

## 6A: Background—Data Discussion

Instructions: During Item 6A we will have the opportunity to discuss the resources included in this document. Please take a moment to scan the different resources and consider the connection to our Focus Area 1 concepts, and more broadly, possible recommendations for adjustments to the Teaching Performance Assessments.

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Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

### CALTPA Data

**Table 1:**

**CalTPA Cumulative Pass Rates for MS/SS/WL Candidates Who Submitted Both Cycles**

Program Year	N of Candidates Submitting Both Cycles	N of Candidates Passed Both Cycles	% Passed
Y1: 2018-19*	4346	4331	100%
Y2: 2019-20	4296	4224	98%
Y3: 2020-21	3054	3008	98%
Y4: 2021-22	5157	5065	98%
Y5: 2022-23	6986	6610	95%
Y6: 2023-24	7234	6766	94%
<b>Total</b>	<b>31,073</b>	<b>30,004</b>	<b>97%</b>

\*Lower passing standard established to support candidates and programs in the first year of administration.  
Note: Candidates who submitted cycles across multiple years are counted in the last year submitted.

**Table 2:**

**First Time and Cumulative Pass Rates of MS/SS/WL CalTPA Candidates Who Submitted Both Cycles By Race/Ethnicity 2018-2024**

Race/ Ethnicity	N Passed on First Attempt	% Passed on First Attempt	N Passed on All Attempt	% Passed on All Attempts
All	24,460	80%	30,004	97%
N/A	1055	77%	1326	96%
Black	597	73%	781	93%
Asian	1229	81%	1483	97%
SE Asian	1093	81%	1313	97%
Pacific Islander	86	83%	101	97%
Hispanic	8653	78%	10,789	96%
Native American	136	76%	1475	97%
White	10,713	81%	12,938	97%
Other	898	80%	1098	96%

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Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

**Table 3:**

**Number of Candidates Who Passed Cycle 1 on First Attempt, Second Attempt, Third Or Higher Cumulative Attempt, and Have Not Yet Passed**

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Total Passed	Not Yet Passed
Y1: 2018-19*	5679	66	2	5747	19
Y2: 2019-20	3757	482	92	4331	139
Y3: 2020-21	3095	387	51	3533	146
Y4: 2021-22	4769	876	159	5804	333
Y5: 2022-23	5131	981	326	6438	648
Y6: 2023-24	6024	832	294	7150	1698

**Table 4:**

**Number of Candidates Who Passed Cycle 2 on First Attempt, Second Attempt, Third Or Cumulative Attempt, and Have Not Yet Passed**

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Total Passed	Not Yet Passed
Y1: 2018-19*	4334	33	4	4371	12
Y2: 2019-20	4046	208	25	4279	43
Y3: 2020-21	2876	173	28	3077	31
Y4: 2021-22	4661	423	83	5167	92
Y5: 2022-23	5914	601	132	6647	250
Y6: 2023-24	6431	431	90	6952	733

**Table 5:**

**Number of MS/SS/WL Candidates Who Submitted Both Cycles but Have Not Yet Passed By Year First Submitted**

Program Year	N submitted but not yet passed	% of Total N Submitting Both Cycles
Y1: 2018-19	14	.3%
Y2: 2019-20	60	1.4%
Y3: 2020-21	47	1.5%
Y4: 2021-22	97	1.9%
Y5: 2022-23	369	5.3%
Y6: 2023-24	437	6%

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**Table 6:**

**The Number of MS/SS/WL Candidates by Year Who Submitted One Cycle but Not Yet Submitted the Other Cycle**

Program Year	N of Candidates Submitting C1 but not C2	N of Candidates Submitting C2 but not C1
Y1: 2018-19*	186	39
Y2: 2019-20	271	38
Y3: 2020-21	261	24
Y4: 2021-22	592	32
Y5: 2022-23	1976	81
Y6: 2023-24	1980	205

**Table 7:**

**MMSN and ESN CalTPA Cumulative Pass Rates for Candidates Who Submitted Both Cycles**

Program Year	N of MMSN	% Passed MMSN	N of ESN	% Passed ESN
2022-23	150	94%	46	100%
2023-24	490	98%	178	100%

## EDTPA Data

**Table 8:**

**Number of Attempts Required to Pass edTPA for MS/SS Candidates**

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Have Not Yet Passed
Y1: 2018-19	3378	274	47	193
Y2: 2019-20	2914	236	163	104
Y3: 2020-21	2011	147	37	63
Y4: 2021-22	3110	258	60	153
Y5: 2022-23	3231	333	182	314
Y6: 2023-24	3224	213	52	560

## 6A: Background—Data Discussion

Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

**Table 9:**

**Number of Attempts Required to Pass edTPA for World Language Candidates**

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Have Not Yet Passed
Y1: 2018-19	70	12	6	9
Y2: 2019-20	68	19	15	3
Y3: 2020-21	48	4	1	2
Y4: 2021-22	48	18	5	9
Y5: 2022-23	62	25	13	28
Y6: 2023-24	70	27	4	46

**Table 10:**

**Number of Candidates by Year Who First Submitted edTPA but Not Passed Yet**

Program Year	Multiple/Single Subject	World Language	Education Specialist
Y1: 2018-19	173	5	N/A
Y2: 2019-20	113	7	N/A
Y3: 2020-21	62	1	N/A
Y4: 2021-22	111	6	N/A
Y5: 2022-23	368	32	4
Y6: 2023-24	470	39	8

**Table 11:**

**edTPA First time and cumulative pass rates for MS/SS candidates by race/ethnicity 2018-2024**

Race/ Ethnicity	N Passed on First Attempt	% Passed on First Attempt	N Passed on All Attempts	% Passed on All Attempts
All	17,612	87%	19,869	95%
Asian/Pacific Island	2177	87%	2453	95%
Black	463	77%	573	89%
Hispanic	4958	86%	5648	94%
Multiracial	1327	88%	1482	94%
Native American	71	86%	86	96%
Other	350	85%	404	94%
Undeclared	495	81%	597	92%
White	7771	89%	8626	96%

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Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

**Table 12:**

**edTPA First time and Cumulative pass rates for World Language candidates by race/ethnicity**

Race/ Ethnicity	N Passed on First Attempt	% Passed on First Attempt	N Passed on All Attempts	% Passed on All Attempts
All	349	64%	515	88%
Asian/Pacific Island	61	90%	69	97%
Black	*	*	*	*
Hispanic	197	57%	309	84%
Multiracial	16	84%	21	95%
Native American	*	*	*	*
Other	*	*	21	95%
Undeclared	*	*	19	83%
White	57	71%	80	94%

\*Results are suppressed for races/ethnicities that had fewer than 10 candidates.

**Table 13:**

**edTPA First time and cumulative pass rates for Educational Specialist candidates by race/ethnicity**

Race/ Ethnicity	N Passed on First Attempt	% Passed on First Attempt	N Passed on All Attempts	% Passed on All Attempts
All	462	96%	491	98%
Asian/Pacific Island	38	97%	43	100%
Black	38	97%	43	100%
Hispanic	184	96%	197	98%
Multiracial	36	97%	36	97%
Native American	*	*	*	*
Other	11	92%	11	92%
Undeclared	16	89%	17	94%
White	138	95%	144	97%

\*Results are suppressed for races/ethnicities that had fewer than 10 candidates.

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Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

### FAST Data

**Table 14:**

**FAST All Attempt Pass Rates (MS/SS)**

Academic Year	Total Attempted	N Passed 1 <sup>st</sup> Attempt	Percentage Passed 1 <sup>st</sup> Attempt	N Passed 2nd Attempt	Percentage Passed 2nd Attempt	N Passed 1 <sup>st</sup> or 2 <sup>nd</sup> attempt	Percentage Passed 1st & 2nd Attempt
2018-19	785	741	94.4%	44	100%	785	100%
2019-20	773	746	96.5%	25	93%	771	99.7%
2020-21	806	784	97.3%	22	100%	806	100%
2021-22	829	772	93.1%	57	100%	827	99.8%
2022-23	889	819	92.1%	62	93.9%	881	99.1%

**Table 15:**

**FAST Race/Ethnicity Data for First Attempts on Site Visit Project**

Site Visit Perform	2020-21 Number of Submissions	2020-21 Percentage Passed	2021-22 Number of Submissions	2021-22 Percentage Passed	2022-23 Number of Submissions	2022-23 Percentage Passed
All	419	100%	428	97.9%	460	96.7%
Asian	12	100%	N/A	N/A	N/A	N/A
Black	N/A	N/A	*	*	*	*
Hispanic	223	100%	240	97.5%	260	97.7%
N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat Amer	N/A	N/A	*	*	*	*
Other	17	100%	*	*	10	100%
Pac Island	N/A	N/A	N/A	N/A	N/A	N/A
SE Asian	23	100%	15	100%	30	90.0%
White	131	100%	105	98.4%	98	98.0%

\* N <10 not reported

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Data tables from upcoming Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

**Table 16:**

### FAST Race/Ethnicity Data for First Attempts on Site Visit Project

Site Visit Perform	2020-21 Number of Submissions	2020-21 Percentage Passed	2021-22 Number of Submissions	2021-22 Percentage Passed	2022-23 Number of Submissions	2022-23 Percentage Passed
All	419	100%	428	97.9%	460	96.7%
Asian	12	100%	N/A	N/A	N/A	N/A
Black	N/A	N/A	*	*	*	*
Hispanic	223	100%	240	97.5%	260	97.7%
N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nat Amer	N/A	N/A	*	*	*	*
Other	17	100%	*	*	10	100%
Pac Island	N/A	N/A	N/A	N/A	N/A	N/A
SE Asian	23	100%	15	100%	30	90.0%
White	131	100%	105	98.4%	98	98.0%

\* N <10 not reported

## APPENDIX B

### *Summary Tables of the California Teachers Association Teacher Performance Assessment Survey*

The California Teachers Association recently conducted a survey of members with teaching credentials (n=1,284) who have completed a TPA (n= 1,099) or attempted the TPA and later had the requirement waived (n=185). The survey was administered between September 20, 2023, and October 10, 2023. Responses are disaggregated by the following subgroups: COVID Cohorts who attempted the TPA and later had it waiver (COVID), African American teachers (AA), American Indian/Alaska Native teachers (AI/AN), Asian/Pacific Islander teachers (API), Caucasian teachers, Hispanic teachers, and teachers that identify as Mixed Ethnicity/Other (ME/Other).

