Welcome to the TPA Orientation

Objectives
1. Using the TPA website to locate materials/tutorials
2. Remember important dates
3. Understand the requirements of each TPA
4. Understand the timeline
5. Understand submission process
6. Using feedback and Honor Code
7. Wrap-up and next steps
Four Tasks

| Task One: Subject Specific Pedagogy (SSP) |
| Task Two: Designing Instruction (DI) |
| Task Three: Assessing Learning (AL) |
| Task Four: Culminating Teaching Experience (CTE) |

Who are Identified SN students?

- ADD/ADHD
- Emotional disturbance
- Autism
- GATE
- Specific learning disability (oral/listening comprehension, mathematical calculation/reasoning, reading-writing skills/comprehension

More information in the “Special Education Summary” on TPA website.
Who are my EL students?

<table>
<thead>
<tr>
<th>CELDT 1 Beginner</th>
<th>CELDT 2 Early Intermediate</th>
<th>CELDT 3 Intermediate</th>
<th>CELDT 4 Early Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little to no receptive or expressive English, many errors</td>
<td>Basic sentence structure, present tense, reads familiar decodable text, some basic errors</td>
<td>Elaborated compound sentences, past &amp; future tense, reads more complex familiar text, fewer speech errors</td>
<td>Detailed complex sentences, reads grade level text, developing complex academic language, standard grammar with few errors</td>
</tr>
</tbody>
</table>

Task 1: Subject Specific Pedagogy

<table>
<thead>
<tr>
<th>Case Study 1–</th>
<th>Subject specific and developmentally appropriate pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study 2–</td>
<td>Assessment practices</td>
</tr>
<tr>
<td>Case Study 3–</td>
<td>Adaptations for English Learners</td>
</tr>
<tr>
<td>Case Study 4–</td>
<td>Adaptations for Special Needs Students</td>
</tr>
</tbody>
</table>
### Task 2: Designing Instruction

**Required Information**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic content; how you will learn about students</td>
</tr>
<tr>
<td>2</td>
<td>Two focus students (ELL CELDT 1-3); student with different instructional challenge (not identified is okay)</td>
</tr>
<tr>
<td>3</td>
<td>Academic instruction for whole class</td>
</tr>
<tr>
<td>4</td>
<td>Lesson adaptations for 2 focus students, with rationale</td>
</tr>
<tr>
<td>5</td>
<td>Reflection (What you learned, and impact on future planning)</td>
</tr>
</tbody>
</table>

### Task 3: Assessing Learning

**Required Information:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content standards; Assessment purpose and type; Plan for teaching, materials, and scoring; plan for sharing results</td>
</tr>
<tr>
<td>2</td>
<td>Two focus students (EL level 1-3, and documented SN); how information will influence assessment plans</td>
</tr>
<tr>
<td>3</td>
<td>Rationale for focus student adaptations</td>
</tr>
<tr>
<td>4</td>
<td>Give assessment, collect artifacts, students’ samples (EL, documented SN, high, average, low)</td>
</tr>
<tr>
<td>5</td>
<td>Analysis of student learning</td>
</tr>
<tr>
<td>6</td>
<td>Reflection on assessment and student learning</td>
</tr>
</tbody>
</table>
Task 4: Culminating Teaching Experience

Required Information:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Class description, 2 focus students (EL, student with different instructional challenge) information and impact on lesson planning</td>
</tr>
<tr>
<td>Step 2</td>
<td>Learning environment, Instructional planning with rationale</td>
</tr>
<tr>
<td>Step 3</td>
<td>Rationale for focus student adaptations</td>
</tr>
<tr>
<td>Step 4</td>
<td>Teaching video to whole class, including focus students (20 min.); floor plan</td>
</tr>
<tr>
<td>Step 5</td>
<td>Analysis of lesson; Focus students’ achievement; 5 students’ samples (EL, student with different instructional challenge, high, average, low)</td>
</tr>
<tr>
<td>Step 6</td>
<td>Goals for improving teaching based on lesson</td>
</tr>
</tbody>
</table>

Obtaining Permissions

- Permissions are required for all student work, including assessments and completed assignments for Tasks 3 and 4.
- Permission is also required for all persons who appear in your video in Task 4.

NOTE – Focus students must be different for Tasks 2–4.
Procedure for Permissions

1. Required to use CSU Stanislaus version (on TPA website: English, Spanish, Hmong)
   http://www.csustan.edu/TeacherEd/TPAFormsDocuments.html#benchmarks

2. Print copies and obtain parent signatures.

Locate TPA Materials

TPA website
   http://www.csustan.edu/TeacherEd/tpa.html

- Task information
- Task templates
- Benchmarks
- Permission slips
- Submission schedule
TPA Website

Walk through website
  ‣ Use the website!

