Parts of the Project](#) are completed and submitted on Tk20, your University Coach, who has been trained to score this specific task, will use the the following components to evaluate your teaching performance:

1. Foundational Skills Planning Table
    a. Planning
    b. Implementation (Daily Reflection In Action)
    c. Reflection (3- to 5-minute unedited video clip)
2. Meaning Making Skills Planning Table
    a. Planning

        b.   Implementation (Daily Reflection In Action)
        c.   Reflection (3- to 5-minute unedited video clip)
3. Observed teaching performance, one in person, all 3 video recorded
4. Self-Evaluation of SVP lessons
        a.   Decision Making
        b.   Culturally Sustaining Pedagogy

Reminder: In order to ensure the anonymity of students, school site, school district, and other adults, use aliases or identifying codes rather than names in your documentation for this project.

SVP Scoring Rubrics

Scores for each part of the project will be based on the scoring rubric designed for that part of the project.

The different SVP scoring rubrics focus on the qualities embedded in each of the TPEs aligned with that part of the project. Each row describes the levels of proficiency.

- ***Passing the SVP***

  To pass this task you must receive an overall score of at least 2 on each part of the project: Foundational Skills, Meaning Making Skills, and Instructional Decision Making & Culturally Sustaining Pedagogy.

- ***Non-passes***

  Please refer to the Non-Passing Score Procedures: SVP

Foundational Skills

Rubric scoring based on the following evidence:
- Foundational Skills Planning Table based on Words Their Way Spelling Inventory
- Daily Progress Notes: Foundational Skills
- Video Clip 1 and Reflection on Foundational Skills Instruction

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Planning Reading Pedagogy: Foundational Skills TPE 1.4, 3.1, 3.3, 3.5, 7.1, 7.2. 7.5, 7.10	(a) Reading Lesson Planning Table reflects **minimal or incorrect** application of foundational skills pedagogy, **less than three focal areas** are consistent with current pedagogy in literacy. (b) Includes less than three consecutive lessons and/or less than two focal areas of literacy development, including phonemic awareness, phoneme grapheme correspondences, decoding/ encoding, fluency, irregular words, and /or Concepts About Print (c) Provides **inadequate justification** for why instructional activity was chosen to develop each foundational skill. (d) Instructional activities may not support each area of focus; If addressing all skill areas is not appropriate, does not provide an explanation	(a) Reading Lesson Planning Table reflects **a general application** of foundational skills pedagogy, **a minimum of three focal areas** are aligned and consistent with current pedagogy in literacy. (b) Includes **at least three consecutive** lessons for **at least two focal areas** of literacy development, including phonemic awareness, phoneme grapheme correspondences, decoding/ encoding, fluency, irregular words, and /or Concepts About Print (c) Provides **appropriate justification** for why instructional activity was chosen to develop each foundational skill. (d) Includes **at least one** instructional activity that supports each focal area; If addressing all skill areas is not appropriate, **provides** an explanation	(a) Reading Lesson Planning Table reflects **a specific application** of foundational skills pedagogy, **more than three focal areas** are aligned and consistent with current pedagogy in literacy. (b) Includes **at least three consecutive** lessons for **at least two focal areas** of literacy development, including phonemic awareness, phoneme grapheme correspondences, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **instructional opportunities increase in complexity over three days for at least one focal area** (c) Provides **specific justification** for why instructional activity was chosen to develop foundational skill. (d) Includes **at least one** instructional activity that supports each focal area **AND more than one** instructional activity in at least one of the focal areas; If addressing all skill areas is not appropriate, provides an explanation	(a) Reading Lesson Planning Table reflects a **deep and comprehensive application** of foundational skills pedagogy in **all six focal areas**. (b) Includes **at least three consecutive lessons** for **more than two focal areas** of literacy development, including phonemic awareness, phoneme grapheme correspondences, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **instructional opportunities increase in complexity over three days in all focal areas** (c) Provides specific justification for why instructional activity was chosen to develop foundational skill (d) Includes **more than one** instructional activity to support each focal area; If addressing all skill areas is not appropriate, provides a **detailed** explanation

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Implement-ation: Daily Progress Notes Foundational Skills TPE 2.2, 2.3, 3.5, 7.5, 7.10	(a) Foundational skill instruction and progress notes reflect minimal or incorrect application of instructional activities to support phonemic awareness, phoneme grapheme correspondence, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **activities do not align with focal area** (b) Delivery is ineffective and/or inappropriate (c) Daily Progress Notes are incomplete and/or not individualized for each student; **copied and pasted and/or not based on student learning** (d) Reading Lesson Planning Table is **not adjusted** using strike-through function.	(a) Foundational skill instruction and progress notes reflect a **general application** of instructional activities to support phonemic awareness, phoneme grapheme correspondence, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **a minimum of three activities** align with focal areas (b) Delivery **may be minimally** effective, (unrehearsed) (c) Daily Progress Notes are **complete**, are **generally individualized** for each student; **based on student learning** (d) Reading Lesson Planning Table **is generally adjusted** using strike-through function.	(a) Foundational skill instruction and progress notes reflect a **specific application** instructional activities that support phonemic awareness, phoneme grapheme correspondence, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **more than three activities** align with focal areas (b) **Delivery is effective** (c) Daily Progress Notes are complete, are **specifically individualized** for each student; based on student learning (d) Reading Lesson Planning Table is **specifically** adjusted using strike-through function.	(a) Foundational skill instruction and progress notes reflect a **deep, comprehensive application** of multiple instructional activities that support phonemic awareness, phoneme grapheme correspondences, decoding/ encoding, fluency, irregular words, and /or Concepts About Print; **in all six areas** (b) Delivery is **highly** effective **and responsive to the specific students** (c) Daily Progress Notes are complete, are **specifically individualized** for each student; based on student learning (d) Reading Lesson Planning Table is **comprehensively** adjusted using strike-through function.
Reflecting on Reading Pedagogy: Foundational Skills TPE 1.4, 6.1, 7.5	(a) Provides **inadequate justification** for the alignment of activity and the focal area (b) Provides **inadequate justification** for the effectiveness of the instructional activity in Video clip 1 based on the intended outcome	(a) Provides **general justification** for the <u>alignment</u> of activity in video 1 and the focal area (b) Provides **general justification** for how the <u>effectiveness</u> of instructional activity in Video clip 1 based on the intended outcome	(a) Provides **specific justification** for the <u>alignment</u> of activity in video 1 and the focal area (b) Provides **specific justification** for how the <u>effectiveness</u> of instructional activity in Video clip 1 based on the intended outcome **and includes student data as evidence**	(a) Provides specific justification for the alignment of the activity and the focal area, (b) Provides specific justification of the effectiveness of instructional activity in Video clip 1 based on the intended outcome, includes student data as evidence, and **differentiates between the students in the group**

Meaning Making

Rubric scoring based on the following evidence:
- Meaning Making Skills Planning Table
- Daily Progress Notes: Meaning Making Skills
- Video Clip 2 and Reflection on Meaning Making Skills Instruction

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Planning Reading Pedagogy: Meaning Making TPE 1.1, 1.3, 3.5, 4.7, 7.1, 7.4, 7.6, 7.8	(a) Reading Lesson Planning Table reflects **minimal or incorrect application** of meaning making pedagogy; **less than two focal areas** are aligned and consistent with current pedagogy in literacy. (b) Includes l**ess than three consecutive lessons, and/or less than two focal areas**; including Identity Reading, Oral Language/ Discussion, and Writing (c) Provides **inadequate justification** for why instructional activity was chosen to develop each meaning making skill. (d) Instructional activities may not support each area of focus; If addressing all skill areas is not appropriate, does not provide an explanation	(a) Reading Lesson Planning Table reflects a **general application** of meaning making pedagogy; **a minimum of two focal areas** are aligned and consistent with current pedagogy in literacy. (b) Includes **at least three consecutive lessons** for **at least two focal areas**; including Identity Reading, Oral Language/ Discussion, and Writing (c) Provides **appropriate justification** for why instructional activity was chosen to develop each meaning making skill. (d) Includes **at least one** instructional activity that supports each focal area; If addressing all skill areas is not appropriate, **provides** an explanation	(a) Reading Lesson Planning Table reflects a **specific application** of meaning making pedagogy; **all three focal areas** are aligned and consistent with current pedagogy in literacy. (b) Includes **at least three consecutive lessons** for **at least two focal areas** of Identity Reading, Oral Language/ Discussion, and Writing; **instructional activities increase in complexity** over three days **for at least one focal area** (c) Provides **specific justification** for why instructional activity was chosen to develop each meaning making skill. (d) Includes at least one instructional activity that supports each focal area **AND more than one** instructional activity in at least one of the focal areas; If addressing all skill areas is not appropriate, provides an explanation	(a) Reading Lesson Planning Table reflects a **deep and comprehensive** application of meaning making pedagogy (b) Includes **at least three consecutive lessons** for **more than two focal areas**; Integrates advanced knowledge of Identity Reading, Oral Language/ Discussion, and Writing; instructional opportunities **increase in complexity** over three days **for all focal areas** (c) Provides specific justification for why instructional activity was chosen to develop each meaning making skill (d) Includes **more than one** instructional activity to support **each** focal area; If addressing all skill areas is not appropriate, provides a **detailed** explanation