#### **Section 1: Educator Preparation (n=1,284)**

**Prompt 1:** My teacher preparation University Coursework helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strongly Disagree</b>	72	6%	11	6%	3	7%	0	0%	5	6%	35	5%	21	6%	8	7%
<b>Disagree</b>	206	16%	26	14%	8	18%	0	0%	14	16%	107	16%	53	14%	24	20%
<b>Agree</b>	<b>702</b>	<b>55%</b>	96	52%	22	49%	5	71%	43	51%	373	57%	207	56%	52	44%
<b>Strongly Agree</b>	<b>304</b>	<b>24%</b>	50	27%	12	27%	2	29%	23	27%	142	22%	90	24%	35	29%

**Prompt 2:** Collaborating in classrooms with my Mentor Teacher helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strongly Disagree</b>	67	5%	9	5%	6	13%	1	14%	4	5%	32	5%	19	5%	5	4%
<b>Disagree</b>	90	7%	14	8%	4	9%	1	14%	5	6%	43	7%	30	8%	7	6%
<b>Agree</b>	<b>456</b>	<b>36%</b>	61	33%	17	38%	2	29%	25	29%	240	37%	127	34%	45	38%
<b>Strongly Agree</b>	<b>671</b>	<b>52%</b>	99	54%	18	40%	3	43%	51	60%	342	52%	195	53%	62	52%

**Prompt 3:** Working with my University Supervisor helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strongly Disagree</b>	102	8%	14	8%	7	16%	1	14%	6	7%	54	8%	23	6%	11	9%
<b>Disagree</b>	273	21%	30	16%	7	16%	1	14%	15	18%	150	23%	76	20%	24	20%
<b>Agree</b>	<b>605</b>	<b>47%</b>	91	50%	25	56%	2	29%	32	38%	307	47%	187	50%	52	44%
<b>Strongly Agree</b>	<b>304</b>	<b>24%</b>	48	26%	6	13%	3	43%	32	38%	146	22%	85	23%	32	27%

**Prompt 4:** Completing a Teacher Performance Assessment (TPA) helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strongly Disagree</b>	<b>607</b>	<b>47%</b>	127	69%	19	42%	4	57%	35	41%	326	50%	161	43%	62	52%
<b>Disagree</b>	<b>397</b>	<b>31%</b>	42	23%	14	31%	1	14%	26	31%	202	31%	122	33%	32	27%
<b>Agree</b>	213	17%	10	5%	11	24%	1	14%	17	20%	103	16%	64	17%	17	14%
<b>Strongly Agree</b>	67	5%	4	2%	1	2%	1	14%	7	8%	26	4%	24	6%	8	7%

**Prompt 5:** The Teacher Performance Assessments (TPA) should be eliminated.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strongly Disagree</b>	75	6%	1	1%	1	2%	1	14%	3	4%	35	5%	26	7%	9	8%
<b>Disagree</b>	177	14%	5	3%	8	18%	1	14%	19	22%	82	12%	48	13%	19	16%
<b>Agree</b>	<b>268</b>	<b>21%</b>	18	10%	10	22%	1	14%	27	32%	139	21%	72	19%	19	16%
<b>Strongly Agree</b>	<b>764</b>	<b>60%</b>	159	87%	26	58%	4	57%	36	42%	401	61%	225	61%	72	61%

**Section 2: TPA Impact on Candidates (n=1,160)**

**Question 1:** How did the Teacher Performance Assessment (TPA) impact your teacher preparation coursework?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strong Negative Impact</b>	<b>359</b>	<b>31%</b>	89	53%	8	20%	2	29%	23	31%	208	35%	89	27%	29	26%
<b>Negative Impact</b>	<b>514</b>	<b>44%</b>	66	39%	17	43%	3	43%	30	41%	266	44%	150	46%	48	43%
Positive Impact	247	21%	14	8%	13	33%	1	14%	19	26%	109	18%	74	23%	31	28%
Strong Positive Impact	40	3%	0	0%	2	5%	1	14%	2	3%	18	3%	13	4%	4	4%

**Question 2:** How did the Teacher Performance Assessment (TPA) impact your clinical practice experience (student teaching, collaborating with mentor, etc.)?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strong Negative Impact</b>	<b>303</b>	<b>26%</b>	76	45%	9	23%	0	0%	23	31%	165	27%	78	24%	28	25%
<b>Negative Impact</b>	<b>524</b>	<b>45%</b>	75	44%	13	33%	4	57%	24	32%	289	48%	148	45%	46	41%
Positive Impact	285	25%	18	11%	16	40%	1	14%	24	32%	127	21%	84	26%	33	29%
Strong Positive Impact	48	4%	0	0%	2	5%	2	29%	3	4%	20	3%	16	5%	5	4%

**Question 3:** How did the Teacher Performance Assessment (TPA) impact your personal life as you completed your teacher preparation program?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
<b>Strong Negative Impact</b>	<b>649</b>	<b>56%</b>	121	72%	16	40%	4	57%	36	49%	351	58%	178	55%	64	57%
<b>Negative Impact</b>	<b>388</b>	<b>33%</b>	42	25%	15	38%	2	29%	27	36%	197	33%	112	34%	35	31%
Positive Impact	102	9%	6	4%	9	23%	0	0%	10	14%	43	7%	28	9%	12	11%
Strong Positive Impact	21	2%	0	0%	0	0%	1	14%	1	1%	10	2%	8	2%	1	1%

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CTA Survey Data Tables and Appendices

**Note:** The full text (over 200 pages) of [Appendices C-E are available here](#). RDI-TPA Co-Chairs approved the use of an AI summary and sampling of the responses (first five pages of each appendix) for the purposes of this activity.

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### Summary of Appendix C: How did the Teaching Performance Assessment (TPA) impact you personally while completing your teacher preparation?

*AI Prompt: Review the attached document (Appendix C) and summarize the responses to the question posed to current teachers that took a Teaching Performance Assessment: How did the Teacher Performance Assessment (TPA) impact you personally while completing your teacher preparation?*

Response
<p>The responses from teachers regarding how the Teacher Performance Assessment (TPA) impacted them personally during their teacher preparation reveal a significant and consistent theme of stress and anxiety. The key points from the feedback include:</p> <ol style="list-style-type: none"><li><b>Overwhelming Stress:</b> Many teachers reported that the TPA was an additional stressor that compounded their already demanding schedules of student teaching, coursework, and personal responsibilities. Several participants mentioned severe anxiety, sleeplessness, and mental health struggles, with some considering quitting the profession altogether.</li><li><b>Time-Consuming:</b> The TPA required an extensive amount of time, which detracted from other important responsibilities, such as lesson planning, student teaching, and personal life. Many felt that it consumed their weekends and left them with little to no personal time.</li><li><b>Financial Burden:</b> The cost of the TPA, along with the financial strain of being an unpaid student teacher, was a common concern. Some mentioned having to pay for resubmissions after failing to meet the criteria, adding to the financial stress.</li><li><b>Negative Impact on Confidence:</b> Teachers expressed that the TPA often undermined their confidence. The feedback they received felt harsh or demoralizing, particularly when failing sections despite their best efforts.</li><li><b>Perceived Redundancy:</b> Many respondents felt the TPA was redundant, especially when they were already engaged in reflection and feedback during their student teaching and induction. They described the process as repetitive busywork that did not contribute meaningfully to their development as teachers.</li><li><b>Challenges with Specific Requirements:</b> The structure and expectations of the TPA were unclear or confusing for many, leading to frustration. Some also found it difficult to align their real teaching experience with the TPA's requirements, especially during the pandemic when virtual learning complicated evidence collection.</li><li><b>Negative Impact on Mental Health and Personal Life:</b> There were frequent mentions of mental health struggles, with some teachers describing how the TPA caused significant stress, anxiety, and even physical illness. The pressure to complete the TPA on top of other responsibilities led to feelings of burnout and negatively impacted their relationships with family and friends.</li></ol>

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### CTA Survey Data Tables and Appendices

In summary, the majority of the responses highlight that while teachers understood the purpose of the TPA, its implementation added excessive stress, took away from meaningful learning experiences, and often felt disconnected from the practical realities of teaching.

