EDUC 416 – Assessment and the Data Informed Teacher

Mini TPA Assignment

The Mini TPA includes the seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. The teacher candidate enrolled in EDUC 416 will meet the following requirements.

1. The teacher candidate will consult and collaborate with the mentor teacher to plan a unit that will include a minimum of three learning goals/outcomes based on WV Content Standards. The teacher candidate will follow the Backward Design Model for constructing the unit.

2. For Task 1, the teacher candidate will collect data regarding the contextual factors within the following categories: community, school, and family factors; classroom factors; and student factors. For each of the three categories, the teacher candidate will identify **three contextual factors** that the candidate feels are significant for consideration in the planning and presentation of the unit. In the narrative for Task 1, the candidate will analyze and discuss how the contextual factors identified impact the planning, delivery and assessment of the unit.

3. For Task 2, the teacher candidate will identify standards and learning goals following the directions and prompts for the WVTPA.

4. For Task 3, the teacher candidate will create the assessment plan for the unit which must include the pre-test, formative assessments, and the summative, post-test assessment. Contextual factors identified in Task 1 should be used in determining the assessments and the accommodations for the assessments.

5. For Task 4, Design for Instruction, the teacher candidate will create the lesson plans for the unit following the specified TPA lesson plan format. The candidate will follow the prompts for Task 4, with the exception of the number of focus students. For the mini-TPA, the candidate only identifies one focus student. Use of contextual factors and pre-assessment data should be evident in the instructional design.

6. For Task 5, the teacher candidate will be required to teach the lesson(s) planned for **one** of the student learning goals within the unit plan. The pre-test, formative assessments, and post-test for this learning goal will be used for the purposes of analysis of student learning for the mini-TPA. The teacher candidate will video the lesson(s) for the single learning goal and reflect upon the experience by responding to the prompts in Task 5 based on the video clip.

7. For Task 6, Impact on Student Learning, the teacher candidate will present the assessment data for the identified learning goal that was presented in the video. The teacher candidate will use the Excel graphs and charts to present the data. The teacher will follow the prompts in Task 6 to analyze student learning for the single learning goal for the whole class and the single focus student.

8. For Task 7, Reflection and Self-Evaluation, the teacher candidate will respond to the four prompts on insights on teaching and learning, collaborative practice, implications for future teaching, and professional growth.

9. The rubric for the WVTPA can be used as is for the Mini-TPA. It is expected that the teacher candidate will score “Emerging.” For the Mini-TPA, the candidate can have scores of “Unsatisfactory” but this score will affect the overall grade.