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Implementation: Daily Progress Notes Meaning Making TPE 2.2, 2.3, 3.5, 7.4, 7.6, 7.8	(a) Meaning making instruction and progress notes reflect **minimal or incorrect application** of instructional activities to support Identity Reading, Oral Language/ Discussion, and Writing; **activities do not align with focal area** (b) Delivery is ineffective and/or inappropriate (c) Daily Progress Notes are incomplete and/or not individualized for each student; **copied and pasted and/or not based on learning** (d) Reading Lesson Planning Table is **not adjusted** using strike-through function.	(a) Meaning making instruction and progress notes reflect a **general application** of instructional activities to support Identity Reading, Oral Language/ Discussion, and Writing; **a minimum of two activities** align with focal areas (b) Delivery **may be minimally effective**, (unrehearsed) (c) Daily Progress Notes are **complete**, are **generally individualized** for each student; **based on learning** (d) Reading Lesson Planning Table **is generally adjusted** using strike-through function.	(a) Meaning making instruction and progress notes reflect a **specific application** of instructional activities to support Identity Reading, Oral Language/ Discussion, and Writing; **all three activities** align with focal areas (b) **Delivery is effective** (c) Daily Progress Notes are complete, are **specifically individualized** for each student; based on learning (d) Reading Lesson Planning Table is **specifically** adjusted using strike-through function.	(a) Meaning making instruction and progress notes reflect a **deep, comprehensive application** of multiple instructional activities to support Identity Reading, Oral Language/ Discussion, and Writing (b) Delivery is **highly** effective **and responsive to the specific students** (c) Daily Progress Notes are complete and are **specifically individualized** for each student; based on learning (d) Reading Lesson Planning Table is **comprehensively** adjusted using strike-through function.
Reflecting on Reading Pedagogy: Meaning Making TPE 1.4, 6.1, 7.6, 7.8	(a) Provides **inadequate justification** for the alignment of activity and the focal area (b) Provides **inadequate justification** for the effectiveness of the instructional activity in Video clip 2 based on the intended outcome	(a) Provides **general justification** for the <u>alignment</u> of activity in video 2 and the focal area (b) Provides **general justification** for how the <u>effectiveness</u> of instructional activity in Video clip 2 based on the intended outcome	(a) Provides **specific justification** for the <u>alignment</u> of activity in video 2 and the focal area (b) Provides **specific justification** for how the <u>effectiveness</u> of instructional activity in Video clip 2 based on the intended outcome **and includes student data as evidence**	(a) Provides specific justification for the alignment of the activity and the focal area, (b) as well as how the effectiveness of instructional activity in Video clip 2 based on the intended outcome, includes student data as evidence, and **differentiates between the students in the group**

Instructional Decision Making & Culturally Sustaining Pedagogy

Rubric scoring based on the following evidence:

- Cultural and Interest Data Collection on both Foundational and Meaning Making Planning Tables
- Self-Evaluation of Lessons; Instructional Decision Making & Culturally Sustaining Pedagogies

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Instructional Decision Making TPE 1.5, 2.2, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.5, 5.8, 7.4, 7.10, 7.11	(a) Description of instructional decision is not detailed and/or missing vital information (b) Reason for change is not indicated. (c) Description of how change supported student progress towards intended outcome is not clear.	(a) Description of instructional decision is **described generally** (b) Reason for change is **generally described**. (c) Description of how change supported student progress towards intended outcome is **general**.	(a) Description of instructional decision is **described specifically** (b) Reason for change is **specifically described**. (c) Description of how change supported student progress towards intended outcome is **specific**.	(a) Description of instructional decision is described specifically (b) Reason for change is specifically described and **includes student data**. (c) Description of how change supported student progress towards intended outcome is specific **with student data as evidence**.
Instructional Decision Making: Next Steps TPE 1.5, 2.2, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.5, 5.8, 7.4, 7.10, 7.11	(a) Next steps are not clearly defined. (b) Next Steps are not supported by data and research	(a) Next steps are **clearly defined and generally individualized.** (b) Next steps are **generally supported by data and research**	(a) Next steps are clearly defined with **individualized supports for students in focal group**. (b) Next steps are **specifically supported by data and research**	(a) Next steps are clearly defined with individualized supports for students in focal group, **includes research to back up decision.** (b) Next steps are **specifically supported** by student data and research; **and are differentiated for each student**

Criteria	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Culturally Sustaining Pedagogy TPE 1.1, 1.3, 2.2, 2.3, 2.5, 3.5, 4.1, 4.7, 7.3, 7.4, 7.7	(a) Focal Group Profile Table **includes surface level** cultural background and/or student interest, or the information provided is incomplete (b) Explanation of chosen identity text does not reflect student cultural backgrounds and/or student interest data. (c) Reflection includes **little to no** awareness of the relationship between materials that reflect cultural backgrounds **and/or** interests and student engagement (d) Reflection shows **misunderstanding** of culturally sustaining pedagogy: includes deficit perspectives or marginalizes students	(a) Focal Group Profile Table includes **relevant information** about students' cultural backgrounds **and** interests (b) Explanation of chosen identity text reflects **some** student cultural backgrounds **and** student interest data. (c) Reflection includes **some** awareness of the <u>relationship</u> between materials that reflect students' cultural backgrounds **and/or** interests and student engagement (d) Reflection shows **surface** level understanding of culturally sustaining pedagogy: **does not marginalize students**	(a) Focal Group Profile Table includes **thoughtful information** about students' cultural backgrounds **and** interests (b) Explanation of chosen identity text **meaningfully** reflects cultural backgrounds **and** student interest data. (c) Reflection includes **thoughtful** awareness of the <u>relationship</u> between materials that reflect students' cultural backgrounds **and/or** interests and student engagement (d) Reflection shows **thoughtful** understanding of culturally sustaining pedagogy: **includes asset-based perspectives**	(a) Focal Group Profile Table includes **comprehensive information** about students' cultural backgrounds and interests; **multiple aspects of student** background and interest data are included (c) Explanation of chosen identity text reflects cultural background and student interest data **and incorporates student choice** (d) Reflection includes **highly developed** awareness of the relationship between materials that reflect students' cultural backgrounds **and** interests and student engagement (e) Reflection shows **highly developed** understanding of culturally sustaining pedagogy: includes asset-based perspectives, demonstrates understanding of connection between culturally sustaining pedagogy and student engagement and success

TPE 7 Competencies Addressed

7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities.

Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is
- active, motivating, and engaging;
- responsive to students' age, language and literacy development, and literacy goals;
- reflective of family engagement, social and emotional learning, and trauma-informed practices; and
- based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills.
Multiple Subject Candidates:
Develop students' skills in
- print concepts, including letters of the alphabet;
- phonological awareness, including phonemic awareness;
- phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences;
- decoding and encoding;
- morphological awareness; and
- text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text.

Multiple Subject and Single Subject English Candidates:
- Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates:
- Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making.
Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research

TSP

Teaching Sample Project

Successful teachers support learning by designing instructional units that employ a range of strategies and build on their students' strengths, needs, and prior experiences. The Teaching Sample Project is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting the Teaching Performance Expectations (TPE) listed below. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. The TPE elements being evaluated are:

- TPE 1 - Engaging and Supporting All Students in Learning (1.5, 1.6, 1.8)
- TPE 2 - Creating and Maintaining Effective Environments for Student Learning (2.1, 2.3, 2.6)
- TPE 3 - Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3)
- TPE 4 - Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.3, 4.4, 4.7)
- TPE 5 - Assessing Student Learning (5.1, 5.2, 5.5, 5.8)
- TPE 6 - Developing as a Professional Educator (6.1, 6.3, 6.5)
- TPE 7 - Effective Literacy Instruction for All Students (7.1, 7.3, 7.7, 7.9, 7.10, 7.11)

Overview of the TSP

For this project you are required:
  (a) to identify the context of your classroom (i.e. students and classroom environment),
  (b) to plan and teach a series of <u>at least 5 cohesive lessons</u> (a unit of study) with a focus on mathematics and literacy,
  (c) to assess students' learning before, during, and after the unit,
  (d) to document your teaching and your students' learning, and
  (e) reflect on the effectiveness of your teaching.

This 5-lesson unit must build out-of-school connections to students' cultural backgrounds, interests, and lives to support their understanding of the real-world application of mathematics.

To prepare for this unit you should be familiar with the following:

- the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*;
- the *California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS ELA/Literacy);
- the *California English Language Development Standards* (CA ELD Standards), and
- the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework).

All of these documents are available on the California Department of Education website, https://www.cde.ca.gov.

* The Teaching Sample Project is one of two tasks in the Fresno Assessment of Student Teachers (FAST) that together measure the pedagogical competence of teacher candidates and interns for the Preliminary Teaching Credentials in California. Together, the tasks also provide information useful for determining program quality and effectiveness.

A candidate's responses to project prompts MUST reflect their own unaided work. In addition, candidates may not submit AI-generated responses as part of a task submission.

Parts of the TSP

The project is divided into seven sections. Each section delineates the reporting requirements for that particular process as well as listing Teaching Performance Expectations (TPE) evaluated in that section.

Parts of the TSP	In this section, you will:
Part 1 - Students in Context TPE 1.6, 2.1, 2.3, 2.6, 4.1, 5.8, 7.3, 7.7, 7.11	Collect data about your students. Discuss the implications of the data and students' learning needs for your instructional planning. Develop a classroom management plan appropriate for your students and the classroom context.
Part 2 - Learning Outcomes TPE 3.1, 3.2, 3.3, 7.1	Select appropriate subject matter content standards and CA ELA/Literacy and/or CA ELD standards for a unit focusing on content knowledge and literacy. Describe how the standards will be addressed in your unit. Set the learning outcomes for the unit. Justify why your unit is appropriate for your students.
Part 3 - Assessment Plan TPE 4.3, 5.1, 5.2, 7.10	Select, adapt or develop assessments to assist in (a) planning the unit (pre-assessments), (b) monitoring student progress (formative assessments), and (c) measuring student learning (summative assessments). Describe the assessments, scoring, and evaluation criteria for two of your learning outcomes. Provide a rationale for your choice of assessments.
Part 4 - Design for Instruction TPE 1.5, 1.6, 3.1, 3.2, 3.3, 4.4, 4.7, 5.8, 7.1, 7.3, 7.7, 7.9, 7.11	Summarize the results of your pre-assessments and indicate how the results will influence your planning. Provide an overview of your unit showing how your lessons relate to the learning outcomes. Select and describe three of the lessons from your unit that demonstrate your ability to plan appropriate instruction related to students' characteristics and needs and to use a range of instructional strategies. Provide a rationale for your instructional choices, including the use of technology.
Part 5 - Instructional Decision-Making TPE 1.8, 3.2, 7.10	Provide two examples of instructional decision-making during your lessons, based on students' learning or responses.
Part 6 - Analysis of Student Learning TPE 5.2, 5.5, 7.10	Analyze your assessment data for evidence of students' progress related to your learning outcomes. Develop a unit progress report for a student who has struggled with instruction.
Part 7 - Reflection and Self-Evaluation TPE 6.1, 6.3, 6.5, 7.3	Reflect on your performance as a teacher, including effective instructional strategies, alignment of assessments, and your subject-matter knowledge. Make suggestions for improving this unit. Identify a professional goal and actions for professional growth related to planning and teaching this unit.