## APPENDIX C: Open-Ended Question #1

*How did the Teacher Performance Assessment (TPA) impact you personally while completing your teacher preparation?*

I felt as if the TPA was another test that was useless. It was redundant since my student teaching already required me to record, reflect, and analyze my teaching/lessons. The 2-year induction period also requires me to reflect on my teaching, making the TPA even more redundant and a waste of time. Paying over 300 dollars stressed me out due to being in school full time without any form of income; this is true for many teachers since most do not choose the intern route.

It was constant stress due to not having much guidance. School was online and half of the school day was online while student teaching. Mentor teacher was not familiar with TPA and school was closed virtual meetings were the only option.

While completing my preparation I was stressed with the thought of the TPA always looming in my mind.

I feel that these tests are financially high due to the fact that we need to complete these during our teacher preparation program. We are asked to complete it when we aren't formally working and solely relying on possible part time jobs or loans provided from financial aid to cover expenses. I initially paid for it during COVID but because I wasn't able to collect proper evidence due to online learning, I wasn't able to complete it thoroughly and I was out \$300.

There was no support system - no peer or in person workshops - to attend while completing the tpa. It was an isolating experience to spend hours a day combing through audio of screen recordings for students which are not visible in any sort of recording being used.

It was an added stress while juggling student teaching.

I attempted the TPA during student teaching during the pandemic. I was observed 12 times during the semester, which was stressful but yielded high results because I could reflect immediately and apply new strategies in the next lesson. The TPA doesn't after that same cycle of reflection. I was attempting to complete too many things, and it was very overwhelming to ask me to take the TPA as well. My health suffered as well as my personal and family time.

Personally, it was just an added stressor that felt like it had little impact on my learning how to be a great educator.

The TPA impacted my stress levels. It became something that was a massive focus of my time outside of school because if I didn't plan out exactly how I wanted my TPA lesson to go, I wouldn't be able to pass.

It cause me a lot of anxiety at home and took away from my own teaching style.

It caused stress and uncertainty due to vague requirements that were not clearly defined.

<p>The TPA caused me extreme amounts of stress. I withdrew from my friends and family while working on it due to the stress</p>
<p>It created a ton of anxiety &amp; did not make me want to get into education. The fact that teachers must get a degree, complete a student teaching assignment through a credential program AND a TPA assessment is overkill. We are having to learn a lot during our student teaching assignments, and the fact that we get tacked on another thing while we are just trying to learn how to teach is very frustrating. The concept of TPA is more frustrating when you get feedback that essentially says you are not a good teacher, it destroys confidence in new teachers, who are focused on building connections with students.</p>
<p>It was stressful and unrealistic.</p>
<p>It added more stress while trying to become a teacher after having done multiple observations with my mentor teacher and mentor supervisor.</p>
<p>It was the biggest stressor over CSET, Induction, actual classes and formal observations. Videoing often disrupts the students and proved to change the behavior not always positive.</p>
<p>It added stress</p>
<p>Tears, stressed, money spent, my first year of induction was spent trying to fix and resubmit the TPA</p>
<p>Stressful as it probably should be. The professor of my clinical practice coursework would do their best to help with any questions I had but I found myself isolated due to my subject matter. I was the only person with my subject and struggled to collaborate with my peers and my master teacher. My now colleagues are older and did not have this hurdle when they became teachers so they could not provide anything other than surface level viewpoints.</p>
<p>It had a negative impact because I was constantly stressing about it and COVID made it harder because kids were not showing up or trying.</p>
<p>It was very time consuming and stressful.</p>
<p>High stress at home, and school. On top of having to complete evaluation, weekly lessons plans for admin and clinical coach, as well as the TPA. Have to do all of this and inductions is a lot and overwhelming and unrealistic of what teaching is like when all of these "state performance assessments" are not part of your everyday.</p>
<p>Takes time away from doing our actual work.</p>
<p>It was very stressful. So many prerequisite, and the sad part is teaching doesn't even paying enough.</p>
<p>It added another thing to fill my already busy work schedule and created an additional duty that created another point of stress besides being a teacher.</p>
<p>Personally, it stressed me out through my student teaching while trying to plan and navigate a virtual setting. This was the first year during Covid and virtual teaching.</p>

<p>It created a lot of stress. It took away my scarce time. It encouraged me to speak in the language of "bullshit," as opposed to the language of authenticity. It made me feel filthy and manipulative, which I really dislike.</p>
<p>I spent hours working on it, and felt overwhelmed</p>
<p>Trying to complete the TPAs on time was stressful. There was a lot to complete with very little time.</p>
<p>It was stressful and negatively affected my mental health.</p>
<p>The TPA added extra stress in my personal life and took away time that I could have spent with my family.</p>
<p>It was stressful having to think about the workload for this assessment. All the writing, planning, reflecting, recording, videos, etc.</p>
<p>It was stressful. It was hard, I couldn't even pass the second cycle on the 2nd cycle. I think that not knowing what was expected was the hardest part.</p>
<p>The TPA caused so much additional stress and anxiety that I had to reconsider whether or not I truly wanted to pursue this profession. It drove away my passion for education. I eventually sought mental health care.</p>
<p>Personally, I developed a lot of anxiety from the TPA. Being a teacher is stressful enough, but having to complete this on top of being a new teacher was very overwhelming.</p>
<p>The TPA (especially Cal TPA cycle 2) created a TON of anxiety and stress. It was very difficult to weave it into a class I was student teaching in and had little control over how things were done. Meeting all the requirements was insanely stressful and felt very unnatural to teaching in reality. The requirements are not realistic.</p>
<p>It was stressful and mentally draining. It took a lot of time away from my family. I felt like I was focusing way too much on preparing and completing the TPA than anything else going on in my life.</p>
<p>The test actually caused me to go through depression. Not passing it multiple times even though I dedicated so much time to it made me fearful and gain anxiety to the point it impacted my normal every day life every time I knew I needed to redo it.</p>
<p>It was a stressful process that impacted my mental health. I was depressed and had panic attacks almost everyday. My sleeping habits were horrible where I was unable to sleep an adequate amount.</p>
<p>It was detrimental to my mental health. It caused so much unnecessary stress that I found myself crying and questioning whether I should even be a teacher.</p>
<p>It severely impacted my teaching and personal life through negatively impacting bc my mental health.</p>
<p>On a personal level the TPA made me feel stressed. When I didn't pass I felt like a failure.</p>
<p>My stress level was severely impacted and I spent nights not sleeping or taking anytime for self care including working out, eating properly, and spending times with friends and family.</p>

<p>It was stressful</p>
<p>I was able to complete and pass one of the TPAs. I was stressed enough as a student teacher making sure I did a good job. Then to do the TPA, an essentially 10+ page report with a rubric so convoluted we need workshops to walk us through them, for weeks during student teaching I did nothing but prepare for class or work on this assessment.</p>
<p>It was not difficult but it took so much time to film, edit and write.</p>
<p>Took a lot of time away from preparation or training time that could be spent learning about other modes of instruction or routines for the classroom. Takes an enormous amount of preparation time to plan a sequence of 3 lessons that will “look good for the TPA”</p>
<p>The TPA was an additional stressor that negatively affected my personal life and mental health.</p>
<p>It was very stressful. I found it to be a tremendous amount of work and added stress. I found it to impact my focus and make it challenging while wanting to focus and learn about different areas for teaching.</p>
<p>The TPA impacted me severely in my mental health, stress, and anxiety. It was absolutely nerve wracking trying to get the best video lesson and having it be so staged and rigid. And since I waited until after COVID, I had to work on my TPA while in Induction.</p>
<p>It felt more stressful having to complete it while still completing and wanting excel on all the other requirements that is asked of us. There was a feeling of intense pressure that if I do not pass then all my hard work I have done up to now does not matter.</p>
<p>Preparing for the TPA took so much time away from quality time with my family. It took many long hours of writing and rewriting reports. The stress of meeting this requirement in order to obtain this credential caused sleepless nights and long hours away from my family. I was working while earning the single subject credential so the stress was not only felt at home but at work as well.</p>
<p>The assessment was a lot of time and stress. Researching students for case studies, attending many workshops to learn the “newest” tips in how to successfully complete the assessment pieces. It required multiple sit down Silesian’s to be able to type effective answers that were focused in hitting all the key terms evaluators were looking for. I don’t feel that I learned anything from the process, and instead was working to just show my ability to regurgitate academic language and label processes.</p>
<p>It added unnecessary stress. It was a dark cloud looming over my head for far too long.</p>
<p>It was talking up a big chunk of my personal time to complete the tasks at hand, stress was a big impact.</p>
<p>Negative impact because it is always on your mind. Even when turning it in and waiting for results you have months of waiting to hear back. It takes time away from teaching and personal life.</p>
<p>I was stressed and it made me feel like a bad teacher when I didn’t pass</p>

I had no time to focus on anything other than the TPA. I had to take extra classes to be prepared to write and edit film for the TPA.

