



TEACHER EDUCATION UNIT

BUFFALO STATE • The State University of New York

TPA- Teacher Performance Assessment

In compliance with New York State Education Department requirements, Buffalo State University teacher candidates pursuing their initial teaching certification must complete and submit a Teacher Performance Assessment (TPA) during their culminating clinical / practicum experience (e.g., student teaching).

The TPA is a **multi-measure assessment** where candidates **demonstrate the pedagogical knowledge and skills** identified in the *New York State Teaching Standards*, which align with the *four principles of the New York State Culturally Responsive-Sustaining Education Framework*, and their content knowledge and skill in teaching to the *State learning standards* in the grade band and subject area of a certificate sought.

NOTICE: Buffalo State University's TPA is a **unit-wide assessment** that is **common across all programs and developmental levels**. This represents input from all disciplines across all initial educator preparation programs. *Stakeholder input obtained September 2022. TPA was piloted Spring 2023. Final revisions May 2023.*

TABLE OF CONTENTS

TPA Criteria & Performance Levels.....	3
TPA Evidence of Criteria.....	4
Rubric 1.....	5
Rubric 2.....	5
Rubric 3.....	6
Rubric 4.....	7
Rubric 5.....	7
Rubric 6.....	8
Rubric 7.....	8
Rubric 8.....	8
Alignment to Standards.....	9

PERFORMANCE LEVELS:

All initial educator preparation programs at Buffalo State University will utilize common eight TPA rubrics that demonstrate proficiency on these 11 criteria using the following scale:

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

PERFORMANCE DESCRIPTORS:

See attached rubrics

COMMON CRITERIA:

Upon completion of their clinical experience, a successful teacher candidate must satisfactorily demonstrate the following 11 performance criteria as evidenced by a range of formal and informal measures as determined by the student teaching supervisor or other faculty with input from the mentor/cooperating teacher. All submissions must include evidence of the following criteria as well as a teaching observation conducted by a college supervisor/clinical faculty.

RUBRIC 1
Context for Learning
RUBRIC 2
Planning <ul style="list-style-type: none"> • Content Knowledge for Planning • Developing Learning Objectives
RUBRIC 3
Instructional Practice <ul style="list-style-type: none"> • Applying Pedagogical Knowledge & Skills • Applying Content Knowledge in Practice
RUBRIC 4
Evaluating Instructional Effectiveness <ul style="list-style-type: none"> • Impact on Student Learning • Using Assessment Results
RUBRIC 5
Reflecting on Teaching Effectiveness
RUBRIC 6
Culturally Responsive & Inclusive Practice
RUBRIC 7
Learning Environment
RUBRIC 8
Technology

SUBMISSION OF EVIDENCE:

Each initial program candidate will submit TPA evidence to Taskstream by Watermark's Learning Achievement Tools (LAT) during or at the conclusion of their final practicum (i.e., student teaching).

Candidates who complete multiple field placements will only submit one TPA, either at the conclusion of their first 8-week placement or second 8-week placement (but not both).

The TPA must be conducted with a learner or learners at the developmental level and content area for which the candidate is being prepared.

SCORING OF EVIDENCE:

Each program will determine procedures for evaluation of the TPA. Evaluations will be conducted by either the clinical supervisor, seminar instructor (if different from supervisor), or other non-supervising faculty member(s). School-based educators (i.e., mentor teachers) will NOT conduct the final TPA evaluation but their input/feedback will be considered by the evaluator.

The common Buffalo State TEU TPA rubrics will be utilized by all evaluators, across disciplines and development levels.

Candidates are expected to "Meet Expectations" on the majority of the 11 criteria.

Rubric scoring will be converted to points (maximum of 4 points per rubric criteria may be earned). If a candidate "meets expectations" on all criteria, they can earn 33 points; thus, a **total minimum score of at least 28 is required to receive a "satisfactory"/passing grade**. A score of 28 indicates that a candidate's performance "meets or exceeds" the majority of the 11 criteria.