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

You will submit your Teaching Sample Project for evaluation by uploading your work on Tk20. You will attach your work as a single document. The successful completion of the project requires submission of a document that is easy for the evaluator to score. Applying these guidelines to your documents will help to improve readability.

- **Narrative length.** A suggested page length for your narrative and documentation is given at the end of each of the seven sections. Please follow the guidelines; more is not always better.
- **Margins and font.** The attached documents may be single-spaced or double-spaced in 11- or 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 should be embedded in the narrative. If separately attached, be sure to label them clearly for easy identification.
- **References and credits.** If you refer to another person's ideas or material in any section of this project, you need to cite these under *References and Credits*. You may use any standard form for references; the American Psychological Association (APA) style is the recommended format.
- **Anonymity.** In order to ensure the anonymity of students in your classroom, <u>do not</u> include the full names of the school, teacher, or students in any section. You may use first names, aliases, or identifying codes rather than the full names.
- **Section Identification and Headings.** Use appropriate headings to identify each of the seven sections (e.g. Students in Context) and the important components within each section (e.g. Implications for Instruction).
- **Readability.** Check grammar, spelling, and punctuation.

Part 1 – 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

TPE 1: Engaging and Supporting All Students in Learning (1.6)

TPE 2: Creating and Maintaining Effective Environments for Student Learning (2.1, 2.3, 2.6)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1)

TPE 5: Assessing Student Learning (5.8)

TPE 7: Effective Literacy Instruction for All Students (7.3, 7.7, 7.11)

Overview

In this section you will:

❑ Collect data about students in your class to assist with planning instruction and assessment.

❑ Describe the specific learning needs of four groups of students:

(1) English language learners,
(2) students with identified special needs,
(3) students with different instructional needs, and
(4) students from an underserved educational group. Identify how your instruction will meet their learning needs.

❑ 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 appendix by gathering data related to the school and students in your classroom. (For a digital version of the chart, see the Teaching Sample Project section of Tk20.) Office staff, state or district websites, mentor teacher, and special education teachers are good resources for this information.

❑ **Implications for Instruction**

Respond to the following questions:

(a) How will you design your instruction to meet the learning needs of <u>students with differing levels of English language proficiency</u>, *even if these levels are not represented in your class*? Be specific about the instructional approaches (e.g. SDAIE, focus on ELD, structured English immersion) you will use to enhance English language development and academic learning. *[NOTE: For World Languages, address the language development of the language you are teaching.]*

(b) How will you design instruction to address the <u>identified special needs of your students</u> (i.e. IEP, 504 plan, advanced learner, medical/physical)? Describe the specific learning needs and the methods you will use to support learning for <u>two of your students</u> with identified special needs. *[Note: If you do not have students with identified special needs in your class, select students who appear to be struggling with instruction.]*

(c) How will you design instruction to address the needs of <u>another student or group of students that may have different instructional needs</u>? Identify another student or group of students in your classroom you need to consider as you plan instruction. Describe the specific learning needs of the student or group of students and the methods you will use to support their learning.

(d) How will you design your instruction to support students from underserved education groups? Be specific about how the different instructional approaches you will use are appropriate for the students in your class.

❑ **Classroom Management Plan**

For this section use a format that easily conveys the required information. You may use a narrative, graphic organizer, or outline.

Expectations and management strategies. Identify <u>three</u> expectations for your students' behavior that will support academic learning. For <u>each expectation</u> give an example of how you will respond to behavior that <u>does</u> and <u>does not</u> meet the expectations. <u>The three</u>

expectations must address these areas:

- o   one expectation should be related to facilitating student independence and individual responsibility for behavior or learning (i.e. self-monitoring),
- o   one expectation should be related to addressing instances of intolerance and harassment among students, such as bullying, racism, and sexism,
- o   one expectation should reflect another aspect of creating an inclusive classroom climate.

- ● **Classroom routines.** Give examples of two classroom routines or procedures you have established in your classroom. For each routine:
  - o   Explain how this routine will facilitate learning in your classroom.
  - o   Describe how you communicated the expectations of this routine to your students when it was first introduced and throughout the year.

Documentation (suggested page length)

1.   "Students in Context" chart (1-1 1/2 pages),
2.   Instructional implications responses (2 pages),
3.   Classroom management plan narrative or graphic organizer (2-3 pages)

<u>Part 2 – Learning Outcomes</u>

Teaching Process Standard

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

Teaching Performance Expectations

> TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3)
>
> TPE 7: Effective Literacy Instruction for All Students (7.1)

Overview

In this section you will:

- Select state-adopted standards for your unit, with a focus on content knowledge (subject) and literacy skills, and describe how these standards will be addressed in your unit.
- Set the learning outcomes for the unit, connecting them to state-adopted standards.
- Provide a rationale for why this unit is appropriate for your students.

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

❑ **Description of Unit**

- Select the state-adopted content standards you will address in your unit.
- The unit, containing at least 5 cohesive lessons, must address both mathematic knowledge and literacy skills.
- For the literacy component of the unit, review the ELA/ELD framework and include CA ELA/Literacy and/or CA ELD standards. Multiple Subject candidates must use CA ELA/Literacy standards <u>and</u> CA Mathematics Framework as part of an integrated unit. <u>These standards will be listed in your Learning Outcomes table (see below).</u>
- Describe the <u>general design of your unit</u> and how the selected standards will be addressed in it.
    - ▪ In this section you should address the "big picture" ideas, such as what are the most important concepts and skills reflected in the standards you want students to learn in this unit.
    - ▪ This section is not the place to give details about individual lessons or activities.

❑ **Learning Outcomes**

In this section you will take the most important concepts and skills you identified in your description of the unit and state them as unit learning outcomes. Unit learning outcomes are broader than lesson objectives and are generally addressed in more than one lesson.

Use a table (similar to the one shown at the end of this section) to list three to five unit learning outcomes that will guide the planning, delivery, and assessment of your unit. (For a digital version of this table, see the Teaching Sample Project section of Tk20.)

Unit Learning Outcomes. These outcomes should be written in terms of <u>student learning</u> and be:
- significant *(i.e. reflect the big ideas or structure of the disciplines)*,
- challenging *(i.e. students will learn something they do not already know)*,
- observable *(i.e. you can identify what students will do to show you they are learning)*,
- varied *(Across the learning outcomes you should include different levels or types of learning, such*

as DOK levels or cognitive/affective/psychomotor).

Content Standards. For each outcome, <u>write out</u> the state-adopted content standard(s) addressed by your outcome. You must include standards reflecting math standards from the California Mathematics Framework, and ELA/Literacy and ELD standards. You may highlight the portions of the content standard you are addressing. Each outcome may align with (a) only math standards, (b) only literacy standards, <u>or</u> (c) both math standards and literacy standards. An outcome may address more than one standard, and a standard may be connected to more than one outcome.

❑ **Rationale of Unit: Appropriateness for Your Students**

Explain why this unit and these outcomes are appropriate for the <u>students in your class</u>. Your rationale should address the appropriateness of your unit in terms of:
● Development of both content knowledge and literacy skills
● Connections to past learning (pre-requisite knowledge and skills)
● Connections to students' cultural backgrounds, interests, and lives outside of school
● Importance for future learning

Documentation (suggested page length)
1. Description of unit (1- 2 pages)
2. Table of outcomes (1 page)
3. Rationale of Unit (1- 2 pages)

Format for Unit Learning Outcomes Table

UNIT LEARNING OUTCOMES (Include exact wording of each learning outcome)	Mathematic Standard(s)* (California Mathematics Framework)	Literacy Standard(s)* (e.g. ELA/Literacy and ELD standards)
Outcome 1: *Outcome statement*		
Outcome 2: *Outcome statement*		
Outcome 3: *Outcome statement*		

*Each outcome may align with (a) only math standards, (b) only literacy standards, <u>or</u> (c) both math standards and literacy standards.

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

> TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.3)
>
> TPE 5: Assessing Student Learning (5.1, 5.2)
>
> TPE 7: Effective Literacy Instruction for All Students (7.10)

Overview
In this section you will:

- Select, adapt, or develop pre-assessments, formative assessments, and summative assessments to assist in planning the unit, monitoring student progress toward the learning outcomes, and measuring student learning at the end of the unit.
- Describe in detail the pre- and summative assessments, scoring, and evaluation criteria for <u>two</u> of your learning outcomes.
- Describe formative assessments you plan to use during your unit for any of the unit outcomes.

Directions: *How do I complete this section?*

In this section you will describe the pre-assessments and summative assessments for two of your unit learning outcomes, and formative assessments for any of the unit 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/psychomotor).

- <u>Learning Outcome A</u> must be pre-assessed using a method that results in an <u>individual score for each student.</u> The summative assessment should be aligned with the pre-assessment so the individual scores can be easily compared to show growth during the unit.

- <u>Learning Outcome B</u> does <u>not</u> need to result in an individual score for each student, but must capture the knowledge of a 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 students' knowledge prior to instruction. The summative assessment must document the extent to which each student achieved the learning outcome.