It required I spend much of my personal time on the TPA which further led to my burnout. Besides that it required that I manipulate my classroom to be set for one particular class instead of prioritizing all of my students.

The TPA has continually added stress and piled up my workload. I'm not sure who grades it, but they are very picky and provide no feedback to help teachers improve. It is too much work for what it's asking of teachers.

It's a financial burden.

Thinking and working on the TPAs gave me anxiety.

I was experiencing regular panic attacks worrying about the TPA.

Having already been in the classroom as a University Intern while going through the credential program, it was just an unwanted stressor of unnecessary meticulousness that I did not need on top of have a full load of classes to teach, along with running the school's music program, and attend.

The TPA served as a massive source of stress as I worked through completing my teacher preparation program, and while navigating my first year of teaching. I felt that it was impractical, as teaching takes time to settle into as a professional, and requires real life experiences that can give nuance to situations that we often discuss while in our programs. I could not understand how I was supposed to showcase my ability to teach and build lessons with limited real world exposure beforehand, and on top of that, the scramble that is felt by first year teachers. I often felt while working on the TPAs that I was not even building authentic lessons, but showcasing what Pearson deemed effective teaching. I felt that I was literally teaching to a test. I find it more effective that I be observed and given feedback, in conjunction with meaningful and practical professional development sessions that can provide me with the tools to become an effective educator.

I was completing my masters in education while simultaneously getting my credential and attempting to do the Ed TPA, so something was bound to fall through the cracks and not represent the best of my work. Attempting to complete the EDTPA was like attempting to write a whole other master thesis. It was extremely stressful, even with the support from my Credential Program.

I was very stressed out. It was difficult balancing my credential program, dealing with a pandemic, and having to complete a pointless test.

The tpa basically made me miserable during my first couple of years between induction requirements and trying to plan and prep for students

Especially as someone with a learning disability, it was an insult how pedantic and repetitive the TPA was. There were so many more important things for me to be focused on during my time working on the TPA. It became a huge obstacle to my actual instruction and a gigantic source of anxiety for me and every one of my peers.

## 6A: Background—Data Discussion

CTA Survey Data Tables and Appendices

### Summary of Appendix D: Which aspects of your teacher preparation program best prepared you to meet the needs of student in California schools?

*AI Prompt: Review the attached document (Appendix D) and summarize the responses to the question posed to current teachers that took a Teaching Performance Assessment: Which aspects of your teacher preparation program best prepared you to meet the needs of student in California schools?*

Response
<p>Based on the responses from the document, the aspects of the teacher preparation program that current teachers found most beneficial in preparing them to meet the needs of students in California schools include:</p> <ol style="list-style-type: none"><li><b>Student Teaching:</b> Many respondents highlighted hands-on experience through student teaching as the most impactful aspect. It provided real-life exposure to teaching, classroom management, lesson planning, and interacting with students. Being in the classroom helped them apply theoretical knowledge in practical settings.</li><li><b>Mentorship:</b> Collaborating with mentor teachers was repeatedly mentioned as critical. Teachers valued the feedback and guidance provided by mentors, which helped them refine their teaching strategies and adjust their lessons to better support students.</li><li><b>Classroom Observations:</b> Observing experienced teachers and different teaching styles helped respondents gain insights into effective instructional methods and classroom management techniques.</li><li><b>Collaborative Experiences:</b> Working with peers and fellow teachers, both during student teaching and through induction programs, provided opportunities to design lessons together and share best practices.</li><li><b>Coursework:</b> Some respondents mentioned specific coursework, such as classes on lesson planning, classroom management, working with English learners (EL), and special education, as useful preparation for meeting diverse student needs. However, the emphasis was more on how this coursework complemented practical teaching experiences.</li><li><b>Induction Programs:</b> District induction programs and post-credential training were cited as beneficial, particularly in providing relevant training and reflection opportunities that were seen as more impactful than the initial credentialing programs.</li><li><b>Practical Feedback and Reflections:</b> Receiving feedback from university supervisors and mentor teachers after teaching sessions was noted as an important element in helping teachers improve and feel more confident in their ability to meet student needs.</li></ol> <p>The overall consensus across responses pointed to the necessity of practical, hands-on teaching experience, mentorship, and collaboration as the most effective aspects of teacher preparation programs, rather than theoretical coursework alone</p>

## APPENDIX D: Open-Ended Question #2

*Which aspects of your teacher preparation program best prepared you to meet the needs of student in California schools?*

I believe the student teaching portion prepared me the most. We analyzed data and lessons. We had to analyze recorded lessons with our supervisor. It also gave us time to discuss underlying issues with peers (just as we would in a normal school staff meeting).

Collaborating with other teachers in the field. Observing various classes and student teaching was very beneficial.

My district's induction program.

Visiting classrooms, watching other teachers teach, and subbing.

Student teaching itself taught me a lot along with my course work on how to create lesson plans and analyze student weaknesses and strengths and how to adapt to their learning needs.

The readings assigned and the discussions in my university program were most helpful. We discussed scenarios and logistics of teaching.

Student teaching and collaborating with my mentor teacher and other teachers at my site.

Student Teaching was the best way to get hands-on practice before obtaining a classroom. Mount St Mary's did a great job in all of their courses to prepare me. The strategies and knowledge obtained in those courses are still being used today.

The aspects that best prepared me were my classes at CSU Fullerton, and having classes that focused on how to plan fun and engaging lessons, as well as classes that focused on how to deal with real-life classroom issues, such as classroom management, organization, and interacting with parents. I also really benefited from my time in a physical classroom where I was able to gain hands-on experience.

Spending time in a classroom student teaching. Also, observing multiple teachers to get ideas for different styles of teaching. I also enjoyed when I got to work with my peers to collaborate on designing unit plans instead of 1 day, multi-page lesson plans. Looking at how a whole topic would be taught over the course of a week or month was more helpful than the individual day by day. I enjoyed working with my master teacher and seeing all the parts that come with being a teacher outside of just teaching in front of students.

Lesson planning and seeing how assessment are best used

Student teaching

The classes showed me how to find the standards. The classes then showed me how to lesson plan and organize my thought on a lesson.

Student teaching
The aspect of the teacher preparation program the best prepared me for teaching in schools is working with students in a student teaching setting. Working with students is the only way to truly know if you want to get into education. You can be a great lesson planner but not good with kids, the best preparation is actively doing it, which would be teaching.
Observing in many different classrooms, student teaching, and working with other teachers at a real school in a real classroom was the best preparation.
I became the best teacher by working in the classes room with students and had guidance from my mentors.
When asked to dive into demographics and review the schools repost card helped to see education on a more in depth level. Induction was very helpful as well with many relevant trainings and reflections on campus wide activities and in classroom lessons
Student teaching
Classroom management and SEL
I felt my coursework on assessments, EL students, and students with special needs prepared me the best to meet the needs of students in California schools.
Meeting with my mentor teacher helped me the most. We would meet weekly to talk about the good and the bad. He gave me helpful tools to be successful.
Collaborating with others, peers as well as mentors.
The basic reading class that should be the whole of the credential program as reading for comprehension is what teaching is all about and what students in California are struggling with most.
Observations and student teaching
My clinical practice
Working with ELL students and addressing their needs in the classroom.
Due to the pandemic, I felt my courses helped prepare me to lesson plan but the program did not help prepare for how students were affected and learning from virtual.
Site-based mentorship and collaboration. Also, collaborative experiences with other teachers in my program.
Physically, working within a classroom
The passionate educators in the teaching field and resources provided.
Student teaching

What prepared me the most was working in a variety of classrooms.
Doing hours in schools! Having real experiences in the classroom and with students.
None of it. Hands-on experience was the way to go for me. No exam prepares you for a real life classroom. Being in the class, learning about students and with students is the one exam we need as educators. Maybe send in a real life person to observe us, don't have us write and record videos. Those responses and clips do NOT show anything of what really happens in the classroom.
I learned the most from my student teaching experiences. I would love to have had more time doing that.
The service hours and being in the classroom was the most beneficial. Nothing will ever beat the hands on experience that is learned while being there.
The coursework reading and discussions helped build a foundation but my experiences in real classrooms student teachings had an immense role in preparing me. Seeing the real setting is everything. Also planning, teaching and reflecting on lessons I taught with my mentor and supervisor were far more helpful.
Working with my mentor teacher and having that hands on experience prepared me to meet the needs of students in California schools more than anything else in my prep program. A lot of the courses I took weren't relevant to what is present in schools today. I learned a lot from the EL course I took, such as how to scaffold, what strategies work best in the class, and how to meet the needs of EL students in general. Aside from that, no other course helped to prepare me for working in a classroom. I also learned a lot from being observed by my admin and induction coach and reflecting on their observations. I believe the induction program was way more helpful in preparing me than my college program was.
I loved my Math Methods class. I think out of the entire schooling experience at East Bay the Methods class helped me most.
Working with my mentor second mentor teacher and being able to plan and do lessons in the classroom. Receiving feedback from my supervisor and mentor teacher on my lessons was extremely impactful because I was able to learn and grow as an educator.
The coursework helped me understand the psychology behind teaching, but my student teaching experience was by far the best, most helpful portion of my teacher preparation.
Student teaching
Due to finishing my credential during the start of Covid, I had a lot of professional development regarding inclusivity, diversity, and meeting the needs of all students.
Learning how to understand different types of students - EL and other special populations.
Student teaching and mentor teacher

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I found what I learned in my courses valuable, plus teacher observations, student teaching, and, although it's not part of the program, sitting in on whatever meetings I was invited to helped a lot. One course in my program specifically had us plan for and teach one class period as part of our coursework and that was a valuable experience as well.

