

Focus Area 1 Key Concept:

Reasonable to Implement in a Wide Range of Classroom Settings

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.

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SECTION 1: WORKING DEFINITION TEMPLATE

Working Definition Template Outline: Reasonable to Implement in a Wide Range of Classroom Settings

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: Reasonable to implement in the wide range of classroom settings across the state

- a. Reasonable to implement in a wide range of classroom settings
 - Definition of classroom setting
 - Context
 - Is TPA flexible enough to capture the different context/settings?

Group 2 Notes: Reasonable to implement in the wide range of classroom settings across the state

- None

Group 3 Notes: Reasonable to implement in the wide range of classroom settings across the state

- If we can't account for the full range of contexts in CA, what should the TPA focus on?

Group 4 Notes: Reasonable to implement in the wide range of classroom settings across the state

- Opposite of bureaucratic. Might be localized and based on best practices. Reasonable in a wide range of classrooms. Candidates are not at a disservice if they do not have a certain type of classroom or a certain type of assignment/student. Specific.

SECTION 4: CONCEPT IN CONTEXT

Additional discussion is required for this focus area concept.

1. What might be some ways to distinguish an assessment that is reasonable for a teacher candidate and/or preparation program to implement from an assessment that is unreasonable to implement?
2. What are the different possible classroom settings that teacher candidates/interns operate in while completing the requirements for TPAs?
3. Within each setting, what would be reasonable to implement? Unreasonable to implement?

SECTION 5: OTHER RESOURCES?

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