St. Olaf College

Student Teaching TPA Presentation

You will prepare a presentation for a faculty member from the Education Department and a small group of your peers. You should highlight aspects of the TPA that reflect the competencies in Standards 2, 3, 7, and 8 (see the rubric below). Your presentation should not be longer than 15-20 minutes. You do not need to show your TPA or prepare any electronic presentation, rather this should be a conversation with your peers and a faculty member about your own teaching practice.

The rubric for the TPA Presentation is highlighted below. You MUST earn a 2 or 3 or you might be asked to redo parts of your presentation.

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| **Standard 2:**A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development | **1 -- Emerging**  Teacher candidate does not or only marginally demonstrates an understanding and application of how students learn and develop. | **2 -- Basic**  Teacher candidate adequately demonstrates an understanding and application of how students learn and develop. | **3 -- Proficient**  Teacher candidate clearly demonstrates an understanding and application of how students learn and develop. |
| **Standard 3:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities | **1 -- Emerging**  Teacher candidate does not or only marginally demonstrates an understanding and application of how students differ in their approaches to learning, including adaptations to students with diverse backgrounds and exceptionalities. | **2 -- Basic**  Teacher candidate adequately demonstrates an understanding and application of how students differ in their approaches to learning, including adaptations to students with diverse backgrounds and exceptionalities. | **3 -- Proficient**  Teacher candidate clearly demonstrates an understanding and application of how students differ in their approaches to learning, including adaptations to students with diverse backgrounds and exceptionalities. |
| **Standard 7:** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals | **1 -- Emerging**  Teacher candidate does not or only marginally demonstrates an understanding and application of how to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | **2 -- Basic**  Teacher candidate adequately demonstrates an understanding and application of how to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | **3 -- Proficient**  Teacher candidate clearly demonstrates an understanding and application of how to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| **Standard 8:** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student | **1 -- Emerging**  Teacher candidate does not or only marginally demonstrates an understanding and application of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students. | **2 -- Basic**  Teacher candidate adequately demonstrates an understanding and application of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students. | **3 -- Proficient**  Teacher candidate clearly demonstrates an understanding and application of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students. |