The best part was working with my mentor teacher and talking to my university supervisor. I could discuss the real life issue and get feedback.

Learning routines and styles of education as well as common IEP needs in direct instruction, observing veteran teachers in their classrooms, having an on-site mentor available to monitor, ALTHOUGH much of the time with on site mentor was spent discussing preparation for the TPA

What best prepared me to meet the needs of students in California schools was the hands-on, in person student teaching and collaborating with my mentors and professors.

Student teaching helped a tremendous amount as well as induction. Having a mentor teacher throughout the process was a huge help. They were able to help answer real life things as well as show me how to handle many things I would be faced with.

My experiences within the classroom.

The student teaching portion. Being able to collaborate and learn from experienced teachers while actually performing the job is what prepared me the most.

Student teaching and working closely with my mentor teacher was the best preparation for the classroom. The second best preparation was meeting with my university mentor teacher and classmates who were also student teaching at the time. It was helpful to hear the strategies they were using in class, sharing best practices, and knowing that challenges are in every classroom and discussing ways to overcome those challenges.

The most significant aspect was the in-classroom student teaching. True hands on experience with classroom management, teaching strategies, learning about and working with different types of learners to help all be successful, and learning how to effectively lesson plan. Actually doing the work with supportive mentors is where I learned the most skills to be a successful classroom teacher.

I did a district internship, so learning on the job and being able to apply theory directly was what was most useful.

Hands on, having student teaching helped but it also created a financial burden being in a classroom full time and not getting any pay

Being an intern because no class can truly prepare you for having your own classroom and parent interactions/ contacts.

Induction , student teaching, field observations , writing lesson plans.

Meeting with a mentor was the best preparation I ever received other than getting my bachelors degree. No meeting, assessment, or observation ever gave me half as much knowledge as meeting with another teacher did.
Practical classes, where we wrote lessons and practiced delivering tasks. Anything with classroom management. Phonemic awareness instruction
Student teaching
Collaboration and learning more about different types of manipulatives (UDL) were the most helpful.
The student teaching was the only real aspect of my teacher preparation program that prepared me to teach students in California.
My student teaching best prepared me for the realities of teaching and helped me understand and meet the needs of my students. I enjoyed applying coursework.
Student teaching experiences in the classroom and collaboration with my cohort in my credential program.
Student teaching and methods classes.
Student Teaching, I wish csula had a apprenticeship program rather than a short 6 mo. assignment
Working directly with good teachers and supervisors. Time in the classroom with a quality observation, focused feedback, and support to make meaningful changes.
Student-Teaching, mentorship, collaboration
Working in classrooms as a student aide for students with special needs— developmental, emotional, &/or physical disabilities. Volunteering long term at schools— for bilingual education.
The best preparation was observations that I received from my mentor teachers at my site. My campus coaches were amazing.
Support from a mentor teacher or university mentor.
My specific content area classes for example the classes I took for EL students and students with specific learning needs. Those classes really helped me. I was the one seasoned teachers turned to for information about EL students or how to read an IEP but I had a good understanding about it.
Just my university supervisor. Most mentors or teachers in the classroom had no insight into what the TPA was or how to do it.
Learning from professors and mentors and collaborating with coworkers.

<p>My student teaching and observations because I had a chance to see other teachers working in action while also putting everything I learned from my program into action.</p>
<p>Nothing prepared me for the needs my students might have. It might have been because I was going through the teacher preparation program during COVID.</p>
<p>I think the actually student teaching along with the classes that taught what the standards are and how to read them and ways to teach the standards to different grades, strengths, needs, etc. I learn best from examples, so I still continue to seek ways to do things more effectively via other teachers on Instagram.</p>
<p>My master teacher let me come everyday so that I can get the most out of the experience, even if I couldn't see everything.</p>
<p>Mentorship</p>
<p>Actually being inside a classroom. It was a disservice to all students with the online credential program and student teaching. The only thing that helped was being a part of a strong and experienced team my first year.</p>
<p>None! Being a teacher first year prepared me. Parent conferences, open house, using the curriculum, scope and sequence, collaborating with grade levels, reading groups. State just wants money</p>
<p>Working directly with students in the classroom</p>
<p>The student teaching semester</p>
<p>Having my supervisor and my mentor teacher visit me weekly and give me immediate feedback as to what I was doing right and what I could improve on helped a lot. At the beginning of my student teaching I was very soft spoken and once I got my first job as a teacher of record I was more stern and assertive with myself and the students recognized that.</p>
<p>The aspects that best prepared me was having formal observations from my mentor and site supervisor. They were able to give specific feedback about my teaching that I was able to implement right away into future lessons.</p>
<p>Ability to student teach and collaborate with mentors. Student teaching needs to be paid to allow this opportunity for more folks</p>
<p>My student teaching and coursework provided by Sonoma State University best prepared me to meet the needs of students in California schools.</p>
<p>Listening to veteran teachers and reading the books they recommend. Focusing on the needs of students from underserved groups was very valuable</p>
<p>Unfortunately, my student teaching was completely online due to COVID. My teacher preparation did not help me prepare to teach. The only thing it helped me do was learn how to be more tech savvy, such as having slides to teach with.</p>

## 6A: Background—Data Discussion

CTA Survey Data Tables and Appendices

### Summary Appendix E: How did the Teaching Performance Assessment (TPA) impact your overall teacher preparation?

*AI Prompt: Review the attached document (Appendix E) and summarize the responses to the question posed to current teachers that took a Teaching Performance Assessment: How did the Teacher Performance Assessment (TPA) impact your overall teacher preparation?*

Response
<p>The responses from current teachers regarding how the Teacher Performance Assessment (TPA) impacted their overall teacher preparation were largely negative, with a few exceptions. Common themes included:</p> <ol style="list-style-type: none"><li><b>Added Stress and Workload:</b> Many teachers mentioned that the TPA created unnecessary stress, particularly when combined with other responsibilities like student teaching, coursework, and personal commitments. It was seen as an additional burden rather than a helpful tool for preparing for teaching.</li><li><b>Distraction from Classroom Learning:</b> Several respondents felt that the focus on completing the TPA took away from meaningful learning experiences in the classroom. Teachers reported that they were more concerned with meeting TPA requirements than learning essential teaching skills such as classroom management or building relationships with students.</li><li><b>Negative Impact on Mental Health:</b> Many teachers expressed that the TPA negatively impacted their mental health, with some indicating that the stress of the assessment made them question their desire to continue in the profession.</li><li><b>Lack of Practical Value:</b> Teachers frequently mentioned that the TPA did not reflect real-world teaching practices. They described it as “busy work” and felt that it did not prepare them for the realities of the classroom. Many noted that they gained more valuable experience from hands-on teaching and mentorship rather than from the TPA.</li><li><b>Repetitiveness and Bureaucracy:</b> A recurring sentiment was that the TPA involved repetitive tasks and was overly bureaucratic. Teachers felt that the assessment required them to “jump through hoops” and focus on producing work that matched the rubric rather than on actual teaching skills.</li><li><b>Limited Support from Mentors:</b> Some teachers reported that their mentor teachers were unable to help with the TPA, either due to unfamiliarity with the assessment or because it was not aligned with their teaching practices. This lack of support added to the stress and difficulty of completing the TPA.</li></ol> <p>Overall, the responses indicated that while the TPA may have had some value in structuring lesson planning, most teachers found it to be a stressful and unhelpful component of their teacher preparation, detracting from their ability to focus on more important aspects of becoming an educator.</p>

### APPENDIX E: Open-Ended Question #3

*How did the Teacher Performance Assessment (TPA) impact your overall teacher preparation?*

Awkward. The interaction with students felt so forced and unnatural. I felt like the TPA took away my personality when in the lesson and subsequent follow-up teaching moments due to its ridged form.

I feel that it wasn't beneficial especially when realizing it got waived and I got to be in the classroom. I feel it took more time out of focusing on teaching the core curriculum and learning the basics. It wasn't until I did my induction program that I truly felt that we implemented the TPA strategies but I felt the induction process helped guide me more than doing the TPA assessment.

It caused me to specifically tailor lessons to meet the requirements even if they were not the best fit for the class and the recording process causes students to be less genuine with their behavior and participation.

It created more workload, stress, and requirements during the pandemic.

It definitely made it slightly more difficult, which in the sense of workload, I guess it prepared me for my future job as a teacher.

