

Mini TPA

Part 1: Contextual Factors

FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:

1. Community, School, and Family Factors – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school's mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.
2. Classroom Factors – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.
3. Content Specific Factors – Identify factors unique to your specific content area that are available including materials, classroom (e.g., math manipulatives), community (e.g., guest speakers), and technology (e.g., graphing calculators) resources that you may or may not use.
4. Student Factors – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students' interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk

Address the following areas based on your current placement.

Community Factors

1. Population
2. Poverty data
3. Median Household income for town and state
4. Racial Demographics

Classroom Factors

1. Number of students in the classroom
2. List the available technologies
3. List examples of parental involvement
4. Classroom routine

Student Factors

1. Student Characteristics (cognitive, social, emotional)
2. Age and Gender, Race/Ethnicity Cultural impact
3. Learning Styles
4. Special Needs Students

Part 2: Standards and Goals

Begin with a big idea which will be the broad concept or central theme of your unit. Then list the state standard/standards that accompanies your unit. Include three learning goals that are measurable, rigorous and developmentally appropriate. After each learning goal, provide a rationale for selecting the goal and list the level/levels of Bloom's taxonomy the goal will address. Focus on goals that will promote higher order thinking skills that will result in a deeper understanding of the content. These goals should be measurable skills from the unit that move the student toward achieving the big idea.

Next, identify the challenges that students may encounter with the content. Explain how the challenges will be addressed with the whole group and with individual students. Include a short narrative on two students and explain the various needs and challenges that need to be addressed in the lessons. One student selected must have an IEP plan.

Part 3: Assessment Plan

Assessment Plan—Create a developmentally appropriate assessment plan congruent with the cognitive level of each learning goal. Include clearly written directions and use multiple modes of assessment such as constructed response, selected response, essay, performance assessment, or personal communications.

Part 4: Design for Instruction

Although the unit would typically require at least 3-5 lesson plans to full cover the topic, the mini TPA requires only ONE lesson plan example. Create one lesson plan that addresses a learning goal for the unit. The lesson should integrate a variety of instructional resources and materials, including technology that are appropriate for the whole class and differentiated for the individual learners.

Following the lesson plan include a short narrative that addresses the rationale for the lesson. Include information such as how did your prior knowledge of individual students, various learning styles, and other factors influence your decisions when designing the lesson. The narrative should also include evidence based reasoning on why you selected specific strategies. Sources for this evidence are not needed at this time. Focus on strategies you have been taught in your teacher education courses.

Identify two focus students with diverse learning needs for your study. Provide a rationale on why each of these students was selected. One of the students must have an IEP. Describe how you plan to differentiate the instruction for each focus student.

Part 5: Implementation and Reflection

Provide a video clip totaling at least 5 minutes of instruction. The video clip should cover at least two of the following areas: classroom organization, effective content delivery, student engagement, effective questioning techniques, classroom management or flexibility. In addition to the video clip, a narrative should be included that provides a description of what the reviewer is watching and how the video provides evidence of the two selected focus areas from above.

Part 6: Impact on Student Learning

The ultimate success of instruction is determined by whether or not instruction led to student learning. For this section, you are trying to formulate an opinion on the students understanding of the learning goals. This opinion will be based upon the assessments that were used throughout the unit.

First, graph and analyze performance for each student and the whole class on the pre and post assessments for each learning goal. Then analyze the performance of the two focus students selected. In your analysis, use a bar graph to create a visual representation of individual student performance on the pre and posttest and whole class performance on the assessments.

Lastly, provide a narrative analyzing the student performance. Describe the circumstances that you could control, that contributed to the successful or unsuccessful achievement of the whole class. Discuss the next steps that will provide targeted support to individuals and groups of learners that did not meet mastery. Describe differentiation specific to each focus student

Part 7: Self-Evaluation

In a narrative format, identify and analyze the most and least successful experiences while teaching this unit. Reflect on the collaboration that occurred in the while teaching the unit. Identify the personal and professional knowledge, skills and dispositions that you believe are critical for effective teaching.

The WVTPA rubric will be used for assessing this assignment. Please note that not all factors are required or expected at this level in your coursework and an unsatisfactory or emerging indicators does not mean you have failed. These act as a guide in allowing you to develop an understanding of the requirements in the student teaching semester.

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.