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 <u>use different types of assessment.</u> The assessments should be appropriate for:

(a) the type and level of the learning outcome (e.g. a learning outcome requiring analysis should <u>not</u> be assessed by a fact recall test such as multiple choice and/or true and false) 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 (comparing

scores) or qualitative (describing changes in skills or knowledge).

☐ **Learning Outcome *A* (Your choice of outcome)**

NOTE: Annotated copies of the assessment instrument <u>may be</u> used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

NOTE: If pre- and summative assessments are the same or similar, you do not have to restate all elements, just indicate what is the same and different.

- **Learning Outcome.** Identify the learning outcome you have chosen to address by stating its exact wording from the Unit Learning Outcomes table.

- **Pre-assessment.** Learning Outcome *A* must be pre-assessed using a method that results in <u>an individual score for each student</u>. The score may be based on a rubric, point system, or percentage. Describe the pre-assessment for Learning Outcome *A* by including:

  (a) exact tasks, items, questions, or methods used;

  (b) wording of the oral or written directions given to the students;

  (c) criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights, observation checklist, rating scales);

  (d) criteria for determining whether the students' performance meets the learning outcome. (e.g. "Students will demonstrate understanding by scoring 80% on the test items related to learning outcome A." Or "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric.") The performance criteria should reflect what you would expect students to score at the end of the unit to demonstrate proficiency.

- **Summative assessment.** The summative assessment for Learning Outcome *A* should be aligned with the pre-assessment so the <u>individual scores</u> 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) exact tasks, items, questions, or methods used;

  (b) wording of the oral or written directions given to the students;

  (c) criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights); and

  (d) criteria for determining whether the students' performance meets the learning outcome. (e.g. "Students will demonstrate understanding by scoring 80% on the test items related to learning outcome A." Or "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric.")

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

NOTE: Annotated copies of the assessment instrument <u>may be</u> used to fulfill many of the requirements for the descriptions. An outline format or chart may also be used.

NOTE: If pre- and summative assessments are the same or similar, you do not have to restate all elements, just indicate what is the same and different.

- **Learning Outcome.** Identify the second learning outcome you have chosen to address by <u>stating its exact wording from the Unit Learning Outcomes table</u>.

- **Pre-assessment.** The <u>pre-assessment</u> for Learning Outcome *B* <u>does not need</u> to result in an individual score for each student, but must capture the knowledge of a 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 you will use for Learning Outcome *B*. Provide enough detail for someone else to be able to implement and analyze the pre-assessment in a similar situation.

- **Summative assessment.** The <u>summative assessment</u> for Learning Outcome *B* <u>must document the extent to which each student achieved</u> the learning outcome. The summative assessment may include performance tasks, essays, lab reports, research projects, written tests, interviews, or other methods. Include:

  (a) exact tasks, items, questions, or methods used;

  (b) wording of the oral or written directions given to the students;

  (c) criteria for scoring or analyzing each item, including appropriate responses and scoring methods (e.g. rubric, point system, item weights); and

  (d) criteria for determining whether the students' performance meets the learning outcome. (e.g. "Students will demonstrate understanding by scoring 80% on the test items related to learning outcome A." Or "Students will demonstrate understanding by scoring at least a 3 on the 4-point rubric.")

- ☐ **Formative Assessments** (may assess any of the learning outcomes)

  - Describe <u>at least two</u> formative assessments you plan to use. Provide <u>specific examples</u> from your unit rather than a generic method. The formative assessment may include homework or classroom assignments, documented observation, class discussion, quick writes, quizzes, or other lesson assessments. The formative assessments may be related to any of your unit learning outcomes.

- ☐ **Rationale for Assessments**

  Respond to the following questions:

  (a) Why did you choose these pre- and summative assessments for Learning Outcome A? How do the format and items for the pre- and summative assessments for Learning Outcome A match the learning outcome and the purpose of the assessment?

  (b) Why did you choose these pre- and summative assessments for Learning Outcome B? How do the format and items for the pre- and summative assessments for Learning Outcome B match the learning outcome and the purpose of the assessment?

  (c) How will the formative assessments be used to inform your instruction during your unit?

Documentation (suggested page length):

1. Description of pre- and summative assessment instruments for Learning Outcome *A* (1-2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
2. Description of pre- and summative assessments for Learning Outcome *B* (1-2 pages and/or annotated copies of assessment instruments, including scoring rubrics/keys)
3. Description of specific formative assessments (1 page)
4. Rationale for assessments: responses to the 3 questions (1-2 pages)

Part 4 – Design for Instruction

Teaching Process Standard

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

Teaching Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning 1.5, 1.6)

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3 & Subject Specific Pedagogy)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.4, 4.7)

TPE 5: Assessing Student Learning (5.8)

TPE 7: Effective Literacy Instruction for All Students (7.1, 7.3, 7.7, 7.9, 7.11)

Overview

In this section you will:

- Summarize the results of your pre-assessments for Learning Outcome *A* and Learning Outcome *B* and indicate how the results will influence your planning.

- Provide an overview of all the lessons in your unit. You must have a minimum of five cohesive lessons in your unit.

- Provide lesson plans for three (of the five +) lessons from your unit. You may use any lesson plan format for your lessons.

- Respond to questions that address your planning decisions related to students' characteristics and needs, the specific learning context, and your use of technology.

Directions: *How do I complete this section?*

☐ **Summary of the Results of the Pre-Assessments (Should be completed at least a week prior to teaching)**

- **Results of pre-assessment.** Summarize the results of the pre-assessments for Learning Outcome *A* and Learning Outcome *B*. What knowledge do students have, related to your learning outcomes, 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 changes to 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 (table, block plan, outline, etc.) to show all the lessons in your unit. For each lesson include

(a) the unit learning outcome (use the exact wording as in the Unit Learning Outcomes table),

(b) the topic,

(c) lesson intent or objective, and

(d) general description of activity.

Make sure that every unit outcome is aligned to at least one lesson and that every lesson aligns with at least one unit outcome.

☐ **3 Lessons (Your choice: Lesson A, Lesson B, Lesson C)**

You will provide three lesson plans from your unit that reflect a variety in instruction.

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, inquiry, fact-building, etc.), a variety of instructional strategies, and activities that promote critical and creative thinking. <u>At least one lesson must incorporate the use of technology.</u>

o **Detailed lesson plans.** Provide enough detail about the lesson so that someone who did not see the lesson can visualize what happened. Ask yourself, "Could someone else teach the lesson from this lesson plan?" Make sure the following items are included:

(a) unit learning outcome *(the same wording as from the table in the Learning Outcome section)*

(b) lesson objective(s) *(What do you want students to learn by the end of the lesson?)*

(c) planning considerations *(How does your lesson plan assure that the learning needs of <u>all</u> students are met? E.g. elements of universal design, strategies for language acquisition, culturally sustaining pedagogy, modifications, differentiation)*

(d) lesson assessment *(How will you know students have learned the intended objective?)*

(e) flow of the lesson *(e.g. sequence of lesson, what students will do, activities)*

(f) closure

❑ **Questions about Lessons**

Write a response for each of these questions. Be specific.

(a) CONNECTION TO STUDENTS' LIVES & REAL WORLD: How have you designed your unit to be responsive to students' cultural backgrounds, interests, and lives outside of school? How have you helped students understand real world application of mathematics?

● Provide <u>two specific examples from your lessons</u> demonstrating real world application and connection to students' lives.

(b) ACCESS TO MATH: How have you designed your lessons to provide access to the math content for all students, especially those with special learning needs, English Language learners, and underserved educational groups? For example, have you incorporated universal design, assistive technology, modifications, developmentally/culturally appropriate activities?

o Provide <u>two specific examples from your lessons</u> showing how you provided access to the math content for students with special learning needs <u>and</u> English Language learners.

(c) ENGLISH LANGUAGE DEVELOPMENT AND LITERACY SKILLS: How have you designed your lessons to support the <u>acquisition of English language</u> (e.g. focus on ELD, SDAIE, structured English immersion) and the <u>development of literacy skills</u> (e.g. reading, writing, speaking,

listening) for the full <u>range of English proficiency and students with Identified Special Needs</u>?

- o Provide <u>two specific examples</u> describing how you developed English language and literacy skills. *[NOTE: For World Languages, respond related to the language you are teaching.]*

(d) TECHNOLOGY: How did you use technology in your planning and instruction? Justify your instructional decisions related to the use of technology.

Documentation (suggested page length):

1. Summary of pre-assessment (1-2 pages);
2. Unit overview (1 page);
3. Three lesson plans (of the 5+ lessons in your unit) (5-8 pages)
4. Responses to Questions about Lessons (2-3 pages)

Part 5 – Instructional Decision–Making

Teaching Process Standard

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

Teaching Performance Expectations

> TPE 1: Engaging and Supporting All Students in Learning (1.8)
>
> TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.2)
>
> TPE 7: Effective Literacy Instruction for All Students (7.10)

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 adjusted your original design for instruction <u>based on student learning</u>. You may have chosen to change the lesson in the middle of teaching or you may have changed a future lesson (or lessons) because of what you saw or heard. For this example, include:

  - How were you monitoring students to know that you needed to adjust your plans? What did students do or say that was different than what you expected? How and why did this response influence your decision to change your plans?

  - What did you change?

  - Why did you think this would <u>improve students' progress toward the learning outcome(s)?</u>

- **Instructional Decision B**

  Think of another time during your unit when you adjusted your original design for instruction <u>based on student learning</u>. For this example, include:

  - How were you monitoring students to know that you needed to adjust your plans? What did students do or say that was different than what you expected? How and why did this response influence your decision to change your plans?

  - What did you change?

