

Task 1: Planning Instruction & Assessment	MN Standards of Effective Practice for Teachers – Standards
<ul style="list-style-type: none"> • Consider your students' prior learning and experiences including their content knowledge, language development, social/emotional development, family/cultural assets, interests, and lived experiences. • Demonstrate the ability to organize curriculum, instruction, and assessment to help diverse students meet content standards and develop related academic language. • Provide evidence of your ability to select, adapt, or design learning tasks and materials that offer students equitable access to curriculum content and associated academic language in the content area. • Demonstrate and analyze the effectiveness of your teaching of the planned learning segment. 	<p>1b. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning</p> <p>1e. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings</p> <p>1f. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts</p> <p>1i. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives</p> <p>2a. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning</p> <p>2b. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions</p> <p>2c. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others</p> <p>2e. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains</p> <p>2f. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks</p> <p>2g. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking</p> <p>3a. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning</p> <p>3b. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents</p> <p>3c. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English</p> <p>3e. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values</p> <p>3f. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society</p> <p>3h. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction</p> <p>3i. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success</p> <p>3k. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs</p> <p>3l. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes</p> <p>3m. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes</p> <p>3n. identify when and how to access appropriate services or resources to meet exceptional learning needs</p> <p>3o. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences</p> <p>3p. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms</p> <p>4b. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated</p> <p>4c. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies</p> <p>4d. nurture the development of student critical thinking, independent problem solving, and performance capabilities</p> <p>4e. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs</p> <p>4f. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests</p> <p>4g. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources</p> <p>4i. vary the instructional process to address the content and purposes of instruction and the needs of students</p> <p>4j. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking</p> <p>4l. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources</p> <p>7a. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals</p> <p>7b. plan instruction using contextual considerations that bridge curriculum and student experiences</p> <p>7c. plan instructional programs that accommodate individual student learning styles and performance modes</p> <p>7d. create short-range and long-range plans that are linked to student needs and performance</p> <p>7e. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress</p> <p>7f. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired</p> <p>7g. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning</p> <p>8a. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501</p> <p>8e. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes</p> <p>8f. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities</p> <p>8h. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies</p> <p>8i. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning</p> <p>8j. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work</p> <p>8k. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals</p> <p>10b. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning</p> <p>10d. understand the concept of addressing the needs of the whole learner</p> <p>10j. identify and use community resources to foster student learning</p> <p>10k. establish productive relationships with parents and guardians in support of student learning and well-being</p>

Task 2: Instructing & Engaging Students in Learning	MN Standards of Effective Practice for Teachers – Standards
<ul style="list-style-type: none"> • Demonstrate how you work with students to develop their understanding of concepts. • Provide evidence of your ability to intellectually engage students in meaningful content tasks, monitor their understanding, and use your responses to students to guide their learning. • Think about how your choices of instructional strategies engage students in deepening their understandings of concepts in the content area. • Consider which lessons in the learning segment require meaningful student engagement with concepts and plan to video record on those days in particular. • Consider how you use representations of concepts to support student learning. 	<p>1a. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught</p> <p>1c. connect disciplinary knowledge to other subject areas and to everyday life</p> <p>1d. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing</p> <p>1e. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings</p> <p>1f. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts</p> <p>1g. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts</p> <p>1h. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline</p> <p>1i. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives</p> <p>1j. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas</p> <p>2a. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning</p> <p>2b. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions</p> <p>2d. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning</p> <p>2e. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains</p> <p>2f. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks</p> <p>2g. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking</p> <p>4b. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated</p> <p>4c. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies</p> <p>4d. nurture the development of student critical thinking, independent problem solving, and performance capabilities</p> <p>4e. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs</p> <p>4f. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests</p> <p>4g. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources</p> <p>4h. monitor and adjust strategies in response to learner feedback</p> <p>4i. vary the instructional process to address the content and purposes of instruction and the needs of students</p> <p>4j. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking</p> <p>4k. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning</p> <p>4l. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources</p> <p>5a. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work</p> <p>5d. know how to help people work productively and cooperatively with each other in complex social settings</p> <p>5e. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom</p> <p>5f. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated</p> <p>5g. understand how participation supports commitment</p> <p>5i. establish peer relationships to promote learning</p> <p>5j. recognize the relationship of intrinsic motivation to student lifelong growth and learning</p> <p>5k. use different motivational strategies that are likely to encourage continuous development of individual learner abilities</p> <p>5l. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities</p> <p>5m. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning</p> <p>5n. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks</p> <p>5o. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals</p> <p>5p. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning</p> <p>5q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work</p> <p>5r. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals</p> <p>6j. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question</p>

