

Welcome to TPOLs '14

The Transitional Presentation of your Learning is a time for you to reflect on your successes and struggles in the 9th grade as you look forward to your journey next year.

TPOL Procedures:

1. Choose 5 questions you would like to reflect on.
2. Write reflective pieces for each of those questions (think about which artifacts of your work relate to these questions and include references to them in your reflective pieces).
3. Choose 3 of the reflections that seem most important, significant or representative of your learning.
4. Prepare your presentation and gather evidence (one artifact for each of the three question) based on your answers to the three questions.
5. Prepare your three artifacts on your DP, in handout form, or visual aides.
6. Create your rubric and outline. Turn these in Wednesday before you leave school.

TPOL Presentation

Format: You will present and then sit with a panel of your teachers, peers, community members, former alumni, etc. to lead a discussion about the presentation of your learning.

Time: You are aiming to speak around 7 minutes and then there will be a discussion for about 7 minutes.

Rubric: As each student will be choosing his or her own questions, you will need to fill in your rubric and bring it with you to the presentation.

What You Need:

- At least one artifact for each question on your DP, as a handout, or as a visual aid.
- Note cards or outline for your presentation
- Professional dress
- Your personal rubric

Other Expectations: You will sit on one of your peer's panels and take part in the discussion.

Grading:

TPOLs are not graded as they are a time to reflect and prepare you to move forward to the next year. However, the expectation is that you will need to meet expectations for each standard on your rubric before your TPOL is complete.

TPOL Questions

- What problems did I encounter while I was working on a piece? How did I solve them?
- Because of _____ piece of work/ project, how have I changed any ideas I used to have on this subject?
- How does _____ project/ piece of work connect to the real world outside the classroom?
- What does this piece reveal about me as a learner?
- What did I learn about myself as I worked on this piece?
- Something I've done/ worked on this year that has meaning for me is. . .
- What was a turning point for me and why? Tell about this moment/ time.
- Think of a piece of work that I did at the beginning of the year to compare and contrast with a piece of work I did later in the year. What changes do I notice? How did those changes come about? What does this tell about me and how I learn?
- In hindsight, what could I have done differently to improve the quality of a piece of my work this year?
- If someone else were looking at the piece, what might they learn about it?
- Who am I as a learner? As a person?
- What work would I save to remind me or someone else of what I am like now?
- How have I demonstrated an understanding of perspective (differing viewpoints) and its value to my work?
- How have I utilized an understanding of cause and effect in my work this year?
- One thing I would like to improve upon is...
- What would I change if I had a chance to do this piece over again? What would I change in the next revision of this piece?
- What's the one thing that I have seen in my classmates' work or process that I would like to try in my next piece?
- As I look at this piece, what's one thing that I would like to try to improve upon?
- What would I like to spend more time on in school?
- I might want next year's teacher to know _____ about me because _____.
- I might want more help with _____ from my teachers next year because _____
- A mistake that I made this year that I would like to be able to redo is..... I would fix it by.... I would fix it because...
- Something that happened this year that gives me hope for success next year is...