  - Why did you think this would <u>improve students' progress toward the learning outcome(s)?</u>

Documentation (suggested page length)

1.   Two examples of lesson adjustments (1-3 pages)

Part 6 – 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
> TPE 5: Assessing Student Learning (5.2, 5.5)
> TPE 7: Effective Literacy Instruction for All Students (7.10)

Overview
In this section you will:
- Present and analyze your assessment data from Learning Outcomes A and B (which were identified in your *Assessment Plan)* for your whole class. Compare students' knowledge from pre-assessments and summative assessments to describe what students learned and identify their progress related to Learning Outcomes A and B.
- Select one of your struggling students and write a brief progress report that could be sent home.

Directions: *How do I complete this section?*

☐ **Class Analysis**

Analyze the progress of your whole class on <u>Learning Outcomes *A* and *B*, identified in *Assessment Plan*</u>.

- **Learning Outcomes:** List the exact wording of Learning Outcomes A and B from your Unit Learning Outcomes table (found in the *Learning Outcomes* section).

- **Data.** Organize the data from the pre-assessments and summative assessments for Learning Outcomes *A* and *B* to document students' learning. Tables or graphs may be used to highlight patterns of learning.

- **Analysis of learning.** Use evidence from the pre- and summative assessments to describe the extent to which your students made progress toward the learning criteria that you identified for Learning Outcomes A and B. (How many students met the learning outcome, made progress, and made no progress?) Use examples from individual students to support your analysis. Be sure to address what students learned related to the outcomes, not just a description of the scores.

- **Conclusions.** Draw conclusions about students' learning related to Learning Outcomes *A & B* based on the analysis of data. What patterns are evident in the knowledge students gained or did not gain?

☐ **Progress Report**

Select one of your students who struggled with the instruction in this unit. Write a brief progress report that could be sent home. Write the report so it will be easily understood by a non-educator. Include:

- **Analysis of learning with supporting data.** Describe the student's strengths and areas for growth related to Learning Outcomes A and B from this unit. Provide evidence, including relevant data from this unit, to support your analysis.

- **Suggestions.** Make suggestions for improving the student's understanding related to Learning Outcomes A and B from this unit. The suggestions could be supports provided by the teacher, school, and/or parents.

Documentation (suggested page length):

1. Class analysis (2-3 pages plus visual organizer)
2. Progress report (1-2 pages)

Part 7 – 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

> TPE 6: Developing as a Professional Educator (6.1, 6.3, 6.5)
>
> TPE 7: Effective Literacy Instruction for All Students (7.3)

Overview
In this section you will:

- o Reflect on your performance as a teacher, describe effective instruction, analyze effectiveness of your assessment, and provide suggestions for improving your practice linked to student learning.
- o Establish a professional learning goal 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, Assessment, and Student Learning**

- ● **Effective instruction.**
    - o What instructional strategies and activities do you think contributed most to student learning? Why?
    - o How did you ensure all students had appropriate opportunities to learn the content of your unit? What evidence supports your opinion?
        - ▪ Be sure to include:
            - ● students with a range of English proficiency
            - ● students with identified special needs
            - ● students with different learning needs
            - ● students from underserved education groups
- ● **Assessment.**
    - o How well do you think your assessments were aligned to and measured your students' learning in relation to your learning outcomes? What evidence supports your opinion?
- ● **Mathematical knowledge.**
    - o How did <u>your own</u> level of mathematical knowledge influence the success of this unit?
    - o What additional knowledge, related to your unit, would you like to develop?

☐ **Changes.**

- o 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, and other <u>factors under your control</u>.

☐ **Reflection on Professional Development**

- ● **Professional learning goal.** Establish one professional learning goal that emerged from your insights and experiences with planning and teaching <u>this</u> unit.

- **Next steps.** Identify <u>two</u> specific steps you will take to improve your performance related to the goal you identified.

Documentation (suggested page length):

1. Reflection on instruction and assessment (3-4 pages);
2. Reflection on professional development (1 page)

Evaluation of the TSP

The Teaching Sample Project will be submitted on TK20 <u>only after all 7 sections are complete</u>. Once the Project has been submitted, you will be unable to continue working on it. Due dates are listed in Canvas. An assessor who has been trained to score this specific task, will evaluate this project using the attached rubrics.

Scores for each of the 7 sections will be based on the scoring rubric designed for the section. The rubrics focus on the qualities embedded in the TPE elements. Levels of proficiency are described across each row. To pass this task you must receive an overall score of at least 2 on each of the 7 sections. Unsuccessful candidates have an opportunity to remedy any portions rated as not meeting expectations.
Your University Coach or a subject-matter expert, who has been trained to score this project, will use the following to evaluate your Teaching Sample Project:

       STUDENTS IN CONTEXT:
              (1) Students in Context Chart
              (2) Instructional Implications response
              (3) Classroom management plan narrative or graphic organizer
       LEARNING OUTCOMES
              (1) Description of Unit
              (2) Table of Outcomes
              (3) Rationale of Unit
       ASSESSMENT PLAN
              (1) Description of pre and summative assessments for Learning Outcome A
              (2) Description of pre and summative assessments for Learning Outcome B
              (3) Description of specific formative assessments
              (4) Rationale for assessments
       DESIGN FOR INSTRUCTION
              (1) Summary of pre-assessment
              (2) Unit overview
              (3) Three lesson plans (of the five in your unit)
              (4) Responses to Questions about Lessons
       INSTRUCTIONAL DECISION MAKING
              (1) Two examples of lesson adjustments
       ANALYSIS OF STUDENT LEARNING
              (1) Class analysis
              (2) Progress report
       REFLECTION AND SELF-EVALUATION
              (1) Reflection on instruction and assessment
              (2) Reflection on professional development

Note: In order to ensure the anonymity of students, school site, school district, and other adults, use aliases or identifying codes rather than names in your documentation for this project.

TSP 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 1: Engaging and Supporting All Students in Learning;
TPE 2: Creating and Maintaining Effective Environments for Student Learning;
TPE 4 Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1- Does Not Meet Expectations	2- Meets Expectations	3- Meets Expectations at a High Level	4- Exceeds Expectations
Implications for Instruction TPE 1.1, 1.6, 4.1, 5.8, 7.3, 7.7, 7.11	Descriptions of instructional approaches are <u>limited or inappropriate</u> for at least two of the following groups: (a) different levels of English proficiency, (b) students with identified special needs (c) students with different instructional needs (d) students from underserved education groups	Descriptions of instructional approaches are <u>generally appropriate</u> for at least <u>three</u> of the following groups: (a) different levels of English proficiency (b) students with identified special needs (c) students with different instructional needs (d) students from underserved education groups	Descriptions of instructional approaches are <u>specifically aligned with the needs of at least three</u> of the following groups: (a) different levels of English proficiency (b) students with identified special needs (c) students with different instructional needs (d) students from underserved education groups	Description of instructional approaches are <u>detailed</u> and specifically aligned with the needs of <u>all</u> of the following groups: (a) a <u>full range</u> of English proficiency levels (b) students with identified special needs (c) students with different instructional needs (d) students from underserved education groups
Creating and Maintaining Effective Environments TPE 2.1, 2.3, 2.6	Expectations for, and responses to, behavior are <u>limited or inappropriate</u> related to at least <u>two</u> of the following: (a) individual responsibility (b) intolerance (c) an inclusive climate. Routines are ineffective, with no or limited description of how they were communicated to students.	Expectations for, and responses to, behavior include <u>general</u> examples related to at least <u>two</u> of the following: (a) individual responsibility (b) intolerance (c) an inclusive climate. Routines focus on management, with a <u>general</u> description of how they were communicated to students.	Expectations for, and responses to, behavior include <u>specific</u> examples related to <u>all</u> of the following: (a) individual responsibility (b) intolerance (c) an inclusive climate, <u>and</u> focus on <u>positive, fair and respectful treatment of students</u>. Routines are <u>specifically designed to facilitate learning</u>, with a detailed description of how they were communicated to students.	Expectations for, and responses to, behavior include specific examples <u>and justification</u> related to: (a) individual responsibility (b) intolerance (c) an inclusive environment, which reflect fair and respectful treatment <u>specifically designed for the full range of students in the class.</u> Routines, designed to facilitate learning, are described <u>and justified</u>, including a description of how they were com-municated to students <u>and families, and maintained throughout the year</u>.

Circle overall rating for Students in Context   **1**   **2**   **3**   **4**

Learning Outcomes

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Learning Outcomes and Standards TPE 3.1, 3.3, 7.1	Outcomes <u>are not clearly related</u> to math or literacy standards. Outcomes <u>poorly represent</u> the math and level of learning (e.g. DOK level) reflected in the content standards or address a <u>limited range</u> in the level of learning.	Outcomes <u>primarily</u> address <u>either</u> math <u>or</u> literacy standards. Most outcomes represent the math <u>and level of learning</u> (e.g. DOK level) reflected in the math standards, though they primarily focus on <u>lower levels</u> of learning.	Outcomes clearly address <u>both</u> math <u>and</u> literacy standards. Most outcomes represent the math and level of learning (e.g. DOK level) reflected in the content standards and address a <u>range</u> in the type or level of learning, <u>including a focus on higher level learning.</u>	Outcomes clearly <u>integrate</u> math and literacy standards. <u>All</u> outcomes represent the math and level of learning (e.g. DOK level) reflected in the math standards, address a range in the type or level of learning, including a focus on higher level learning, <u>and real world connections</u>.
Appropriateness For Students TPE 1.1, 3.2	Description of unit and rationale provide <u>limited</u> justification for the appropriateness of the unit for: (a) development of math knowledge <u>or</u> literacy skills (b) past learning, pre-requisite knowledge, <u>or</u> future learning (c) students' cultural backgrounds, interests, and lives	Description of unit and rationale provide <u>general</u> justification for: (a) development of either math knowledge <u>or</u> literacy skills (b) past experiences, pre-requisite knowledge, <u>or</u> future learning (c) students' cultural backgrounds, interests, and lives	Description of unit and rationale provide <u>specific</u> justification for: (a) development of math knowledge <u>and</u> literacy skills (b) past experiences, pre-requisite knowledge, or future learning (c) students' cultural backgrounds, interests, and lives	Description of unit and rationale provide specific justification for: (a) <u>integration</u> of math knowledge <u>and</u> literacy skills (b) past experiences, pre-requisite knowledge, <u>and</u> future learning (c) students' cultural backgrounds, interests, and lives, <u>specifically referencing</u> <u>information from Students in Context section</u>.

