TPA HINTS

The following hints are ones that will be helpful to students in working on the TPA’s. The first set are suggestions for the TPA’s overall. These are followed up with ideas for each TPA.

Overall Ideas:

1. Be sure to respond completely to each TPA question. Responses that are limited to one or two sentences are not sufficient. Also, filling in the sections by cutting and pasting the response is considered incomplete and you will receive no credit. Remember the more detailed, the better.
2. Be sure to read each question carefully and follow the instructions related to the completing the question
3. For any TPA that you complete, be sure to watch the video to get further hints on completing it.

Subject Specific Pedagogy

Case Study One-Pedagogy

Main Ideas: Instructional Strategies vs. Activities MS: Method Classes SS: 407,417

1. When completing the Instruction Strategies and Student Activities, remember that the lesson is divided over at two day period
2. Be sure to read carefully the case study information related to the lesson and use this information to justify your responses related to the lesson appropriateness and alignment with standards. Do not generalize your responses

Case Study Two-Assessment

Main Idea: Types and Uses of Assessment MS: SS: 407,417

1. For the strength and weakness of the original assessment remember to justify the use of diagnostic testing as a strength and paper pencil multiple choice as a weakness
2. For each of the questions on the new assessment be sure to clearly respond to each of the areas by using specifics related to how the assessment will address the needs of the unit. Again, do not generalize

Case Study Three-English Language Learners

Main Idea: Working and Teaching EL Students MS 313, 315, SS 413,419

1. Be sure to be detailed as to the learning needs and strategies challenging to the students and not just list a few words
2. For adaptations, it is critical that these are to come from you and not other sources Remember adaptations should be ones that occur not just in the lesson but outside of the lesson. Also stay away from grouping techniques and general SDAIE approaches for the whole class.
3. For progress monitoring, be sure to show how you would interact with student directly as opposed to just giving tasks to be done.

Case Study 4-Special Needs Students

Main Idea: Learning Disabilities vs. Learning Needs MS 317 SS 410

1. Be sure to be detailed as to the learning needs and strategies challenging to the students and not just list a few words
2. Remember to distinguish between the learning needs through the IEP and other issues that can be handled by medication, ie. ADHD. Spend more time on the learning needs.
3. For adaptations, it is critical that these are to come from you and not other source. Remember, adaptations should be ones that occur not just in the lesson but outside of the lesson. Also, stay away from grouping techniques and general approaches for the whole class.
4. For progress monitoring, be sure to show how you would interact with the student directly as opposed to just giving tasks to be done.

Designing Instruction

Main Ideas: Learning about student characteristics MS 317,313,423 SS 405,407,410,413

 Writing measurable objectives MS Method Courses SS 407,417

 Writing Aligned lessons MS Method Courses SS 405,407,417

Step One-Academic Content Selection

1. Remember this first section addresses the information related to the unit and not just the lesson
2. In describing the unit of study, be complete in terms of what occurs in each lesson and how it relates to the standards
3. The academic goals must be measureable, ie. what the student is expected to do, what the results are going to be and how they will be measured.

Step One-Student Characteristics

1. For each area, be detailed in the information related to the students
2. Remember, linguistic background includes students speaking and writing abilities as related to English and ELL students. Be sure to address the CELDT level information
3. For academic content, remember you are addressing what are the students’ background, related to the area you are teaching
4. For cultural and health areas, be sure to address each area
5. In each area, be sure to include the specific sources of information in the second section. This includes cum files, health records, testing records, etc.
6. In the third section in each area, do not generalize but explain specific approaches that you would use to work with students based upon their background.

Step Two-Focus Students

1. Remember for each question relating to the focus students you are to respond in two parts

*a description of what you learned about each of the students*

*an explanation of how the information will influence your academic instructional planning*

1. Explain the exact reasons why you selected the student and not just a general impression. Be sure to include strengths and weaknesses of the student
2. Explain in detail how you will address the needs specific in your working with the student
3. Remember, under the challenge student, the second question asks for how student 2 is different from student 1.

