Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

Focus Area 1 Key Concept: Appropriate for Beginning Teachers

This document includes the notes from group discussions in the first RDI-TPA Workgroup meeting along with additional sources to support the breakout discussion and development of working definitions. Members are encouraged to bring other resources they have found helpful in understanding or operationalizing the key concept.

- SECTION 1: WORKING DEFINTION TEMPLATE

- SECTION 2: RELATED STATUTORY REQUIREMENTS

- SECTION 3: GROUP DISCUSSION NOTES

- SECTION 4: CONCEPT IN CONTEXT

- SECTION 5: OTHER RESOURCES?

SECTION 1: WORKING DEFINTION TEMPLATE

Working Definition Appropriate for Beginning Teachers
General working definition: *[insert general working definition of Key Concept]* - Attribute 1: *[insert description/elaboration of working definition]* - Attribute 2: *[insert description/elaboration of working definition]* - Attribute 3: *[insert description/elaboration of working definition]* - Attribute 4: *[insert description/elaboration of working definition]* - Attribute 5: *[insert description/elaboration of working definition]* Add additional bullets as needed…

SECTION 2: RELATED STATUTORY REQUIREMENTS

Education Code Section 44320.4
(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state's current teaching performance assessments.

Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

---

(c) The workgroup shall develop recommendations to be presented to the commission by March 1, 2025, and the commission shall vote to adopt a set of recommendations by July 1, 2025. Adopted recommendations shall be implemented by July 1, 2028. At a minimum, the recommendations from the workgroup shall include:

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

SECTION 3: GROUP DISCUSSION NOTES

The following notes were generated during an activity by the RDI-TPA workgroup on 9/20/24.

Group 1 Notes: Appropriate for Beginning Teachers
- Credential candidates vs. beginning teachers
- Not induction yet
- Developmentally sensitive
- Flexible enough to describe "inclusive" or "learning"
- "appropriate"…what does it mean?
- Appropriate vs. relative vs. development
- Appropriate, is it standards-based
    e. Evidence-based

Group 2 Notes: Appropriate for Beginning Teachers
None

Group 3 Notes: Appropriate for Beginning Teachers
a. "appropriate for beginning teachers"
    a. Attributes of:
        i. Teachers do continue to learn and develop, but Day 1 as a beginning teacher, you are still responsible for the learning of the students in your classroom?
            1. Still have the expectations of the students and their families?
        ii. Who is a beginning teacher?
            1. Does that include candidates?
        iii. Focus is on beginning teacher, but when take TPA, not quite at that point yet
        iv. Competent beginner: What does that mean? What does that look like?
            1. "Appropriate" suggests should be able to complete within their context, whatever that is
    b. Questions/Concerns:
        i. Tiers of Support:
            1. Developing expertise means able to demonstrate consistently and effectively

Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

              a. What would it look like if able to place candidates who need additional support in a co-teaching space

       2. Lead to different levels of induction support

              a. Connect specifics of IDP to areas of strength/polish identified on TPA

                    i. But would that impact hiring by districts?

              b. For Secondary Passing, is a required part of IDP

  b. [other concepts]

       a. Equity

              i. How is this equitable for candidates?

                    1. UDL

                    2. For candidates from all demographics

              ii. Necessitates teachers who can teach in a way that empowers students

       b. CSP

              i. Can CSP be embedded within?

  c. Assessment Design Standards

Group 4 Notes: Appropriate for Beginning Teachers

Appropriate for a Beginning teacher: Beginning educator – must be reasonable for our educators and **focus on basics with the understanding that we see the potential for growth and success**. Figure out the basics of the starts – operationalizing that would be complex. There are some basics you need to know. Break up a bit. We can and should expect new educators to implement certain skills – and **what are the essential skills in the classroom and are they being measured by the program?** Do the choreography with help? Doing it well? **With Levels of help**. A lot of work with assessments at Stanford – learning how to teach is learning how to teach – **you have mentors helping you and providing feedback along the way. That process causes you to do the work better and eventually you will do that work on your own**. Teaching to the test arguments – starts someone on the journey and be helpful – **any point of feedback IS helpful**. **Continuous Cycle of Learning and Improvement (CCLI) important to reflect and adjust**. **Agency of student teachers in a classroom – implemented into classroom.** Needs to be **embedded** and – **different in programming which is different at the institution**.

SECTION 4: CONCEPT IN CONTEXT

Additional discussion is required for this focus area concept.

1. Who is included within the category of "beginning teacher"?

2. How might the broad scope of the Teaching Performance Expectations affect the Teaching Performance Assessment?

3. What are the attributes of performance assessment that make it/would make it appropriate for beginning teachers?

4. What are the attributes of performance assessment that make it/would make it inappropriate for beginning teachers?

Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

Key Resources

Teaching Performance Expectations

The Teaching Performance Expectations outlines the knowledge, skills, and abilities required of beginning teachers to engage students, create supportive learning environments, and meet educational standards, with a focus on inclusivity, subject-specific pedagogy, and professional development across various teaching assignments.

Literacy Teaching Performance Expectations

The document outlines the literacy standards and teaching performance expectations (TPEs) for preliminary multiple and single subject credentials in California. It emphasizes evidence-based literacy instruction, integrating themes such as foundational skills, meaning-making, language development, effective expression, and content knowledge, while supporting diverse student populations, including English learners and students with disabilities, through asset-based pedagogies and inclusive approaches.

SECTION 5: OTHER RESOURCES?

What definitions or other resources related to formative assessment would you like to bring to the discussion and definition setting activity?