Circle overall rating for 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 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Congruence with Learning Outcomes and Content TPE 4.3	Most methods of assessment lack congruence with learning outcomes and level of learning (e.g. DOK level). Little or no attention to the assessment of math knowledge or literacy skills.	Most assessment methods are congruent with learning outcomes in either content or level of learning (e.g. DOK level). Attention to assessment of math knowledge or literacy skills.	Most assessment methods are congruent with learning outcomes in content and level of learning (e.g. DOK level). Attention to assessment of both math knowledge and literacy skills.	All assessments are clearly congruent with the learning outcomes in both content and level of learning (e.g. DOK level). Specific attention to the assessment of integrated math knowledge and literacy skills.
Variety in Methods of Assessment TPE 5.2, 7.10	The assessment plan is limited or does not assess students before, during, and after instruction, or uses only one method of assessment.	The assessment plan assesses student knowledge or performance before, during, and after instruction, with some variety in the assessment methods.	The assessment plan assesses student knowledge or performance before, during and after instruction, includes a variety of assessment methods, including assessment of higher level thinking (e.g. complex task).	The assessment plan assesses student knowledge and performance before, during and after instruction, includes a variety of assessment methods, including those requiring an integration of knowledge, skills, and reasoning.
Clarity of Assessment Methods TPE 5.1	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are not clearly described. Candidate demonstrates little understanding of the relationship between the format and purpose of assessments.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are given for most assessment methods. Candidate describes how the format of the assessments match the learning outcomes and the purpose of assessing.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are clearly described for most assessment methods. Candidate evaluates how the format of the assessments match the learning outcomes and the purpose of assessing.	Prompts, directions, scoring procedures, and criteria for meeting learning outcomes are clearly described for all assessment methods, and explicitly linked to learning outcomes. Candidate evaluates and justifies how the format of the assessments match the learning outcomes and the purpose of assessing.

Circle overall rating for 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 1: Engaging and Supporting All Students in Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning; TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1- Does Not Meet Expectations	2- Meets Expectations	3- Meets Expectations at a High Level	4- Exceeds Expectations
Use of Contextual Information and Data to Inform Instruction TPE 1.1, 1.6, 3.2, 4.4, 5.8, 7.1, 7.3, 7.7, 7.11	Lessons are <u>in conflict</u> with the results of the pre-assessment Lessons do not connect to real world, including students' background and interests. Lessons include <u>limited or inappropriate ways</u> to provide access to the math content or to develop literacy skills.	Lessons show <u>some attention</u> to pre-assessment results Lessons <u>attempt</u> real world connection though superficial; including students' background and interests. Lessons provide access to math content <u>or</u> develop literacy skills for at <u>least two</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs, (d) underserved educational groups.	Lessons are <u>in alignment with pre-assessment results.</u> Lessons include real world connections; including students' background and interests. Lessons provide access to math content <u>and</u> develop literacy skills for at <u>least two</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs, (d) underserved educational groups.	Lessons have been designed with <u>specific reference to pre-assessment data and includes integrated real world connections to</u> students' background and interests. Lessons provide access to math content and develop literacy skills for <u>all</u> of the following: (a) identified special needs, (b) different levels of English language proficiency, (c) different instructional needs, (d) underserved educational groups.
Alignment with Learning Outcomes & Standards TPE 3.1, 3.3, 7.9	Lessons are <u>minimally aligned</u> with the unit learning outcomes or are <u>inconsistent</u> with current math pedagogy.	Lessons are <u>aligned with</u> unit learning outcomes and are <u>consistent</u> with current math pedagogy <u>or</u> literacy skills.	Lessons are <u>aligned with</u> unit learning outcomes and are <u>consistent</u> with current math pedagogy <u>and</u> the development of literacy skills.	Lessons are <u>aligned</u> with learning outcomes, <u>consistent</u> with current math pedagogy and the development of literacy skills, <u>and demonstrate seamless integration of math and literacy</u>.
Variety in Instruction TPE 1.5, 4.4, 4.7	<u>Limited variety</u> in instructional methods and engagement strategies. <u>Limited or inappropriate</u> use of technology.	A <u>variety</u> of instructional methods and engagement strategies. <u>Appropriate</u> use of technology to engage students or promote access to content, though <u>primarily used by teacher</u>.	A <u>variety</u> of instructional methods and engagement strategies, <u>including</u> activities that provide students <u>opportunities for critical and creative thinking</u>. Appropriate use of technology to engage students <u>or</u> promote <u>equitable access</u> to math and/or literacy.	A <u>variety</u> of instructional methods and engagement strategies, including activities that provide opportunities for critical and creative thinking <u>and utilize a range of communication or activity modes.</u> <u>Clear justification</u> for the use of technology to engage students <u>and</u> promote equitable access to math and/or literacy.

Circle overall rating for 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 1: Engaging and Supporting All Students in Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Monitoring Student Learning TPE 1.8	No or limited evidence of monitoring students during instruction. Focus is on external factors (e.g. time, schedule) rather than student behavior or learning.	Evidence of monitoring students during instruction is implied or general. Focus is primarily on behavior or lesson structure rather than student learning.	Evidence of monitoring students during instruction is specifically described. Focus is on student learning and engagement.	Evidence of monitoring students during instruction is connected to specific individuals and groups of students in the class. Focus is on productive student learning and active engagement by all students.
Adjustments Based on Knowledge of Student Learning and Providing Access to Curriculum TPE 3.2, 7.10	Teacher treats class as "one plan fits all" with no adjustments OR information about student learning is not used, or used inappropriately, to adjust instruction.	Some adjustments of the instructional plan are made to address general student needs, with some connections to knowledge of student learning or providing access to curriculum.	Appropriate adjustments of the instructional plan are made to specifically address needs of students in this class. These adjustments are informed by the knowledge of student learning related to the unit topic and providing access to curriculum.	Appropriate adjustments of the instructional plan are made to specifically address needs of both whole group and specific students. These adjustments are explicitly informed by the knowledge of student learning, with specific reference to learning outcomes, and providing access to curriculum.
Alignment Between Adjustments and Learning Outcomes TPE 3.2, 7.10	Adjustments to instruction are minimally or not aligned with learning outcomes. Limited or no reasons given for how adjustments would improve student progress.	Adjustments to instruction are generally aligned with learning outcomes. Reasons for adjustments address efforts to improve student progress.	Adjustments to instruction are specifically aligned with learning outcomes. Reasons for the adjustments specifically address how they would improve student progress.	Adjustments to instruction are explicitly aligned to learning outcomes. Reasons for adjustments include how they would improve student progress for the whole class and specific students.

Circle overall rating for 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 5: Assessing Student Learning
TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Analysis and Interpretation of Data TPE 5.2, 7.10	Analysis and interpretation of data: (a) provides limited or no evidence of the number of students meeting the learning outcomes; (b) is missing, inaccurate, or unsupported by evidence; (c) provides a limited description of how the data/scores reflect the learning outcomes. (d) conclusion does not include patterns found from data	Analysis and interpretation of data: (a) provides some evidence of the number of students meeting at least one of the learning outcomes; (b) is generally accurate, with some supporting evidence; (c) describes how the data/scores reflect learning related to at least one of the learning outcomes. (d) conclusion generally describes patterns found from data	Analysis and interpretation of data: (a) provides clear evidence of the number of students meeting each of the two learning outcomes; (b) is generally accurate and clearly supported by evidence from data; (c) describes how the data/scores reflect learning related to each of the two learning outcomes. (d) conclusion specifically describes patterns found from data	Analysis and interpretation of data: (a) provides clear evidence of the number of students meeting each of the two learning outcomes and making some or no progress toward the learning outcomes; (b) is completely accurate, clearly supported by evidence from data with specific examples to support statements; (c) uses specific examples to describe how the data/ scores reflect each of the two learning outcomes. (d) conclusion describes patterns found from data delineated by groups
Progress Report TPE 5.5	Progress report for student who struggled: (a) uses limited or inappropriate data or examples to describe strengths or areas for growth related to one of the unit outcomes; (b) provides no, limited, or unrealistic suggestions for improving student learning.	Progress report for student who struggled: (a) uses some data or examples to describe strengths or areas for growth related to one of the unit outcomes; (b) provides general suggestions for improving student learning.	Progress report for student who struggled: (a) uses appropriate data and examples to describe strengths and areas for growth related to at least one of the unit outcomes; (b) provides realistic suggestions for improving student learning related to these learning outcomes.	Progress report for student who struggled: (a) uses appropriate data and examples to describe strengths and areas for growth related to both of the unit outcomes; (b) provides realistic and specific suggestions for improving student learning related to these learning outcomes for the needs of this student.