Step Three-Academic Instruction

1. In this section you are responding to the standards and goals related to the lesson directly
2. Be sure to show the linkage between this lesson, prior and future ones. Be specific about the lesson
3. In question 9, be detailed about the steps you are going to present in the lesson. Do not generalize. Also, address in the rationale the specific reasons for each of the sections. Remember, each of your steps must include a rationale. Do not philosophize.

Step Four- Adaptations

1. For this section, do not repeat what you covered in Step Three Question 9. You must specifically show how you are going to address the student’s needs. It is critical that these are to come from you and not other sources Remember adaptations should be ones that occur not just in the lesson but outside of the lesson. Also, stay away from grouping techniques and general SDAIE approaches for the whole class.
2. Be sure to address each question related to the two parts

*Your decisions about lesson adaptations*

*A rationale for those decisions*

Step Five-Reflection

1. In each of these questions, be specific as to what you have learned from working with both the focus students and the class. Do not generalize your responses.
2. In the second reflection, state specifically how you are going to use this information in the future.

Assessing Learning

Main Ideas: Learning about student characteristics MS 317,313,423 SS 405,407,410,413

 Writing measurable objectives MS Method Courses SS 407,417

 Writing Aligned lessons MS Method Courses SS 405,407,417

 Designing and Implementing Assessments MS Method Courses SS 407,417

 Using outcomes to improve future instruction MS SS

Step One-Academic Content Selection

1. Remember, this first section addresses the information related to the unit and not just the lesson
2. In describing the unit of study, be complete in terms of what occurs in each lesson and how it relates to the standards.
3. The academic goals must be measureable, ie. what the student is expected to do, what the results are going to be and how they will be measured.

Step One-Assessment Planning

1. Remember, this section is not just dealing with a lesson plan but how you are going to effectively implement the assessment
2. Based upon what you chose as the purpose of the assessment, follow up with the assessment description, approaches, scoring of the assessment, etc.
3. Remember that the evidence can be more than just the assessment.
4. Remember that this assessment is to be detailed and not a warm up or ticket out the door.
5. In terms of your plan, be sure to outline the steps you will use to prepare students for taking the assessment, carrying out the assessment and scoring. Do not just indicate that you will just hand out the assessment. Remember to include clear rationale for each step
6. Be sure that your rubric and/or key is submitted along with the assessment and student work.

Step Two-Whole Class and Focus Students

1. Remember for each question relating to the focus students you are to respond in two parts

*a description of what you learned about each of the students*

*an explanation of how the information will influence your academic instructional planning*

1. Explain the exact reasons why you selected the student and not just a general impression. Be sure to include strengths and weaknesses of the student. Be sure to indicate specific what the areas of concern are for the special needs student and what you are going to do. Remember, even if this student is GATE , there are specific areas that he/she can receive help in.
2. Explain in detail how you will address the needs specific in your working with the student
3. Remember, under the special needs student, the second question asks for how student 2 is different from student 1.

Step Three-Adaptations for Focus Students

1. For this section, do not repeat what you covered in Step Three Question 9. You must specifically show how you are going to address the student’s needs. It is critical that these are to come from you and not other sources. Remember, adaptations should be ones that occur not just in the lesson but outside of the lesson. Also, stay away from grouping techniques and general SDAIE approaches for the whole class.
2. Be sure to address each question related to the two parts

*Your decisions about lesson adaptations*

*A rationale for those decisions*

Step Four –Assessment Analysis of Five Students

1. For each of the focus students and three other students detail how the student did on the assessment. Be sure to show the areas of strength and weakness and not just an overall description of performance.
2. Also for the three students representing a range of performance, explain why you selected the students.

Step 5 – Analysis of Evidence from Assessment

1. Be sure to clearly state the specifics as to how the class as a whole and the focus students performed on the assessment.
2. In terms of how the class progresses towards the achievement of the goals, be specific as to the percentage and number of students achieving and not achieving the goals. This is why the goals must be measureable
3. For both the ELL and Special Needs students be specific on not only how they performed but what steps you would take to help the students.

Step 6-Reflections

1. With each reflection statement, utilize specific examples of what the students did or did not do to successfully complete the assessment.
2. Remember, that the first reflection deals with changes to the assessment and the second one with changes in implementation of the assessment.
3. Be specific as to not only what you learned but the steps you would take to improve your assessment planning. Do not generalize your responses.

