

## **TPA Do's & Don'ts for the Master Teacher**

### Do's...

- Do discuss the planning timeline with the student teacher for the AL & CTE tasks. It is ok for the master teacher to tell the student teacher which standard or concept to focus on for the lesson or assessment.
- Do provide relevant information about focus students and the entire class (i.e., academic, social, physical, health, linguistic, etc). Student teachers are encouraged to interview master teachers, conduct surveys with the class, make observations, and interview focus students to learn more about the students' needs.
- Do provide access to cumulative files (if approved by the school district) so student teachers can learn about the focus students' history and needs.
- Do share resources (books, teacher's guide, manipulatives, websites, supplies, technology, etc.) to assist with the planning and implementation of a lesson or assessment.

### Don'ts...

- Do not provide any type of feedback on the lesson/assessment or support the student teacher when planning or teaching a lesson for a TPA task. All tasks and responses related to the TPA tasks must reflect unaided work.
- Do not provide any feedback after the student teacher teaches the CTE lesson or administers the assessment for AL. Student teachers are required to reflect on their progress without feedback or support from instructors, supervisors, or master teachers.