Task 3: Assessing Student Learning	MN Standards of Effective Practice for Teachers – Standards
<ul style="list-style-type: none"> • Develop evaluation criteria that are aligned with your central focus, standards, and learning objectives • Analyze student performance on an assessment in relation to the identified learning objectives • Provide feedback to students • Use the analysis of student performance to identify next steps in instruction. • Think about the ways in which you are monitoring, examining, and evaluating evidence of student learning throughout the learning segment. 	<p>2d. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning</p> <p>2e. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains</p> <p>2f. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks</p> <p>8a. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501</p> <p>8b. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work</p> <p>8c. understand the purpose of and differences between assessment and evaluation</p> <p>8e. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes</p> <p>8f. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities</p> <p>8g. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests</p> <p>8h. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies</p> <p>8i. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning</p> <p>8j. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work</p> <p>8k. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals</p> <p>8l. establish and maintain student records of work and performance</p> <p>8m. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues</p> <p>8n. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>

Task 4: Analyzing Teaching	MN Standards of Effective Practice for Teachers – Standards
<ul style="list-style-type: none"> ● Reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students. ● Provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported the learning of your diverse students. ● Think about what you learned from your experiences teaching each day of the learning segment and the analyses and commentaries you have provided throughout this assessment. What worked? What didn't? For whom? And why? What is your evidence? 	<p>3a. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning</p> <p>3b. know about areas of exceptionalities in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents</p> <p>3k. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs</p> <p>3l. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes</p> <p>3r. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities</p> <p>9b. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment</p> <p>9c. understand the influences of the teacher's behavior on student growth and learning</p> <p>9e. understand the role of reflection and self-assessment on continual learning</p> <p>9f. understand the value of critical thinking and self-directed learning</p> <p>9g. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues</p> <p>9h. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice</p> <p>9i. use professional literature, colleagues, and other resources to support development as both a student and a teacher</p> <p>9j. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback</p> <p>10a. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works</p> <p>10c. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect</p> <p>10g. collaborate with other professionals to improve the overall learning environment for students</p> <p>10h. collaborate in activities designed to make the entire school a productive learning environment</p> <p>10i. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments</p>

Standards not addressed by TPA

- 2h. demonstrate knowledge and understanding of concepts related to technology and student learning.
- 3d. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism
- 3g. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture
- 3j. know about community and cultural norms
- 3q. develop a learning community in which individual differences are respected
- 4a. understand Minnesota's graduation standards and how to implement them
- 5b. understand how social groups function and influence people, and how people influence groups
- 5c. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations
- 5h. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole
- 6a. understand communication theory, language development, and the role of language in learning;
- 6b. understand how cultural and gender differences can affect communication in the classroom
- 6c. understand the importance of nonverbal as well as verbal communication
- 6d. know effective verbal, nonverbal, and media communication techniques
- 6e. understand the power of language for fostering self-expression, identity development, and learning
- 6f. use effective listening techniques
- 6g. foster sensitive communication by and among all students in the class
- 6h. use effective communication strategies in conveying ideas and information and in asking questions
- 6i. support and expand learner expression in speaking, writing, and other media
- 6k. use a variety of media and educational technology to enrich learning opportunities
- 7e. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress
- 7h. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment
- 8d. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns
- 9a. understand the historical and philosophical foundations of education
- 9d. know major areas of research on teaching and of resources available for professional development
- 9k. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500
- 9l. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations
- 9m. understand the role of continuous development in technology knowledge and skills representative of technology applications for education
- 10e. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning
- 10f. understand data practices
- 10l. understand mandatory reporting laws and rules
- 10m. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice