TPA Orientation for 2\textsuperscript{nd} Semester Students
Spring 2011

Welcome to the TPA Orientation

Objectives:
1. TPAs 2–4 requirements and permissions
2. TPA timeline for student teaching
3. Remediation process
4. Technology video tutorials
Check TaskStream Registration

- **MSCP:** Ensure you are in a Task 2, 3, and 4 that is the same semester as your Task 1
- **SSCP:** Ensure you are in a Task 3 and 4 that is the same semester as your Task 1 & 2

TaskStream Renewal

- **CSU Stanislaus** pays for your first year of TaskStream. If you take longer than one year to complete your tasks, YOU are responsible for renewal costs.
  
  **To renew:**
  - Click the “Subscribe/Renew Today” link
  - $25 for one semester (5 months); $42 for one year
Things to Think About as We Talk About the Requirements for Tasks 2, 3, 4

- For MSCP students, getting permissions from the whole class early in your placement is recommended.
  - The subject areas taught for TPA 2, 3, and 4 must be different (permissions not necessary for task 2).

- For SSCP students, the focus students for TPA 3 & 4 may be in different periods.
  - The subject area may be the same but the topics must differ with each task.

EL and SN Students * different for each task

<table>
<thead>
<tr>
<th>MSCP</th>
<th>SSCP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 2</strong>: EL, student with different instructional challenge</td>
<td><strong>Task 2</strong>: EL, student with different instructional challenge</td>
</tr>
<tr>
<td><strong>Task Three</strong>: EL, identified SN</td>
<td><strong>Task Three</strong>: EL, identified SN</td>
</tr>
<tr>
<td><strong>Task Four</strong>: EL, student with different instructional challenge</td>
<td><strong>Task Four</strong>: EL, student with different instructional challenge</td>
</tr>
</tbody>
</table>
Honor Code

- Integrated into each Task.
  - Outlines **acceptable** practices
  - Outlines **unacceptable** practices
  - Is a statement that the work submitted is **original and produced by you**.

Task 2 Designing Instruction

**Required Information**

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

No permission slips are needed.

*Honor code must be “signed” before submission.*

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Task 3 Assessing Learning

**Required Information:**

- **Step 1** – Content standards; Assessment purpose and type; Plan for teaching, materials, and scoring; plan for sharing results
- **Step 2** – Two focus students (EL level 1–3, and documented SN); how information will influence assessment plans
- **Step 3** – Rationale for focus student adaptations
- **Step 4** – Give assessment, collect artifacts, students’ samples (EL, documented SN, high, average, low)
- **Step 5** – Analysis of student learning
- **Step 6** – Reflection on assessment and student learning
Task 3 Permission Slips

FIVE Permission slips needed for student work:
- ELL
- SN
- High
- Average
- Low

Task 3 Submission

- Assessment documents (including directions, answer key, rubric, scoring guide, etc.)
- Five student work samples—remove names, and label Student 1 (EL), Student 2 (SN), Student 3 (High), Student 4 (Avg.), Student 5 (Low)
- Five student permission slips

Upload onto Task Stream when you submit Task 3.

Honor code must be “signed” before submission.
Task 4 Culminating Teaching Experience

Required Information:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Class information, 2 focus students (EL, student with different instructional challenge) information and impact on lesson planning</th>
</tr>
</thead>
<tbody>
<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>

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Task 4 Permission Slips

- Needed from every person who appears in the video, and for 5 samples of student work.

- Start collecting these NOW.
Task 4 Submission

- 20 minute digital video recording—**MUST NOT BE LONGER THAN 20 minutes**!
- Permission slips from all people in video, and for student work.
- Five student work samples—remove names, and label Student 1 (EL), Student 2 (SN), Student 3 (High), Student 4 (Avg.), Student 5 (Low).

*Upload onto Task Stream when you submit Task.*

*Honor code must be “signed” before submission.*

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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** – TPA 4 focus students must be different from those used in TPA 2 and 3.
Procedure for Permissions

1. You are **required** to use CSU Stanislaus version
   (on TPA website: English, Spanish, Hmong)
   [http://www.csustan.edu/TeacherEd/TPAFormsDocuments.html#benchmarks](http://www.csustan.edu/TeacherEd/TPAFormsDocuments.html#benchmarks)

2. Print copies and obtain parent signatures.

Video Tutorials

These links will take you to videos located off-site at vimeo.com. Once on the video site, simply click the play button and the tutorial will begin.