Candidates who do not meet these TPA expectations will be remediated and may have to repeat or revise portions of their TPA, as determined by program faculty. *Policies and procedures related to issues with professional dispositions or other knowledge and skill deficits will be followed as outlined in the Student Teaching Handbook and the Teacher Education Unit Handbook.*

EVIDENCE OF CRITERIA:

Individual programs in each discipline have identified key artifacts to be submitted to Taskstream by Watermark as evidence for the TPA. All programs will require evidence of planning, instruction, assessment, impact on student learning, and reflection.

RUBRIC 1**Context for Learning**

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Candidate does not demonstrate or demonstrates a cursory knowledge of individual students, including those with special learning needs, class, and community or does not consider learner development, diversity, and context when designing and implementing learning experiences and related assessments or do so inaccurately.	Candidate demonstrates an emerging knowledge of individual students, which may include those with special learning needs, class, and community by considering some areas of learner development, diversity, and context when designing and implementing learning experiences and related assessments.	Candidate demonstrates adequate knowledge of individual students, including those with special learning needs, class, and community by considering learner development, diversity, and context when designing and implementing learning experiences and related assessments.	Candidate demonstrates a multi-faceted knowledge of individual students, including those with special learning needs, class, and community by considering all aspects of learner development, diversity, and context when designing and implementing learning experiences and related assessments.

RUBRIC 2**Planning**

	1	2	3	4
<i>Planning Criteria:</i>	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Content Knowledge for Planning	Candidate does not understand or exhibits a cursory understanding of central concepts and structures of the discipline(s) when planning learning tasks or assessments which may not be appropriate to the discipline, nor learner needs, background, and/or interest.	Candidate exhibits an emerging understanding of central concepts and structures of the discipline(s) when planning learning tasks and assessments appropriate to the discipline, while considering learner needs, background, and/or interest.	Candidate exhibits adequate understanding of central concepts and structures of the discipline(s) when planning well-aligned learning tasks and assessments appropriate to the discipline, while considering learner needs, background, and/or interest.	Candidate exhibits an advanced understanding of central concepts and structures of the discipline(s) when planning rigorous, well-aligned learning tasks and assessments appropriate to the discipline, while considering learner needs, background, and/or interest.
Developing Learning Objectives	Candidate does not maintain high expectations when developing learning goals and / or they are unclear and don't align to New York State learning standards in the grade band and subject area(s) of a certificate sought.	Candidate develops learning objectives that may need additional clarity or that are not fully aligned to New York State learning standards in the grade band and subject area(s) of a certificate sought.	Candidate maintains high expectations when developing clear, appropriate learning objectives that align to New York State learning standards in the grade band and subject area(s) of a certificate sought.	Candidate maintains high expectations when developing clear, appropriate learning objectives that fully align to New York State learning standards in the grade band and subject area(s) of a certificate sought.

RUBRIC 3				
Instructional Practice				
	1	2	3	4
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Applying Pedagogical Knowledge & Skills	Candidate's instruction is unclear or disorganized and /or may not provide opportunities to actively engage P-12 learners through a range of instructional strategies. The instructional methodology is not effective or appropriate for discipline or content taught (i.e., <i>inquiry-based, cooperative learning, teacher-directed, scaffolds, systematic instruction, etc.</i>).	Candidate's delivery of instruction would benefit from additional clarity and organization more opportunities to actively engage P-12 learners through a range of instructional strategies. Instructional methodology used by candidate may not be appropriate or is somewhat ineffective for discipline or content taught (i.e., <i>inquiry-based, cooperative learning, teacher-directed, scaffolds, systematic instruction, etc.</i>).	Candidate facilitates / delivers instruction in a mostly clear and organized manner, providing opportunities to actively engage P-12 learners through a range of instructional strategies while using appropriate/effective instructional methodology (i.e., <i>inquiry-based, cooperative learning, teacher-directed, scaffolds, systematic instruction, etc.</i>).	Candidate facilitates / delivers rigorous instruction in a clear and organized manner, providing multiple opportunities to actively engage P-12 learners through a range of instructional strategies while using appropriate/effective instructional methodology (i.e., <i>inquiry-based, cooperative learning, teacher-directed, scaffolds, systematic instruction, etc.</i>).
Applying Content Knowledge in Practice	Candidate's learning tasks and assessments are not aligned or appropriate to the discipline as well as learner needs, background, and/or interests.	Candidate's instruction may need increased alignment between learning tasks and assessments and / or they may be inappropriate to the discipline as well as learner needs, background, and/or interests.	Candidate accurately delivers well-aligned learning tasks and assessments appropriate to the discipline as well as learner needs, background, and/or interests.	Candidate accurately delivers rigorous, well-aligned learning tasks and assessments appropriate to the discipline as well as learner needs, background, and/or interests.