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 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction for All Students

Rating → Indicator ↓	1- Does Not Meet Expectations	2- Meets Expectations	3- Meets Expectations at a High Level	4- Exceeds Expectations
Insights on Effective Instruction and Assessment TPE 6.1, 6.5, 7.3	Does not describe effective instructional activities for at least <u>two</u> of these categories: (a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs (d) students from underserved education groups Provides limited or no statements about the alignment between assessments and learning outcomes. Does not describe mathematical knowledge OR description of mathematical knowledge does not relate to this unit.	Describes <u>effective</u> instructional activities for at least <u>three</u> of these categories: (a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs (d) students from underserved education groups Identifies the alignment between assessments and learning outcomes. Describes mathematical knowledge related to this unit.	Describes effective instructional activities and provides <u>plausible</u> justification for at least <u>three</u> of these categories: (a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs (d) students from underserved education groups Identifies <u>and justifies</u> the alignment between assessments and learning outcomes. Describes how mathematical knowledge <u>influenced the success of the unit</u>.	Describes effective instructional activities <u>and</u> provides plausible justification <u>with supporting evidence</u> for <u>all</u> of these categories: (a) a range of English proficiency, (b) students with identified special learning needs, (c) students with different learning needs (d) students from underserved education groups Identifies and justifies the alignment between assessments and learning outcomes, <u>including supporting evidence</u>. Describes how mathematical knowledge influenced the success of the unit, <u>and provides supporting evidence from the unit.</u>
Implications for Future Teaching TPE 6.1	Provides <u>limited or inappropriate</u> suggestions for redesigning learning outcomes, instruction, or assessment.	Provides two <u>appropriate</u> suggestions for redesigning learning outcomes, instruction, or assessment.	Provides appropriate suggestions for redesigning learning outcomes, instruction, or assessment <u>and</u> explains why these adjustments would improve student learning.	Provides appropriate suggestions for redesigning learning outcomes, instruction, <u>and</u> assessment, <u>connects</u> these suggestions to assessment data, <u>and</u> explains why these adjustments would improve student learning.
Implications for Professional Development TPE 6.3	Professional learning goal is not related to practice. Steps are impractical or inappropriate.	Presents a reasonable professional learning goal <u>connected to teaching in general</u>. Appropriate steps described in <u>general</u> terms.	Presents a reasonable professional learning goal <u>connected to the unit</u>. Appropriate steps described in <u>specific</u> terms.	Presents a reasonable professional learning goal <u>based on student learning documented</u> in the unit. Appropriate steps described in specific terms.

Circle overall rating Reflection And Self Evaluation: 1   2   3   4

FAST Policies and Procedures

Intended Use Policy

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), and to provide information useful for determining program quality and effectiveness. Tasks are to be completed in fieldwork placements by teacher candidates 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. Unacceptable assistance will result in no credit for the field experience course and the need to request special consideration to retake the course.

Note that the successful completion of all FAST projects is just one of the 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 information about other requirements.

Accommodations for Students with Disabilities

Teacher candidates with disabilities will be reasonably accommodated in completing the FAST projects. Teacher candidates with disabilities that may affect their ability to complete the projects with reliability are directed to contact their University Coaches and the University Services for Students with Disabilities. The service office will notify the appropriate faculty and coaches regarding necessary accommodations and will assist in providing those accommodations as needed.

Non–Passing Score Procedure: SVP

Teacher candidates who do not achieve a passing score of "2" or higher on any section of the SVP Project during their initial attempt must complete additional steps to demonstrate competency, as outlined below:

Foundational Skills: Non-Passing Score
- Candidates must complete an entirely new SVP Project, including the planning, implementation, and reflection components of the Foundational Skills.

Meaning Making Skills: Non-Passing Score
- Candidates must complete an entirely new SVP Project, including the planning, implementation, and reflection components of the Meaning Making Skills.

Decision Making & Culturally Sustaining Pedagogy Section: Non-Passing Score

- Candidates will have the opportunity to revise and resubmit the reflection section for re-scoring.

If a passing score is earned through this process, it will be recorded as the candidate's official score. However, as required, the initial failing and subsequent passing scores will be documented and submitted to the California Commission on Teacher Credentialing (CCTC).

Non-Passing Score Procedure: TSP

Teacher candidates who fail to earn a passing score of "2" or higher on any section of the TSP during their initial attempt will have the opportunity to revise and resubmit the non-passing section(s) for re-scoring.

If a passing score is achieved upon resubmission, it will be recorded as the candidate's "official score." However, both the failing and passing score will be documented and submitted to the California Commission on Teacher Credentialing.

Non-Passing Score on Second Attempt

If the candidate fails once again to earn a passing score on their second attempt for either the SVP or TSP, they may request a third attempt through the Appeal Policy.

Appeal and third attempt

If the committee approves the appeal for a third attempt, the following conditions apply:
- Until the project is successfully completed, the candidate will receive a "No Credit" grade for that semester's field experience.
- If granted a third attempt, the candidate may be permitted to enroll in the next semester's field experience while completing the revised project.

Submission Deadline and Outcomes

The revised project from the prior semester must be submitted by the last day of instruction in the subsequent semester.

If the revised project earns a passing score:
- The "No Credit" grade will be replaced with a "Credit" grade for the previous semester.
If the revised project does not earn a passing score:
- The "No Credit" grade will remain.

Appeal Policy

The Fresno Assessment of Student Teachers (FAST) provides teacher candidates the opportunity to appeal a non-passing score of "1" (Does Not Meet Expectations) awarded on any section of a FAST project. The appeal process is outlined below for both the Site Visitation Project (SVP) and Teaching Sample Project (TSP):

Site Visitation Project Appeal Procedure

1. Initial Appeal Request
    a. The teacher candidate will be permitted a second attempt, provided there is sufficient time remaining in their clinical practice setting.
        i. If a candidate earns a non-passing score of "1" on any TPE or section of a FAST project, they may revise and resubmit according to the above Non-Passing Score Procedure: SVP.
2. Requesting a Third Attempt
    a. If the candidate still does not earn a passing score, the candidate may email the FAST Coordinator to request a third attempt. The request must include:
        i. Contextual information.
        ii. Justification for why a third attempt should be granted.
3. Panel Review
    a. Within 5 days of receiving the appeal request, the FAST Coordinator convenes a panel of three individuals to review the appeal. The panel members must meet the following criteria:
        i. Trained to score the specific task under review.
        ii. Have appropriate content area expertise.
        iii. Not involved in the original scoring.
    b. The panel will meet with the original scorer, review the candidate's response, and discuss the candidate's classroom performance as documented by the university coach's observational notes.
4. Panel Decision
    a. The panel reaches a consensus score, which is considered final:
        i. Passing Score: The new score replaces the original score, and the candidate is notified via email within 5 days of the decision
        ii. Non-Passing Score: The original score stands, and the FAST Coordinator arranges a meeting with the candidate to discuss the outcome within 5 days.

Teaching Sample Project Appeal Procedure

1. Initial Appeal Request
    a. The candidate will be permitted a second attempt of the TSP, provided the initial project was submitted on time.
        i. If a candidate earns a non-passing score of "1" on any TPE or section of the TSP, they may revise and resubmit according to the Non-Passing Score Procedure: TSP.
2. Requesting a Third Attempt
    a. If the candidate still does not earn a passing score, the candidate may email the FAST Coordinator to request a third attempt. The request must include:
        i. Contextual information.

        ii.   Justification for why a third attempt should be granted.
3. Re-Scoring
    a. Within 5 days of receiving the appeal request, the FAST Coordinator arranges for the project to be restored by a qualified individual who:
        i.   Is trained to score the specific task under review.
        ii.   Has appropriate content area expertise.
        iii.   Was not involved in the original scoring.
4. Panel Review (If Necessary)
    a. If the original and second scorers do not agree, the FAST Coordinator convenes a panel of three individuals to review the appeal within 5 days. The panel must include at least one person not involved in the original or second scoring.
    b. The panel reviews the candidate's response and reaches a consensus score.
5. Panel Decision
    a. The panel's decision is final:
        i.   Passing Score: The new score replaces the original score, and the candidate is notified via email within 5 days of the decision.
        ii.   Non-Passing Score: The original score stands, and the FAST Coordinator arranges a meeting with the candidate to discuss the outcome within 5 days.

Resources

Panopto Video Platform Guide

The Panopto Video Platform Guide instructs students on what Panopto is, how it benefits the program, how to access it, and how to use it.

Appendix

SVP Forms

All required forms for the SVP are also available in your Tk20 SVP Portfolio. The forms listed here are: Foundational Skills Planning and Reflection Table, Meaning Making Skills Planning and Reflectional Table, and Instructional Decision Making and Culturally Sustaining Pedagogies Reflection, as well as an Optional Words Their Way Table.

Foundational Skills Planning and Reflection Table

Using information gathered from the whole class Words Their Way spelling inventory, identify focal group and complete foundational skills planning and reflection table based on data and context.

PLANNING: Foundational Skills				
Grade Level:	**Student 1** & why included in this group?	**Student 2** & why included in this group?	**Student 3** & why included in this group?	**Student 4** & why included in this group?
Ethnicity				
Language(s) Spoken/Proficiency Status				
Identified Special Needs				
Words Their Way Spelling Stage (TK/K: emergent writing stage)- Identify specific needs				

Phonics Feature Need: Based on WTW (TK/K: phonemic awareness)- Identify specific needs				

Using specific data from the Words Their Way assessment, **find commonalities in specific needs to provide rationale for identified focus of foundational skills and these specific students**:

Identified ELA and ELD Standards to be addressed in foundational skills with Focal Group:

[write identified standards here]

	Area of Focus	Day 1 Including Teacher Action, Student Action, and justification for activity choice	Day 2 Including Teacher Action, Student Action, and justification for activity choice	Day 3 Including Teacher Action, Student Action, and justification for activity choice
Foundational Skills ● Every day an area of focus is taught, the box should include: ○ teacher action ○ student action ○ justification for activity choice	**Phonemic Awareness**			
	Phoneme- Grapheme Correspondences			
	Decoding and Encoding			
	Fluency			

	Irregular Words (Following same phonics pattern)			
	Concepts About Print			

Intended outcome after 3 day lesson sequence:

IMPLEMENTATION: Foundational Skills
Daily Reflection In Action: Daily Progress Notes

Day 1:	Foundational Skills ● Where is students' progress with the skills based on intended outcome? ● How did you support students' access to the content? (funds of knowledge, building on existing schema)	Evidence-Based Next Steps ● Based on student data, what do you need to revise or adjust your plan for Day 2? What changes will you make? ● Strike-through adjustments made above.
Student 1		
Student 2		
Student 3		
Student 4		
Day 2:	Foundational Skills ● Where is students' progress with the skills based on intended outcome? ● How did you support students' access to the content? (funds of knowledge, building on existing schema)	Evidence-Based Next Steps ● Based on student data, what do you need to revise or adjust your plan for Day 3? What changes will you make? ● Strike-through adjustments made above.
Student 1		
Student 2		

Student 3		
Student 4		
Day 3:	**Foundational Skills** ● Where is students' progress with the skills based on intended outcome? ● How did you support students' access to the content? (funds of knowledge, building on existing schema)	**Evidence-Based Next Steps** ● Based on the outcomes of your three-day lesson sequence, what are your next steps for these children (individualize as appropriate)? ● Strike-through adjustments made above.
Student 1		
Student 2		
Student 3		
Student 4		

REFLECTION: Foundational Skills

Reflection of Foundational Literacy Skills: 3- to 5-minute unedited video clip demonstrating your ability to provide targeted reading foundational skills instruction in at least one sub-category: CAP, phonemic awareness, phonics, decoding/encoding, fluency, irregular words.
Add Panopto Link or video clip here:

Justification for the <u>alignment</u> of activity in video 1 and the focal area(s):	**Justification** for the <u>effectiveness</u> of instructional activity in Video clip 1 based on the intended outcome:

Meaning Making Skills Planning and Reflection Table

Using information gathered from the narrative comprehension task, identify common areas of need, gather additional contextual data, and complete meaning making skills planning and reflection table based on data and context.