Culminating Teaching Experience

Main Ideas: Learning about student characteristics MS 317,313,423 SS 405,407,410,413

 Writing measurable objectives MS Method Courses SS 407,417

 Writing Aligned lessons MS Method Courses SS 405,407,417

 Designing and Implementing Assessments MS Method Courses SS 407,417

 Using outcomes to improve future instruction MS SS

 Classroom Management MS 422 SS 417

Step One- Class Information

1. Remember, the information on school lunch is not specific to your class but comes from the SARC for the school
2. Provide the numbers related to each of the areas for student characteristics

Step One – Learning about the Whole class

1. For each area, be detailed in the information related to the students.
2. Remember linguistic background include students speaking and writing ability as related English and ELL students. Be sure to address the CELDT level information
3. For academic content, remember you are addressing what are the students backgrounds related to the areas you are teaching.
4. For cultural and health areas be sure to address each area.
5. In the second section in each area, do not generalize but explain specific approaches that you would use to work with students based upon their background.

Step One-Focus Students

1. Remember for each question relating to the focus students you are to respond in two parts

*a description of what you learned about each of the students*

*an explanation of how the information will influence your academic instructional planning*

1. Explain the exact reasons why you selected the student and not just a general impression. Be sure to include the strengths and weaknesses of the student.
2. Explain in detail how you will address the needs specific in your working with the student
3. Remember, under the challenge student, the second question asks for how student 2 is different from student 1.

Step Two-Information about the Learning Environment

1. In each of these questions, you are to address two areas

a description of what you do to establish and/or maintain an effective environment for learning

a rationale for why the decisions are appropriate for the class

1. Remember that you are to be specific as to the steps you are taking in the class to address the various aspects of classroom climate. Also, provide examples for different types of rapport, student accountability, establishment of rules and consequences, etc.

Step Two-Information about Instructional Planning

1. This is reminder that your video is to be 20 minutes of the whole lesson. Work with Michael Ignacio on this.
2. In this section, you are responding to the standards and goals related to the lesson directly
3. Be sure to show the linkage between this lesson, prior and future ones. Be specific about the lesson.
4. In question 10, be detailed about the steps you are going to present in the lesson. Do not generalize. Also, address in the rationale the specific reasons for each of the sections. Remember, each of your steps must include a rationale. Do not philosophize.

Step Three-Adaptation

1. For this section do not repeat what you covered in Step Two Question 10. You must specifically show how you are going to address the student’s needs. It is critical that these are to come from you and not other sources Remember, adaptations should be ones that occur not just in the lesson but outside of the lesson. Also stay away from grouping techniques and general SDAIE approaches for the whole class.
2. Remember for each adaptation, there must be a rationale that is clearly understandable
3. If there are any areas that do not need adaptations, you must show why you can’t adapt.

Step Four-Teaching and Video Recording

1. Be sure in this section to not only include any problems related to videotaping but a detailed description of what occurred in the lesson prior to and after the taping.
2. Be sure to attach a floor plan showing where your focus students are.

Step Five-Analysis of the Lesson

1. Be sure to clearly state the specifics as to how the class as a whole and the focus students performed on the assessment.
2. In terms of how the class progresses towards the achievement of the goals, be specific as to the percentage and number of students achieving and not achieving the goals. This is why the goals must be measureable
3. Detail what changes you would make to the lesson related to approaches, timing, etc.
4. For both the ELL and challenge students, be specific on not only how they performed but what steps you would take to help the students
5. Remember, that you are to provide the worksheet or homework along with five pieces of student work.

Step Five-Reflection

1. Again, for each reflection question, provide specific examples related to the lesson.
2. For reflection question 2, provide specifics about the performance of the focus students within the lessons.
3. For the 3 questions, detail what steps you plan to take for increasing your knowledge of instruction, planning, etc.

**FINALLY, A LOT YOURSELF PLENTY OF TIME TO COMPLETE THESE TPA’S. UTILIZE EFFECTIVE TIME MANAGEMENT IN WORKING ON THEM. GOOD LUCK.**