RUBRIC 4				
Evaluating Instructional Effectiveness				
	1	2	3	4
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Impact on Student Learning	Candidate does not plan nor analyze results from multiple measures of assessment (formal and informal, formative and summative, quantitative and qualitative data) to determine impact on student learning. Limited or no evidence of both quantifiable impact and qualitative outcomes included.	Candidate plans but may not analyze or utilize results from multiple measures of assessment (formal and informal, formative and summative, quantitative and qualitative data) to determine impact on student learning or does not incorporate multiple measures. May not include evidence of both quantifiable impact and qualitative outcomes should be included.	Candidate is intentional in planning and analyzing results from multiple measures of assessment (formal and informal, formative and summative, quantitative and qualitative data) to determine impact on student learning. Evidence of both quantifiable impact and qualitative outcomes should be included.	Candidate is intentional in planning and analyzing results from multiple measures of assessment (formal and informal, formative and summative, quantitative and qualitative data) to determine impact on student learning. Evidence of both quantifiable impact and qualitative outcomes should be included. Candidate creates a visual display (e.g., graph, table) to interpret findings.
Using Assessment Results	Candidate does not use the assessment results to effectively design and modify instruction to increase student progress toward learning goals.	Candidate may need support in designing and modifying instruction to increase student progress toward learning goals based on assessment results.	Candidate uses assessment results to design or consider ways to revise future instruction to increase student progress toward learning goals.	Candidate uses assessments results plus additional sources of data (i.e., comparison peer performance, colleague feedback, research evidence from professional literature) to design and modify instruction to increase student progress toward learning goals.

RUBRIC 5				
Reflecting on Teaching Effectiveness				
	1	2	3	4
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Candidate does not use data outcomes to draw inferences, reflect on their practice, or to set goals for professional growth.	Candidate may draw inferences unrelated to data outcomes. Their ability to reflect on their practice and to set goals for professional growth is limited or unrelated to the current evidence.	Candidate uses data outcomes to draw inferences, reflect on their practice, and to set goals for professional growth.	Candidate uses data outcomes to draw inferences, and engage in actionable reflection on their practice. They set goals for professional growth, independently identify and immediately engage in relevant professional learning opportunities.

RUBRIC 6**Culturally Responsive and Inclusive Practice**

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Candidate does not apply inclusive practices (e.g., considers accessibility; incorporates Universal Design for Learning; supports neurodiverse learners) nor culturally responsive-sustaining practices (e.g., explores and celebrates racial, cultural, and linguistic diversity; and do not maintain high-expectations for all learners; addresses social justice issues) to create equitable, motivating, and meaningful learning opportunities.	Candidate applies either some inclusive practices (e.g., considers accessibility; incorporates Universal Design for Learning; supports neurodiverse learners) or culturally responsive-sustaining practices (e.g., explores and celebrates racial, cultural, and linguistic diversity; but may not maintain high-expectations for all learners; addresses social justice issues) to create equitable, motivating, and meaningful learning opportunities.	Candidate applies some inclusive practices (e.g., supporting individual learning needs) and begins to consider culturally responsive-sustaining practices (e.g., explores and celebrates racial, cultural, and linguistic diversity; maintains high-expectations for all learners; addresses social justice issues) to create equitable, motivating, and meaningful learning opportunities.	Candidate expertly and with thorough consideration applies inclusive practices (e.g., considers accessibility; incorporates Universal Design for Learning; supports neurodiverse learners) and culturally responsive-sustaining practices (e.g., explores and celebrates racial, cultural, and linguistic diversity; maintains high-expectations for all learners; addresses social justice issues) to create equitable, motivating, and meaningful learning opportunities.

