Teacher Performance Assessment

Dear Student Teacher,

Congratulations on reaching this important milestone of student teaching. During your first placement, you will be asked to complete a Teacher Performance Assessment (TPA) to demonstrate your proficiency in lesson planning, instruction, assessment and reflection. The TPA consists of two parts:

1. The Teacher Work Sample
2. TPA Anchor Prompts (see below)

In the Teacher Work Sample, you will plan lessons, teach them, assess the associated student work, and reflect on the experience. The purpose of the TPA Anchor Prompts is to assess your ability to plan and enact culturally responsive and sustaining practices as well as technology into your planning, teaching and assessment. Please review the TPA Anchor Prompts prior to planning your lessons so that you can authentically embed culturally responsive and sustaining practices and technology into your practice.

Both the Teacher Work Sample and TPA Anchor Prompt responses should be submitted to your supervisor together electronically for scoring. Your supervisor will work closely with you to track your completion of the TPA.

TPA Anchor Prompts

Please answer these prompts in 1-2 single spaced pages. Then submit this document with your Teacher Work Sample.

Culturally Responsive-Sustaining Framework prompts:
1. Reflect on the impact of using the Culturally Responsive-Sustaining Framework on your teaching. Please review p. 25-28 of the Culturally Responsive-Sustaining Framework. Provide 2-3 key pieces of evidence from your TWS where you enacted each of the following:
    a. welcoming and affirming environment
    b. high expectations and rigorous instruction, and
    c. inclusive curriculum and assessment
    d. What are two or three concrete ways you can continue your ongoing learning of CRST?
2. How did you examine your own implicit biases during the lesson planning process?

Technology prompts:
Please review the entire ISTE standards. The ISTE (International Society for Technology in Education) Standards provide the competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for effective use of technology in schools worldwide. The section you as a teacher candidate need to address are the ISTE Educator Section pages 5-6.

1. Cite the ISTE standards (from Section 2: Educator p. 5-6) you addressed in your lesson plans. Note that you are NOT expected to address all indicators of each Category: 2.1. Learner; 2.2. Leader; 2.3. Citizen; 2.4. Collaborator; 2.5. Designer; 2.6. Facilitator; 2.7. Analyst.
2. How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study?
3. Why did you choose those technology tools to support these specific learners?

The rubrics below will be used to evaluate your responses to the prompts above. Please review these rubrics as you address the prompts.

Scoring Rubric for CR-S prompts

Criteria	Level 1 Indicator Not Met	Level 2 Indicator Partially Met	Level 3 Indicator Met (target)
Welcoming and affirming environment A welcoming and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity.	Provides less than 2 key pieces of evidence. Does not address or superficially addresses how a welcoming and affirming environment was established.	Provides 2-3 key pieces of evidence but "name drops" rather than deeply discusses how they contribute to establishing a welcoming and affirming environment.	Provides 2-3 key pieces of evidence and discusses in a deep meaningful way how they contribute to establishing a welcoming and affirming environment. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.
High expectations and rigorous instruction High expectations and rigorous instruction prepare the community for rigor and independent learning	Provides less than 2 key pieces of evidence. Does not address or superficially addresses how this criterion is met	Provides 2-3 key pieces of evidence but "name drops" rather than deeply discusses how this criterion is met	Provides 2-3 key pieces of evidence and discusses in a deep meaningful way how it connects to the classroom environment. The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.
Inclusive curriculum and assessment Inclusive curriculum and assessment elevate historically marginalized voices.	Provides less than 2 key pieces of evidence. Does not address or superficially addresses how	Provides 2-3 key pieces of evidence but "name drops" rather than deeply discusses	Provides 2-3 key pieces of evidence and discusses in a deep meaningful way how it connects to the classroom environment. It includes opportunities to learn about power and privilege in the

	this criterion is met	how this criterion is met	context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education.
Engaging in ongoing professional learning and support Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Moll, et al., 1992; Gay, 2010). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions.	Provides less than 2 key pieces of evidence. Does not address or superficially addresses how this criterion is met	Provides 2-3 key pieces of evidence but "name drops" rather than deeply discusses how this criterion is met	Provides 2-3 key pieces of evidence and discusses in a deep meaningful way how it connects to the classroom environment. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

Scoring Rubric for Question 2.
How did you examine your own implicit biases during the lesson planning process?

Criteria	Level 1 Indicator Not Met	Level 2 Indicator Partially Met	Level 3 Indicator Met (target)
Examining and addressing one's own implicit biases is a crucial step in creating inclusive and equitable learning environments (Finley, 2019; Kuo & Hoskins, 2018; Ladson-Billings, 2014; Steward, Oyler, & Lee, 2018). It is important to recognize that implicit biases are deeply ingrained and can be challenging to overcome, but with *ongoing* reflection and effort (Cohn-Vargas, 2014; Howard, 2003; Powell & Kusuma-Powell; Vavrus, 2008), teachers can work toward becoming more aware of and addressing their biases.	Provides less than 2 key pieces of evidence. Does not address more than one of the target indicators or superficially addresses the criterion.	Addresses more than one target indicator in providing 2-3 key pieces of evidence or provides a superficial narrative for the criteria.	Addresses each indicator in a deep meaningful way providing 2-3 key pieces of evidence for *each* indicator. 1.Reflection and Awareness: *Reflect* on past experiences and how they might influence your perspective and decision-making. 2.Engagement: *Engage* in opportunities to learn about diversity, equity, and inclusion by reading books, attending workshops, or joining groups with diverse communities. 3.Feedback: *Seek feedback* from colleagues and students on perspectives that are different from your own. Show evidence of constructive feedback on your teaching practices, where biases might have impacted your interactions with colleagues or students. 4. Review Plans, Materials and Assignments: From a review of lesson plans, materials, and assignments, show evidence of *potential* stereotypes, assumptions, or oversights.

Scoring Rubric for Technology prompts

Criteria	Level 1 **Indicator Not Met**	Level 2 **Indicator Partially Met**	Level 3 **Indicator Met**
Cite the ISTE standards you addressed in your lesson plans aligned with your objectives and learners.	Does not cite ISTE standards OR Technology used does not align to learning objectives.	Lesson does not appropriately address the standard.	Cites appropriate ISTE standards. Technology used aligns to learning objectives.
How did you use technology to intentionally support your specific group of learners to maximize active, deep learning in your unit of study?	Does not provide a description	Provides general description	Provides detailed description of technology used to support learners.
Why did you choose those particular technology tools to support these specific learners for your learning objectives?	Does not provide a rationale or Provides a shallow rationale for why it was used	Provides a general rationale for why it was used for the whole class.	Provides compelling rationale for why particular technology used to meet specific student needs and for the whole class.