It didn't

It took away my ability to focus on my student's individual needs that best suited them. The TPA made me feel I was group all student together

<p>It was a lot of work. Had to assess student work and I feel like I do that all the time as the teacher so why do I need to show that I can do that.</p>
<p>It was a negative experience. Part of placement and student teacher was virtual and my mentor teacher was not aware of TPAs and was not able to support me with questions and had difficulty filming/ recording online due the student placement district they were not supportive.</p>
<p>It was an added stressor that I felt took away from the experience of being in a physical classroom and spending time learning from different teacher practices in my placement.</p>
<p>It was stressful having that looming over me in addition to induction</p>
<p>Negatively. It's busy work with out-of-touch expectations.</p>
<p>The TPA became a huge focus, and deadline. It felt as though it was emphasized to be the most important thing. Not passing the TPA meant not getting a credential, despite performing positively in every other aspect of the teacher preparation program. This made putting out quality work in other classes a challenge. The TPA felt as though I needed to fit into a "box" and teach in exactly 1 way only. It felt as though I was being judged as a teacher on only 15min of a lesson, and within those 5 minute clips I had to include specific things. This felt very rehearsed and unnatural, especially now that I know what it is like to be in a classroom full time as a teacher.</p>
<p>The TPA did not impact my teacher preparation at all. The TPA felt as busy work that took away from me learning from my mentor teacher. My student teaching made the biggest impact due to hands on experience along with my induction provided by the district.</p>
<p>The TPA is all paper and hypothetical, it does not prepare you to be in a class with 28 students who are two to three grade levels behind.</p>
<p>Doing it over Zoom was hard as I struggled to teach online as well as my students. Student teaching on zoom was difficult during the quarantine.</p>
<p>Having already been in the classroom as a University Intern while going through the credential program, it was just an unwanted stressor of unnecessary meticulousness that I did not need on top of have a full load of classes to teach and attend.</p>
<p>I attempted to complete cycle 1 math portion of the TPA and the amount of writing and expectation to complete this while also trying to lesson plan and student teach is unrealistic. I feel that it was not helpful at all. I learned more completing my teacher intern program to get my SPED credential. I was working in collaboration with classes with mentor and supervisor support.</p>
<p>I did not feel that the TPA accurately represents the day to day expectation of teaching.</p>
<p>I did not feel that the TPA prepared me for being a teacher</p>

<p>I do not feel like it had much of an impact on my overall teaching. It caused stress, and took away from other areas I could focus and prioritize for my learners. It really did not help me prepare much.</p>
<p>I don't believe it's helpful because the work that I needed to do for TPA was covered in my teacher preparation program. It was just more workload. The real preparation are hours in the classroom interacting with students.</p>
<p>I felt like everything was focused on the TPA and getting it done and passing it that I didn't get to really focus on actually learning. Everything was driven by the TPA</p>
<p>I felt like I was putting on a show and wasn't focused on standards when preparing. Since my mentor teacher never did the TPA she wasn't prepared to support me even though she did everything she could.</p>
<p>I had a negative experience with my first mentor teacher. Overall, the TPA was not help in my teacher preparation because it did not provide me with tools that I needed to actually teach lessons.</p>
<p>I think it made my teaching worse. It is not a realistic way for me to show my teaching ability and hindered my ability in the classroom</p>
<p>I was incredibly stressed out. I appreciated that it made me be a bit more focused in my lesson planning, but the writing and copious amount of steps was incredibly stressful.</p>
<p>I was more worried about completing the TPA and ensuring I hit all the points in the allotted time than I was about learning my curriculum or growing as an educator and learning.</p>
<p>It added additional, unnecessary levels of stress more than prepare me to be a successful teacher. Its principals and frameworks, though important, I feel are better and equally covered by Mentor Teacher, Principal and Induction Coach observations.</p>
<p>It added unnecessary stress to my career path, and has me questioning whether or not to continue to be a teacher. I have every test passed and all the other requirements met. The EDTPA is the only thing left I need to get my clear credential. Now that I am in the last year of my preliminary credential, I am debating whether or not to continue teaching based solely on my need to complete the Ed TPA. It is such an unnecessary extensive process that requires a lot of attention to detail. To become a teacher we already have to pass so many tests and meet so many requirements adding the EDTPA is similar to completing another master thesis. If someone gets their preliminary credential, passes all of the others necessary tests to become a teacher, has classroom experience, and gets exceptional feedback from their evaluation's, that should be good enough. Stop making it harder to be a teacher by adding these are unnecessary requirements. There is a teacher shortage we should be making it more accessible and not adding barriers to people who want to become teachers.</p>
<p>It did not help my teacher preparation whatsoever.</p>
<p>It did not prepare me mentally, emotionally, or physically to become a teacher. In fact, it negatively impacted my mental health.</p>
<p>It did not. If anything it added more stress and had a negative impact on my mental health.</p>

<p>It didn't prepare me to be a teacher. Rather, it hindered me from becoming a teacher as the requirements to become a teacher was subject to me passing the TPA. Aside, unless you fake the scenarios for the TPA, you will not pass the TPA. I did mine with raw footage and I failed three times by one point.</p>
<p>It didn't. It was just another test to take.</p>
<p>It didn't. It wasn't helpful. If anything it took away a from my ability to work and plan in a way that was conducive to serving all of my students.</p>
<p>It disrupted student teaching to such an extreme extent that I felt like it robbed me of the benefits of the mentor teacher program.</p>
<p>It doesn't relate due to the passing requirements being extreme</p>
<p>It forced me to spend my time on tasks completely irrelevant to the actual work set before me. Doing the TPA often led me down paths which disrupted my teaching and my host teachers during student teaching.</p>
<p>It gave an extra assignment to complete while trying to adapt to a new district, new classroom environment and complete induction program.</p>
<p>It hindered my teach preparation.</p>
<p>It is unnecessary, I have a teaching credential and my masters. The amount of work towards the edTPA was and still is insane for a full time teacher to manage along with their work.</p>
<p>It negatively impacted my preparation</p>
<p>It only hindered my teacher preparation. I wasn't practicing how to be a teacher. I was practicing how to complete a high stress paper.</p>
<p>It takes time away from preparing and teaching your class. It hinders your future because of the uncertainty of passing after years of work already completed.</p>
<p>It was a waste of time and not realistic.</p>
<p>It was an extremely negative effect. In fact, since I was required to obtain consent to video record students, I was forced to exclude students from instructional activities when they did not provide consent</p>
<p>It was more stressful due to COVID-19</p>
<p>It was overwhelming for me since I had to work with kindergarten students. It gave me anxiety and just felt like I was not qualified to teach them since just a video should not define my teaching style.</p>
<p>Question were repetitive and did not effectively prepare you for success in the classroom</p>

<p>The TPA added extra and unnecessary stress during my teacher preparation. I would have liked it better if I could have focused more of my time on my teacher program.</p>
<p>The TPA added stress to my work. In addition, a lot of what it asks for is already covered in teacher observations and other coursework. Specifically for the intern program that I was in, we recorded several lessons prior, so the TPA was redundant</p>
<p>The TPA did not have a positive impact on my teacher preparation.</p>
<p>The TPA did not help me become a successful teacher. If anything it distracted me and stressed me out unnecessarily while student teaching. It made me not want to be a teacher if that was the work I was required to do.</p>
<p>The TPA did nothing to aid in my teacher preparation.</p>
<p>The TPA does not impact overall teacher preparation. There are too many nuances and it's very impractical to complete when you are a preliminary credentialed teacher.</p>
<p>The TPA has caused me extended mental anguish since I learned it was a requirement for California. It was the one thing I dreaded leading up to applying to a teacher program. It caused anxiety. I was not able to do it online bc my placement during Covid did not allow filming of student screens. TPA is not a good assessment. Everyone makes up their focus students anyway. This is just another barrier to people becoming teachers. It does not help the teacher shortage.</p>
<p>The TPA impacted my overall teacher preparation negatively by placing my focus onto two extremely large and tedious projects. I would have been better served if I did not have to worry about completing these all-consuming projects and could spend more energy planning future lessons or learning management skills from my university professors.</p>
<p>The TPA negatively impacted my life both personally and professionally. I was overworked while trying to teach full time and complete the TPA.</p>
<p>The TPA negatively impacted my teacher preparation by being more of an obstacle than a tool that would assist me in understanding how to plan and execute lesson plans that would reach all students.</p>
<p>The TPA was a huge draw of my time that could have been spent on other, better professional development or other collaboration regarding my classroom practices.</p>
<p>The TPA was a huge mental stressor and weighed heavily on my mind throughout my credential program and first year of teaching. Because of the added stress, the rest of my work and school were negatively impacted.</p>
<p>The TPA was very stressful. I attempted the first cycle prior to COVID (March 2020) and then had to stop the second cycle due to not knowing what was going to happen with the program at CSUDH. I had to prepare for the exam while teaching so it was hard to lesson plan and do the TPA all at once.</p>