Acceptable Practices

1. Brainstorming with another teacher candidate
2. Questions that will clarify my thoughts
3. Using less than 50% of lesson activities, or adaptations found on the internet or provided by another source
Unacceptable Practices

1. Copying a lesson activity or adaptation that was developed with another teacher candidate and/or master teacher.
2. Asking another teacher candidate and/or professor to proofread an Actual Assessment response and comment on the completeness and/or accuracy.
3. Summarizing what you read in someone else’s TPA.
4. Posting my TPA on a public internet site.
5. Submitting a TPA task where the majority of the work was provided by another source.

TPA Honor Code

(See handout)

MUST BE electronically signed with each Task submission
Task Stream Submission Process

1. Register for Task Stream
2. Complete survey information
3. We will manually enroll you in the appropriate Task

*We recommend that you register at least one month prior to the submission date.*

Task Names in TaskStream

2112 S11 MSCP T1–SSP

2112 S11 SSCP T1–SSP: Chem
2112 S11 SSCP T2–DI
Using Your Feedback in Final Submissions

- Practice responses cannot be used in final submission
- Use your feedback on practice as reminders
- Use Benchmarks as models and guides
- Refer to the Task Rubrics and Candidate Handbook for additional support
- Remember:
  - This Must Be Your Own Unaided Work
  - Each Submission Must Include a Signed Copy of the Honor Code

TPA Task Completion

**MSCP**
- Submit Task 1 before student teaching.
- Submit Tasks 2–4 at the end of student teaching semester.

**SSCP**
- Submit Task 1 and 2 first semester.
- Submit Task 3 and 4 second semester.
Spring 2011 Submission Period
TPA Tasks 1–4

**Due Date:**
Friday, May 6, 11:59 pm

**Scores Released (on or about):** June 2

***Late submissions will be scored in Dec.***

Taskstream Tutorial

- [http://www.csustan.edu/TeacherEd/TPAFormsDocuments.html#benchmarks](http://www.csustan.edu/TeacherEd/TPAFormsDocuments.html#benchmarks)
  - [http://vimeo.com/6473164](http://vimeo.com/6473164)

- Submitting Tasks One and Two in Taskstream (video)
Failed TPA: Resubmission

- You will receive a notification letter with your score including areas needing revision.
- You will have 3 more chances to resubmit, within a 3 month period the following semester.
- Check the TPA website for resubmission schedule.

* New policies are being developed, and will apply to you once approved. Check the TPA website for updates.

Late Submissions of Tasks

Students who miss the initial deadline must wait until the following semester's regular submission date to submit their task(s). Initial submissions will only be accepted up to one semester beyond program coursework completion. Example: If you complete program coursework (including student teaching) in Fall 2009 but miss the Fall 2009 submission deadline, then you must submit your tasks in the Spring 2010 submission period.
Retake of Failed Tasks

Failed tasks are to be redone and resubmitted the following semester, within a designated three-month period. There will be three retake submission dates for failed tasks.

* New policies are being developed, and will apply to you once approved. Check the TPA website for updates.

Emergency Scoring of Tasks Submitted Outside of Posted Time Lines

Emergency scoring of TPA tasks outside of the posted time lines requires written verification of a job offer (not a job interview) that is contingent upon a credential. Written verification must be provided by school/district administrators and submitted to the TPA office. If an emergency exists, students will be directed to upload tasks for scoring. However, NO GUARANTEE can be made as to when late submissions will be assigned to an evaluator, or when scores will be available.
Wrap-up and Next Steps

1. After this orientation, go to the computer lab to open your Task Stream Account.

2. Use the code you receive at this orientation.

3. Your Task Stream account is paid for one year. Extensions are $25/semester (5 months) or $42/year.

Task Stream Registration

Key Code:

*If you miss the 1st semester TPA Orientation, the Key Code can be obtained by contacting the TPA Office at my_tpa@csustan.edu*

We will have registration assistance today immediately following this orientation.
You should register for Task Stream at least one month before the submission date.
TPA Open Lab Help Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, April 5</td>
<td>5:30 p.m.</td>
<td>7:30 p.m.</td>
<td>Stockton Rm. 1095</td>
</tr>
<tr>
<td>Friday, April 8</td>
<td>4:00 p.m.</td>
<td>7:00 p.m.</td>
<td>Turlock P 120</td>
</tr>
<tr>
<td>Wednesday, April 27</td>
<td>5:30 p.m.</td>
<td>7:30 p.m.</td>
<td>Stockton Rm. 1095</td>
</tr>
<tr>
<td>Friday, April 29</td>
<td>4:00 p.m.</td>
<td>7:00 p.m.</td>
<td>Turlock P 120</td>
</tr>
</tbody>
</table>

Questions?

Refer to TPA Student Handbook.

Email: my_tpa@csustan.edu
TPA Office: (209) 667–6817

Dr. Noelle Won, TPA Coordinator
Turlock office: 667–3563, DBH 325

Dr. Whitney Donnelly, TPA Lead Assessor
Turlock office: 667–3510, DBH 320
Before you leave today…

- Please sign the Candidate Receipt of Information form and return it to the presenter.

  Important:
  Remember to read over the Candidate Handbook, template, and requirements for each task before you begin each task.