PLANNING: Meaning Making Skills

Grade Level:	Student 1 (same as above)	Student 2 (same as above)	Student 3 (same as above)	Student 4 (same as above)
Identity: Cultural and Interest identities (Must include both)				
Ethnicity (copied from Foundational Skills)				
Language(s) Spoken/Proficiency Status (copied from Foundational Skills)				
Identified Special Needs (copied from Foundational Skills)				
Results from Narrative Comprehension Task: Retelling Needs *Check items NOT included in the retelling.* **Identify specific needs**	☐ Characters ☐ Setting ☐ Plot ☐ Problem ☐ Solution	☐ Characters ☐ Setting ☐ Plot ☐ Problem ☐ Solution	☐ Characters ☐ Setting ☐ Plot ☐ Problem ☐ Solution	☐ Characters ☐ Setting ☐ Plot ☐ Problem ☐ Solution
Results from Narrative Comprehension Task: Questions *(Score and analysis)* **Identify specific needs**	Explicit: Implicit:			

Using specific data from the Narrative Comprehension Task assessment, **find commonalities in specific needs to provide rationale for the Meaning Making skill focus**.

	Area of Focus	Day 1 Including Teacher Action, Student Action, and justification for activity choice	Day 2 Including Teacher Action, Student Action, and justification for activity choice	Day 3 Including Teacher Action, Student Action, and justification for activity choice
Identified ELA and ELD Standards to be addressed in meaning making skills with Focal Group: *[write identified standards here]*				
Meaning Making	**Identity Reading** (culturally, linguistically, interest related reading)			
	Oral Language/ Discussion			
	Writing			
Intended outcome after 3 day lesson sequence in meaning making:				

IMPLEMENTATION: Meaning Making Skills
Daily Reflection In Action: Daily Progress Notes

Day 1:	**Meaning Making Skills** ● Where is students' progress with the meaning making skills based on intended outcome? ● How engaged were the students? To what can you attribute their engagement (cultural relevance, interest)? OR why might they have not been engaged?	**Evidence-Based Next Steps** ● Based on student data, what do you need to revise or adjust your plan for Day 2? What changes will you make? ● Strike-through adjustments made above
Student 1		

Student 2		
Student 3		
Student 4		
Day 2:	**Meaning Making Skills** ● Where is students' progress with the meaning making skills based on intended outcome? ● How engaged were the students? To what can you attribute their engagement (cultural relevance, interest)? OR why might they have not been engaged?	**Evidence-Based Next Steps** ● Based on student data, what do you need to revise or adjust your plan for Day 3? What changes will you make? ● Strike-through adjustments made above
Student 1		
Student 2		
Student 3		
Student 4		
Day 3:	**Foundational Skills** ● Where is students' progress with the meaning making skills based on intended outcome? ● How engaged were the students? To what can you attribute their engagement (cultural relevance, interest)? OR why might they have not been engaged?)	**Evidence-Based Next Steps** ● Based on the outcomes of your three-day lesson sequence, what are your next steps for these children (individualize as appropriate)?
Student 1		
Student 2		
Student 3		
Student 4		
REFLECTION: Meaning Making Skills		

Reflection of Meaning Making Literacy Skills: 3- to 5-minute unedited video clip demonstrating your ability to provide targeted reading meaning making skills instruction in at least one sub-category: reading comprehension, oral language, writing.
Add Panopto Link or video clip here:

Justification for the <u>alignment</u> of activity in video 2 and the focal area(s):	**Justification** for the <u>effectiveness</u> of instructional activity in Video clip 2 based on the intended outcome:

Instructional Activity Menu

Instructional Activity Menu						
Phonemic Awareness	**Phonology, Orthography, Morphology**	**Irregular Words**	**Decoding and Encoding**	**Fluency**	**Meaning Making w/ Identity Reading**	**Effective Expression/ Identity Writing**

● Elkonin Boxes (w/ tokens)
● Songs, finger plays, chants,
	● Phoneme-Grapheme Correspon-dences
	● Phonics pattern Introduction (use a Scope & Sequence)
	  - Elkonin Boxes (w/ letters)
	  - Blending Drill
	  - Word Sort
	  - Word Work Mat Beginner
	  - Word Work Mat Intermediate
	● Morphology
	● Mapping roots and affixes
		● Mapping irregular words that follow the focal phonics pattern	● Students read decodable text that follows the focal pattern
			● Students write texts that include the focal pattern
			  - letter formation
			  - sentence writing
				● Reader's theater
				● Repeated reading
				● Neurological Impress Method (NIM)
				● Choral reading
					● Select a culturally and linguistically sustaining text with a high interest topic
					● Facilitate a discussion about the text
					● Meaning making strategies
						● Independent Writing connected to Identity Reading
						  - Invented spelling
						  - Process writing

Words Their Way Table

Student	WTW Spelling Stage	WTW Phonics Feature Need	Additional Clarifying Notes
	ADD ADDITIONAL ROW AS NEEDED		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Instructional Decision Making & Culturally Sustaining Pedagogy

Reflection on Action

After watching the videos, prepare a written self-evaluation of your planning and implementation of the lessons by responding to the *Self-Evaluation of Lesson* questions in the three categories listed below (i.e. Subject Specific Pedagogy, Applying Knowledge of Students, Student Engagement). Use examples from the video clips and the 3-day lesson sequence to support your evaluation.

Instructional Decision Making & Culturally Sustaining Pedagogy

1. Describe in **detail** one time where you changed your original reading lesson plan.

2. Why was this change made, and how did that change support student progress in either foundational or meaning making skills? **Provide evidence.**

3. Based on the outcomes of your three-day lesson sequence, what are your **next steps** for these children (individualize)?

4. Explain i**n detail** why you chose the identity text, justify the chosen text **using contextual data**. Be sure to include evidence to support the chosen text.

5. How did the Identity Text reflect your students' cultures, backgrounds, and/or interests and **did it support** their engagement? **Provide evidence.**

TSP Forms

All required forms for the SVP are also available in your Tk20 SVP Portfolio. The forms listed here are: Class Profile, Lesson Plan, Activity/Strategy Table, and Self-Evaluation of Lesson.

Students in Context

THE SCHOOL

Grade levels in school _____   Number of students enrolled in school _____

Percentage of students receiving free or reduced lunch _____ Percentage of students with IEPs _____

Percentage of students identified as English learners _____

THE STUDENTS IN THE CLASSROOM

Grade level(s): _____   Age range: _____

Number of students enrolled: Male _____   Female _____   Nonbinary _____

Number of students typically present: _____

Ethnicity of students (give number or percentage):

      African American or Black _____   American Indian/Alaskan Native _____

      Asian, Filipino, or Pacific Islander _____   European American or white ___

      Hispanic or Latino _____   Two or more races _____

English language proficiency (see ELD standards and ELPAC performance level descriptors for descriptions):

      # proficient: English only _____ Redesignated _____

      # bridging _____

      # expanding _____

      # emerging _____

Languages spoken (list all that apply):

Description of students' reading ability (in relation to grade level (above, at, below) or specific reading grade level) and source of this information:

Description of students' writing ability and source of this information:

Description of students' math ability (in relation to grade level; above, at, below) and attitude toward math

Description of students' cultural backgrounds, interests, and lives outside-of-school:

Number of students with IEPs (or formally identified with special needs) _____

      List specific categories and number of each student in each category.

Description of special needs of students who do not have IEPs (e.g. learning needs, health issues, challenging behaviors):

Design for Instruction Lesson Organizer

Lesson #:	Topic	Learning Outcome Addressed	Lesson Objective	General Overview of Activities
Lesson 1:				
Lesson 2:				
Lesson 3:				
Lesson 4:				
Lesson 5:				

Lesson Plan[1]

BASIC INFORMATION	
Summary	
Grade Level	
Time Frame	
Subject(s)	
Topic(s)	
Instructional Materials & Prep	
STANDARDS AND OBJECTIVES	
CA Math Standard(s)	
CA ELD/ELA Standard(s)	
Lesson Objective(s)	
PLANNING CONSIDERATIONS	
Differentiated Instruction/UDL/Culturally Relevant Pedagogy/SDAIE	
Vocabulary and/or Vocabulary Resources	
ASSESSMENT	

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[1] This format is recommended, but not required, for the TSP. This format includes the basic elements that should be included in whatever lesson plan format you use. Your coach, instructors, or school district may require additional elements.

Assessment of Learning	
LEARNING EXPERIENCES	
Sequence of Activities	
CLOSURE	
Closure	