Be sure to have your sound on!
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>
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</tbody>
</table>

TPA 1–4 Submission Period

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

Scoring Period:  May 13–25

Scores Released (on or about): June 2

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

2nd Semester MSCP Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>Step 1</td>
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<td>Step 3</td>
<td>Step 4</td>
<td>Step 5</td>
<td>Step 6</td>
<td>complete and submit</td>
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<td>Step 1</td>
<td>Step 2</td>
<td>Step 3</td>
<td>Step 4</td>
<td>Step 5</td>
<td>Step 6</td>
<td>complete</td>
</tr>
</tbody>
</table>

Notes

- Step 1: identify unit
- Step 2: identify students
- Step 3: plan
- Step 4: assess
- Step 5: analyze
- Step 6: reflect

- Step 1: identify students
- Step 2: plan
- Step 3: make adaptations/modifications
- Step 4: video lesson
- Step 5: analyze
- Step 6: Reflect

Obtain video/assessment release forms; identify EL and SN students; identify lesson and assessment
Compress video; scan documents
### 2nd Semester SSCP Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Step 1</td>
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<td>Step 6</td>
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<td>Step 3</td>
<td>Step 4</td>
<td>Step 5</td>
<td>Step 6</td>
<td>Step 1</td>
<td>Step 2</td>
<td>Step 3</td>
<td>Step 4</td>
</tr>
</tbody>
</table>

#### Notes
- Obtain video/assessment release forms; identify EL and SN students; identify lesson and assessment
- Compress video; scan documents

### Reminders
- 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 for additional support.
- Use the Candidate Handbooks provided at: [http://www.csustan.edu/TeacherEd/tpa.html](http://www.csustan.edu/TeacherEd/tpa.html)
- This must be your own unaided work and each submission must include a signed copy of the Honor Code.
Passing TPA

**Clear:** Do you provide details and description?

**Appropriate:** Do you demonstrate accurate knowledge of instruction? Do your modifications/accommodations match the students’ specific needs?

**Connected:** Do you constantly refer back to aspects of your lesson plan and specific student information?

**Convincing:** Do you provide rationale for your decisions, based on student information and/or knowledge of instruction?

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**Examples**

**Clear**

*How will the student assessment be measured or scored?*

* The assessment will be scored in the answer key, the level of completion of the graphic organizer, and the degree to which the student has attempted to answer the question. If the students do not answer correctly for the entire question, but some knowledge and analysis are present, that student will receive partial credit. The short essay will be worth 20 points, and the organizer 5, so students have an opportunity to earn 20% of their notes.

**Vague**

*How will the student assessment be measured or scored?*

* Test will be scored by number of incorrect answers, portfolio will be graded for completion.
Examples of Adaptations

(ELL) The students will be given a separate rubric to use previous to the quiz, the separate rubric will help him understand exactly what is being expected. The students will be given extra instruction before the quiz to better facilitate his understanding of the difficult language associated with the quiz. He will benefit from the PowerPoint demonstrations, because he learns better visually.

(ELL) Nia*, as well as the rest of the class, is given a sheet of paper to copy and follow the introductory example on the board. As she sees and write the problem she is better able to grasp the activity at hand.

Nia* is quite capable and no adaptations are needed.

Clear language

- Provision of a different environment or circumstance made with particular students in mind.
- Do not alter the task. $78 \times 15$

Ex. 1 Scaffolding

$(78 \times 10) + (78 \times 5)$

Ex. 2 Different modality

Color the area model to solve this problem. $78 \times 15$.

› Change in the problem or task itself.

Solve $78 \times 15$

Ex. 1 Modification: $78 \times 5$

Ex. 2 Modification: Use a calculator.
Before you leave today…

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

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

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Questions?

 Refer to TPA Candidate Handbook:
 [http://www.csustan.edu/TeacherEd/tpa.html](http://www.csustan.edu/TeacherEd/tpa.html)

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