

## Feedback from Whole Group Discussion of TPA Process

April 21, 2015

**Backmap all TPA related jargon and rubrics into courses from the beginning of the program.** Need to modify the ST-11 to be aligned with TPAs.

**Teach analytical writing.** Needs to start as early as 150 and be done with specific feedback in every class so that it becomes second nature. Current expectations for written reflection only brush the surface in most classes on the type of written analysis required for the TPA commentary. PED students did say they got some of this and were more confident than secondary students. Secondary students said the only class they got it in was 443, but it was too little too late. Students want specific examples of each level of writing to supplement rubrics for recognizing and producing high quality analysis. How to make every word count—clear, specific, direct, efficient style needed for responses to prompted commentary.

How to objectively describe a teaching element in detail.

How to tie evidence of learning to that description to show evaluation of the element

How to explain specific elements of it with extended rich connections to research and theory

Understanding the difference in writing structures for a description vs evaluation vs justification vs... and ability to write well for each purpose.

**Add Assessment Class.** Authentic Assessment is important and is not being addressed well but is foundational to the TPAs. How to assess prerequisite skills and knowledge. How to use that knowledge in planning. How to scaffold assessment. Use of Feedback. Ways to collect evidence of learning within a lesson. How to set expectations for outcomes expressed in objectives. Elementary students placed in kindergarten felt that they would have been OK with older students but did not get enough on assessment for younger children.

**Add Classroom Management Course with Significant Field Teaching (Secondary)** They want to get real practice with classroom management. They said 443 was simply not enough and it is the only class they got a significant amount of teaching experience in. Music students were particularly adamant on this point as most get little opportunity to teach a whole class except in 443. Elementary felt confident in comparison although they did indicate that there is a big jump between PED 2 expectations and taking on a full class in student teaching.

**Early Emphasis on Analyzing Language Demands of Lessons (edTPA)** – The analysis of language and other task demands needs to be incorporated into their coursework right from the first class that addresses planning.

**Resequence lesson planning course.** Lesson planning needs to be taught before juncture 1 so that students get more practice with it. Two semesters isn't enough. They also want this background before taking EDUC 360 so that they are better prepared to apply UDL principles to think about tiered

instruction within a single lesson to meet needs of low average and advanced learners. Non special education courses need to expect attention to tiered lessons rather than an added section for accommodations. This would require a shift in the thinking of content pedagogy classes to address differential instruction during planning rather than as an afterthought.

**Change CIS course and/or Computer Competency Requirements to Include Technology for Videotaping.** They needed to feel confident in handling cameras, naming and transferring video files, converting video files from one format to another, cutting and splicing video files to specific lengths and sizes, blurring faces.

**Add videotaping requirements to all pedagogy classes.** Lots of lessons to be learned from seeing yourself on film. Can form the basis of better self-analysis of teaching skills. Provide comfort with technology so that it isn't an added stressor during student teaching.

**Include a TPA type assignment in the content pedagogy course taken prior to student teaching** so that the entire process is familiar. They want the experience of a full-fledged project-based unit which they have to provide deep levels of analysis and reflection to before student teaching. I think they were basing this on PED 2's current requirements but want more of it and it was coming from both secondary and elementary students.

**Watch out for putting 'teasers' in classes.** They claim that faculty has a habit of briefly touching on something and then telling students they will get more of it in another class. Students want carefully sequenced instruction starting with clear information and modeling, guided practice with scaffolding removed until they can do it on their own rather than bits and pieces of everything everywhere. Assessment was the primary example provided but intimated that it happened a lot with lots of topics.