C-SAIL Year 2 Convening: FAST Study Presentation

Toni Smith

Follow this and additional works at: https://repository.upenn.edu/c-sail

Part of the Educational Assessment, Evaluation, and Research Commons

Smith, Toni, "C-SAIL Year 2 Convening: FAST Study Presentation" (2016). C-SAIL Publications. 28. https://repository.upenn.edu/c-sail/28

The Center on Standards, Alignment, Instruction, and Learning (C-SAIL), funded from July 2015 through 2020 by the Institute of Education Sciences, examined how college- and career-readiness (CCR) standards were implemented, if they improved student learning, and what instructional tools measured and supported their implementation.

This paper is posted at ScholarlyCommons. https://repository.upenn.edu/c-sail/28
For more information, please contact repository@pobox.upenn.edu.
C-SAIL Year 2 Convening: FAST Study Presentation

Abstract
Toni Smith presents Year 1 progress on the Feedback on Alignment and Support for Teachers (FAST) Program Study at C-SAIL's first annual "A Conversation on College- and Career-Readiness Standards" in Washington, D.C. on November 18, 2016. This PowerPoint presentation corresponds to a presentation video available at c-sail.org/videos.

Keywords
college and career-ready standards, implementation, professional development, assessment

Disciplines
Education | Educational Assessment, Evaluation, and Research

Comments
The Center on Standards, Alignment, Instruction, and Learning (C-SAIL), funded from July 2015 through 2020 by the Institute of Education Sciences, examined how college- and career-readiness (CCR) standards were implemented, if they improved student learning, and what instructional tools measured and supported their implementation.

This presentation is available at ScholarlyCommons: https://repository.upenn.edu/c-sail/28
Feedback on Alignment and Support for Teachers (FAST) Program Study

Toni Smith
C-SAIL FAST Study Lead
American Institutes for Research
Context

• Adoption of new college and career standards signifies change
  – Movement of topics from one grade/course to another
  – Change in emphasis for cognitive demands, processes, levels of text complexity

• Teachers need support in making the transition
  – Understand what the standards require
  – Design and implement instruction aligned to the standards
Goal of the FAST Program

Provide teachers with support to align their instruction to state standards, for all students, by offering tools for reflection, instructional coaching, and access to aligned resources.

Grade 4 Math
Grade 5 English Language Arts
Tool to Support Reflection: Instructional Log

- **Teacher reports on instruction**
  - Level of emphasis given to each topic and cognitive demand
  - Extent to which instructional accommodations were used with three target students: median, English language learner (ELL), student with disabilities (SWD)
  - Level of emphasis given to each math practices/process (Math)
  - Lexile of texts used (ELA)

- **Teacher immediately receives feedback on alignment of reported instruction to standards**
### Picture of Topic/Cognitive Demand

<table>
<thead>
<tr>
<th>Instruction (4725 minutes)</th>
<th>Topic Categories</th>
<th>Target (18900 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recall/Response</td>
<td>Skill/Concepts</td>
</tr>
<tr>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>0.059</td>
<td>0.000</td>
<td>0.059</td>
</tr>
<tr>
<td>0.220</td>
<td>0.099</td>
<td>0.125</td>
</tr>
<tr>
<td>0.003</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>0.006</td>
<td>0.001</td>
<td>0.001</td>
</tr>
<tr>
<td>0.002</td>
<td>0.000</td>
<td>0.001</td>
</tr>
<tr>
<td>0.005</td>
<td>0.002</td>
<td>0.001</td>
</tr>
<tr>
<td>0.005</td>
<td>0.001</td>
<td>0.003</td>
</tr>
<tr>
<td>0.003</td>
<td>0.001</td>
<td>0.001</td>
</tr>
<tr>
<td>0.013</td>
<td>0.003</td>
<td>0.003</td>
</tr>
<tr>
<td>0.007</td>
<td>0.003</td>
<td>0.002</td>
</tr>
<tr>
<td>0.022</td>
<td>0.003</td>
<td>0.004</td>
</tr>
<tr>
<td>0.005</td>
<td>0.002</td>
<td>0.002</td>
</tr>
<tr>
<td>0.038</td>
<td>0.001</td>
<td>0.015</td>
</tr>
<tr>
<td>0.067</td>
<td>0.005</td>
<td>0.016</td>
</tr>
<tr>
<td>0.040</td>
<td>0.005</td>
<td>0.030</td>
</tr>
<tr>
<td>0.023</td>
<td>0.007</td>
<td>0.006</td>
</tr>
<tr>
<td>0.031</td>
<td>0.015</td>
<td>0.003</td>
</tr>
<tr>
<td>0.138</td>
<td>0.272</td>
<td>0.139</td>
</tr>
</tbody>
</table>
Picture of Math Practices/Processes

Math Practice/Process

Level of Emphasis

View data table
Picture of Text Complexity
Picture of Instructional Accommodations

View data table
Tool to Support Reflection: Video Recording of Instruction

• Teacher video records a lesson
  – Completes an instructional log for that lesson
  – Identifies the standard addressed in the lesson
  – Uploads associated materials from the lesson

• Teacher receives feedback on the lesson through a series of video clips that support reflection on
  – Alignment of log report to observed instruction
  – Alignment of stated standard to observed instruction
  – Maintenance of cognitive demand for all students, including ELLs and SWDs
Support from a FAST Coach

• Individual coaching sessions
  – discuss the content of instruction shown in the log reports and video
    » Coach chooses illustrative video clips for discussion and reflection
  – examine relevant resources from the project’s online library of aligned resources
  – identify actionable next steps

• Grade-level, collaborative academic study teams (CASTs)
  – orientation to aspects of the FAST program (initial meetings, only)
  – discuss standards in upcoming instruction
  – examine relevant resources from the project’s online library of aligned resources
  – collaboratively plan for instruction
Online Library of Resources

• Resources to help teachers better
  – Understand the standards
  – Align instruction to the standards
  – Support ELLs and SWDs with aligned, grade-level material
  – Maintain a supportive, classroom environment (classroom management)
Typical Month: 4 week cycles

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Submit video with supplementary items</td>
<td></td>
<td>45 minute CAST meeting</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete instructional log</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>60 minute coaching conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete instructional log</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Test of the FAST Intervention

• Test the impact of the FAST intervention on
  – alignment of teachers’ instruction to state standards, measured by the SEC
  – student achievement, measured by state tests and a Center-developed test

• School level random assignment within district
  – 60 schools total (6 schools per district, 2 districts per state, 5 states)
  – 3 schools assigned to treatment, 3 to control in each district, resulting in 30 treatment schools, 30 control

• Subject-specific test
  – Mathematics intervention tested in Grade 4 (assume 75 teachers in treatment schools)
  – ELA intervention tested in Grade 5 (assume 75 teachers in treatment schools)