<p>Too much time was spent learning how to pass the assessment, so there was less time dedicated to actual classroom needs. The assessment also concerns itself with checking off boxes and making sure specific buzz words are stated rather than ensuring that students are learning and growing in their education.</p>
<p>I was focused on meeting TPA requirements instead of learning how to function and be successful in the day-to-day of teaching. They are very different things.</p>
<p>It didn't.</p>
<p>It took time way from meaningful work. It was an arduous exercise in hoop-jumping. The rubrics made it clear that passing the TPA had little to do with the work of educating and supporting students and much to do with "saying the right things."</p>
<p>My teacher preparation program did not help me with the TPA at all. There was no guidance and very minimal support.</p>
<p>The TPA did not impact my teaching preparation in a positive way. I was always stressed because it didn't show who I was as a teacher. It made me feel like I wasn't a good teacher because I couldn't pass it,</p>
<p>The TPA prevented me from focusing on my students. I was focused on how to pass a test: I read from scripts, gave special attention to students who would best answer questions, and fished for certain responses from students. We were often encouraged to select the students who would help fulfill requirements to sit or be present in the videos.</p>
<p>TPA did not help with teacher preparation, all it did was create unnecessary anxiety &amp; sew doubt into those who had to complete the TPA. In my opinion, completing TPA did not make me a better teacher.</p>
<p>The TPA helped with only building lessons for all subjects.</p>
<p>Did not help at all. On the contrary, it was busy work and I was stressed to the max. I couldn't focus on getting to know my students or figure the pacing of the curriculum due to having the stress of having to create the "PERFECT" lesson plan so I can clear my credential.</p>
<p>I felt as though the TPA was not useful in preparing me for true day to day teaching.</p>
<p>It created more stress and gave me imposter syndrome. It also created a false narrative that I was a bad teacher when years of therapy told me I'm not.</p>
<p>It did not help me or prepare me to be in an actual classroom. It was elongated lessons where I felt like I was repeating myself and not learning how to effectively lesson plan for all subjects.</p>
<p>It didn't help me become a teacher at all, in fact, it was more a hindrance than anything.</p>
<p>It didn't. Nothing that I did for the TPA affects how I teach today. I don't have multiple hours a week, of my own personal time, to think about each class and each student individually and how I'm going to meet 90%+ of</p>

# How Preparation Predicts Teaching Performance Assessment Results in California



Susan Kemper Patrick with Lillie Ko-Wong

## Summary

Teaching performance assessments (TPAs) can be used to assess the readiness of potential teachers because they require candidates to provide evidence of their planning and teaching skills through classroom videos accompanied by commentaries and evidence of student learning from actual teaching experiences. At least 16 states have adopted a TPA as a requirement for teaching candidates, and California was one of the first to do so. During the pandemic, TPA implementation was difficult, and variability in performance on TPAs increased. This study explored the sources of variability for California teaching candidates who took either the California Teaching Performance Assessment (CalTPA) or the educative Teaching Performance Assessment (edTPA) as in-person teaching was reestablished in 2021–22 and 2022–23. During this period, over 90% of California’s tested candidates passed a TPA, but passing rates varied considerably across programs. While 63% of programs had pass rates above 90% and about one quarter of programs had all of their tested candidates pass a TPA, about 1 in 10 programs had fewer than 80% of candidates pass. Preservice candidates were more likely to pass than intern candidates, and secondary and special education programs had higher pass rates, on average, than elementary programs. Candidates from programs in which more completers reported program support for the TPA process, sufficient feedback during clinical practice, and more extensive content-specific training around how to teach reading and math were also more likely to pass.

The report on which this brief is based can be found at <https://learningpolicyinstitute.org/product/ca-teaching-performance-assessment-results-report>.

## Introduction

Ensuring that teaching candidates are well prepared to enter the classroom is a critical mission for teacher preparation programs and state agencies that approve programs and set teacher licensure standards. Teaching performance assessments (TPAs) can be used to assess the readiness of potential teachers because they require candidates to provide evidence of their teaching knowledge and skills through classroom videos, lesson plans, student work, and analysis of teaching and learning. Multiple studies have found that TPA scores predict effectiveness once candidates enter the classroom as licensed

teachers.<sup>1</sup> TPAs have been adopted in at least 16 states as a requirement of either teacher preparation program completion or initial licensure. California, the focus of this study, was one of the first states to adopt a TPA as a licensure requirement for beginning teachers.

The report on which this brief is based explored whether certain preparation experiences predicted success on the California Teaching Performance Assessment (CalTPA) or the educative Teaching Performance Assessment (edTPA), the two widely available TPAs used across California preparation programs. Focusing on the 2021–22 and 2022–23 school years, this analysis examined whether TPA success for more than 18,000 California teaching candidates varied by preparation pathway, program, and the nature of preparation experiences as reported by respondents on the annual survey administered to all those completing preparation and applying for their preliminary teaching credential with the California Commission on Teacher Credentialing (CTC).

## California’s Use of Teaching Performance Assessments

Since 2008, California’s general education teaching candidates have been required to pass a state-approved TPA before receiving their preliminary teaching credential, and this requirement was extended to education specialist (i.e., special education) teaching candidates starting in 2022.<sup>2</sup> There are currently three TPAs approved for use in California: the CalTPA, the edTPA, and the Fresno Assessment of Student Teaching (FAST). Preparation programs tend to choose one TPA for use with all teaching candidates and must follow the CTC’s program standards for the implementation of the chosen TPA. The CTC outlines standards for TPA administration and required supports, including appropriate materials and training, formative preparation opportunities, and additional supports for candidates who do not pass a TPA on their initial attempt.<sup>3</sup>

A few notable changes have been made to California’s TPA policy in recent years. Starting in 2016, all three TPAs were redesigned to align with the CTC’s updated Teaching Performance Expectations, the state’s standards for beginning teachers. The CalTPA and edTPA now use centralized administration and scoring, in which a set of trained scorers assess candidates across the state, although teacher preparation programs may opt to continue with local scoring.<sup>4</sup> The COVID-19 pandemic interrupted the implementation of TPAs, and teaching candidates between May 2020 and August 2022 had the option to defer the TPA requirement until after they received their preliminary credential.<sup>5</sup> As of August 2022, the California legislature began waiving fees for licensing examinations to reduce barriers for teaching candidates. In December 2023, the CTC decided to offer a secondary passing standard in which candidates who score just below the CalTPA or edTPA passing threshold can receive their preliminary credential if their preparation program can demonstrate their proficiency on state standards.

## Approved Teaching Performance Assessments (TPAs)

California’s approved TPAs must meet the same underlying design standards and align with the CTC’s Teaching Performance Expectations for beginning teachers.

**CalTPA:** The CalTPA is administered in two cycles, and each cycle requires candidates to submit videos of instruction and engage in a four-step process of planning, teaching and assessing, reflecting, and applying. The first cycle focuses on developing a content-specific lesson, including plans for three focus students to address their specific needs. The second cycle focuses on standards, assessment, and instructional decision-making and requires videos capturing student assessment and feedback, use of educational technology, and students’ use of higher-order thinking skills and self-assessment. Elementary candidates must take one of the cycles of assessment in literacy and the other cycle of assessment in math.

**edTPA:** The edTPA is administered in one cycle that has three tasks that capture planning, instruction, and assessment of student learning. The first task includes developing three to five content-specific lessons for a class, including three focus students. The second task requires videos of instruction and interactions with students. The third task requires analysis of student work and feedback, including the three focus students. Elementary candidates must participate in a fourth task that focuses on assessing mathematical or literacy learning.

**FAST:** The FAST is administered by California State University, Fresno. Since it is not in widespread use, it is not included in this analysis. However, it serves as a useful example of how an individual teacher preparation program can successfully create and administer their own TPA.

Sources: California Commission on Teacher Credentialing. (2023). *CalTPA program guide*; California State University, Fresno. (2019). *Fresno Assessment of Student Teachers (FAST 2.0): A manual for teacher candidates*; Pearson Education. (2024). *edTPA for California*.

## TPA Performance Across Pathway and Program

### Differences Across Preparation Pathway

**Preservice candidates were more likely than intern candidates to be successful on a TPA.** As of 2021–22, three quarters of California’s preparation program completers were from “traditional” preservice programs in which coursework and clinical practice (i.e., student teaching or residency) occurs before becoming a teacher of record. As shown in Table 1, 77% of the preservice candidates who took the CalTPA or edTPA in 2021–22 or 2022–23 passed on their first try, and 92% of these candidates passed across all of their TPA attempts. Among candidates in internship programs who served as teachers of record while completing preparation, 67% passed a TPA on their first try and 88% passed across all attempts. Candidates who reported on their completer surveys that they were in residency programs—in which they work for a full year alongside a mentor teacher while taking coursework—were more likely to pass a TPA on their first attempt than either student teachers or interns. This comparison was only available for a subset of teaching candidates whose TPA records could be linked to their completer survey and does not include any candidates from the California State University system.