RUBRIC 7**Learning Environment**

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Candidate does not create a well-managed, motivating, safe, and supportive learning environment nor does it welcome, affirm, or value all cultural identities and varied learning levels while considering the context for learning.	Candidate is beginning to establish a well-managed, motivating, safe, and supportive learning environment; May need additional actions to welcome, affirm, and value all cultural identities and varied learning levels while considering the context for learning.	Candidate creates a well-managed, motivating, safe, and supportive learning environment that welcomes, affirms, and values all cultural identities and varied learning levels while considering the context for learning.	Candidate creates an expertly managed, motivating, safe, and supportive learning environment that welcomes, affirms, and values all cultural identities and varied learning levels while considering the context for learning. Evidence of this permeates the classroom and planned activities.

RUBRIC 8**Technology**

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Candidate does not model, nor do they apply appropriate technology (i.e., educational, instructional, assistive, etc.) to engage learners and enhance their learning and/or Candidate does not facilitate appropriate student use of technology that would be deemed appropriate for learning goals and outcomes.	Candidate applies technology (ISTE) (i.e., educational, instructional, assistive, etc.) but technology choices may not fully work to engage learners and enhance their learning. Candidate may also facilitate student use of technology, but it does not appear appropriate for learning goals and outcomes.	Candidate models and applies suitable technology (i.e., educational, instructional, assistive, etc.) to engage learners and enhance their learning. Candidate facilitates student use of technology if deemed appropriate for learning goals and outcomes.	Candidate fluently models and applies purposeful, suitable technology (i.e., educational, instructional, assistive, etc.) to engage learners and enhance their learning. Candidate facilitates student use of technology with ease and minimal disruption to lesson flow (if deemed appropriate for learning goals and outcomes).

ALIGNMENT TO STANDARDS

	NYS TEACHING STANDARD	INTASC STANDARD	ISTE (if applicable)	NYSED Culturally Responsive-Sustaining Framework Principle	TEU Conceptual Framework Unit Goals*	NYS LEARNING STANDARD
Context for Learning	I	1 & 2		1, 2, 3, 4	2, 7	Varies by discipline
Planning	II, V	4, 7	2.5	2, 3	1, 2, 3, 4	
Instructional Practice	III	5, 8	2.6	2, 3	3, 4	
Evaluating Instructional Effectiveness	V	6	2.7	3	1, 2, 3	
Reflecting on Teaching Effectiveness	V	6, 9	2.7	3, 4	5	
Culturally Responsive and Inclusive practice	III	1, 2, 4, 7 & 8		1, 2, 3, 4	6, 7	
Learning Environment	I, II, IV	3		1, 3	2, 3, 7	
Technology	III, IV	4, 5, 7, 8	all		4	

*Buffalo State's Teacher Education Unit Conceptual Framework Unit Goals:

The Teacher Education Unit goals directly reflect elements of the conceptual framework:

- Goal 1: Content - The professional educator will know the subject matter to be taught to P-12 learners.
- Goal 2: Learner - The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.
- Goal 3: Pedagogy - The professional educator will attain an understanding of the strategies that candidates use to teach all learners.
- Goal 4: Technology - The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Goal 5: Reflection - The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Goal 6: Dispositions - The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Goal 7: Diversity - The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Goal 8: Research (Advanced Programs only) - The professional educator is a lifelong learner who competently translates current educational theory and practices into P-12 achievement by exploring and integrating concepts into effective pedagogy.