**Table 1. Passing on Teaching Performance Assessments by Preparation Pathway**

Preparation pathway	Initial passing (Percent passing on first attempt)	Eventual passing (Percent passing across all attempts)
<b>Panel A: All tested candidates</b>		
Preservice candidates (N=14,415)	77%	92%
Intern candidates (N=3,696)	67%	88%
<b>Panel B: Subset of completers who report clinical experiences on survey</b>		
Student teaching completers (N=2,378)	83%	
Residency completers (N=325)	88%	
Internship completers (N=780)	72%	

Note: Panel A includes candidates who took the CalTPA or the edTPA between September 1, 2021, and August 31, 2023, excluding candidates who received a deferral to take a TPA after receiving their preliminary credential. Panel B only includes program completers who responded to the CTC’s program completer survey in 2021–22 and 2022–23 and whose survey responses could be linked to their TPA records; it does not include any completers from the California State University system. Panel B only includes those who received their preliminary credential after fulfilling all licensure requirements, so eventual passing rates are essentially 100% for completers regardless of clinical experience. Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing data. (2024).

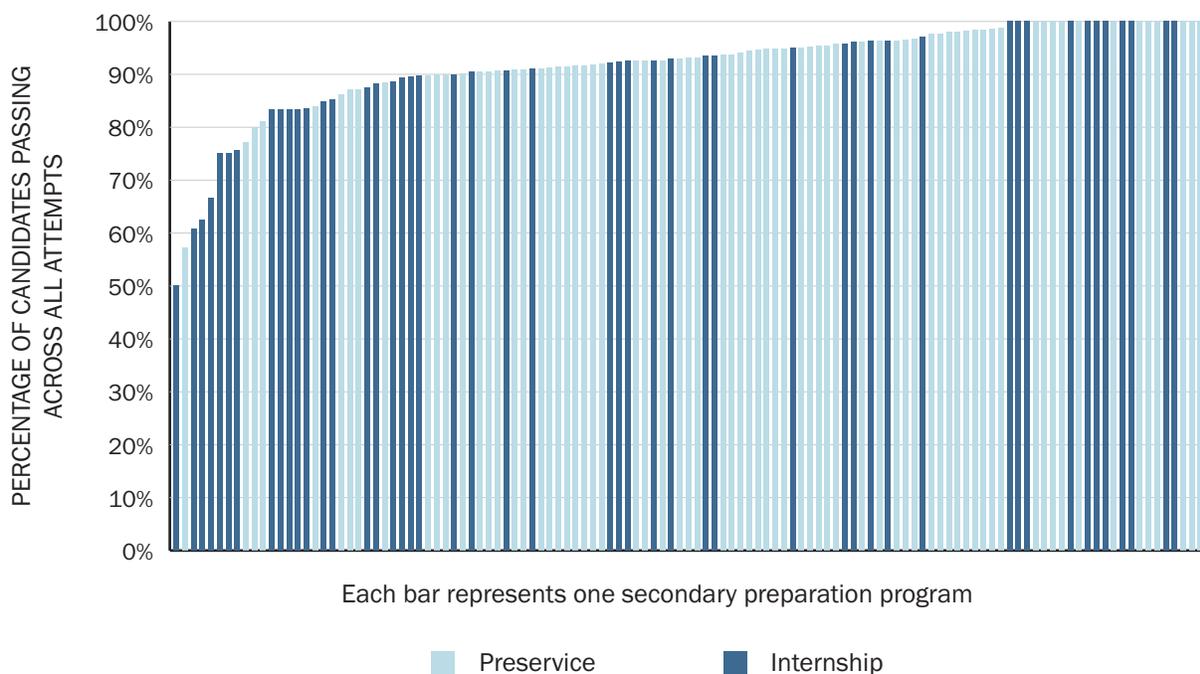
## Differences Across Preparation Programs

**Passing rates varied considerably across preparation programs.** Across the 263 preparation programs included in this analysis, 167 programs (63%) had more than 90% of their tested candidates pass a TPA, and 61 programs (23%) had all of their tested candidates pass a TPA. In contrast, 35 programs (13%) had passing rates under 80%, including 14 programs with pass rates below 67%. Figure 1 illustrates how passing rates varied across single subject (i.e., secondary) programs by showing the percentage of tested candidates for each program who passed a TPA across all attempts. As shown in Figure 1, there were more intern programs than preservice programs with lower passing rates, although there was wide variation in passing rates for both intern and preservice programs. Among the secondary candidates in this sample who never passed a TPA (N=593), they were more likely to attend internship programs or programs run by private institutions of higher education compared to passing candidates.

Data available for a subset of completers suggest that racial and ethnic disparities in pass rates appear to vary with overall program performance. While there were disparities in pass rates by candidate race and ethnicity among the low-performing programs, among programs with passing rates above 90%, there were no statistically significant differences in passing rates by race and ethnicity.

**Passing rates also varied by credential field.** Overall, single subject (i.e., secondary) and educational specialist (i.e., special education) programs had higher passing rates, on average, than multiple subject (i.e., elementary) programs. Notably, elementary candidates must document their teaching skills across two subjects (literacy and math), and each assessment has added elements for these candidates. This added complexity, along with pandemic-era challenges with clinical practice in elementary programs, could partially explain these differences.

**Figure 1. Teaching Performance Assessment Eventual Passing Rates for Secondary Preparation Programs**



Note: This analysis includes 120 secondary preparation programs that had at least five candidates take the CalTPA or edTPA between September 1, 2021, and August 31, 2023, excluding candidates who received a deferral to take a TPA after receiving their preliminary credential. Program size varies from 6 to 593 test-taking candidates in each program. Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing data. (2024).

# TPA Performance by Preparation Experiences

Prior research on TPAs across states has found that certain preparation experiences—candidate participation in practice tasks mimicking TPA tasks, certain coursework features, and characteristics of clinical placement for student teachers—are associated with candidates' TPA success.<sup>6</sup> As shown in the previous section, passing rates varied considerably across California preparation programs. This analysis examined whether program-level ratings on certain aspects of preparation—created using responses from program completer surveys from the California Commission on Teacher Credentialing (CTC)—predicted differences in TPA passing and scores.

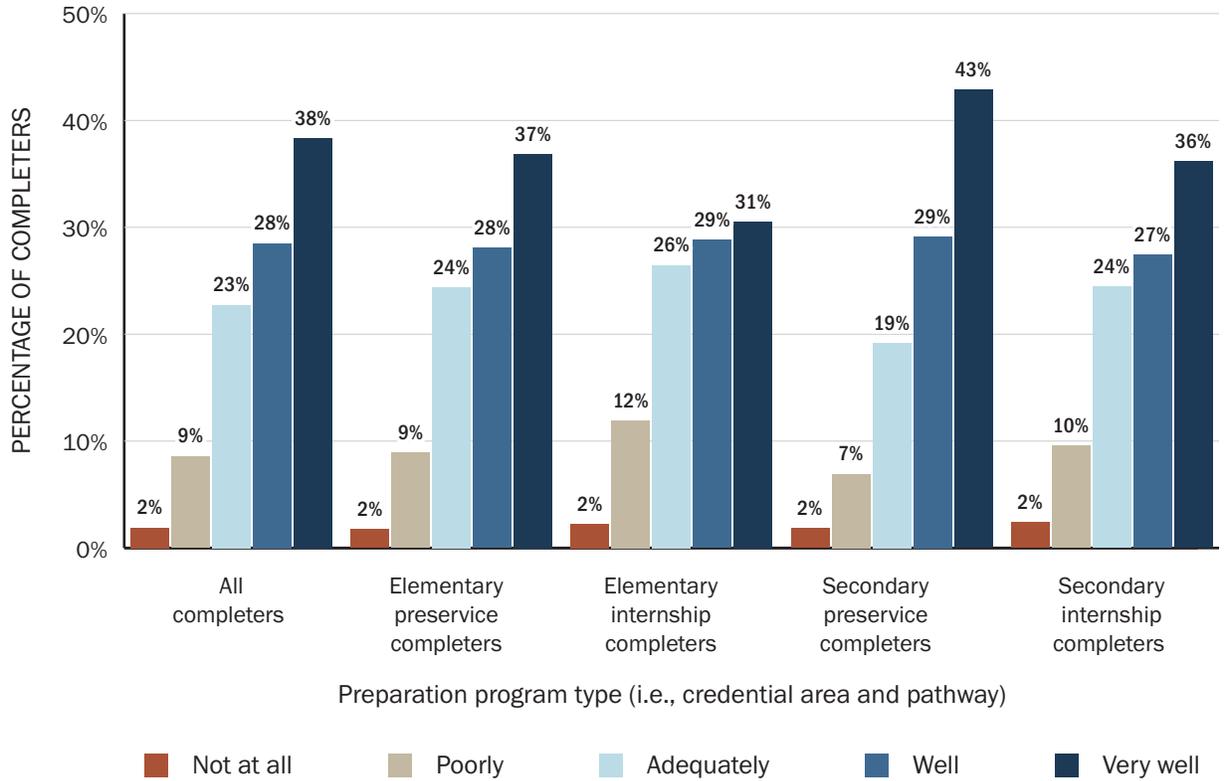
## Differences by Completers' Perceptions of TPA Support

**Two thirds of preparation completers reported being well supported by their program to take a TPA, and program-level ratings of support were related to the likelihood of passing.** Elementary and secondary program completers were asked six questions about TPA support provided by their program on the completer surveys. As shown in Figure 2, 66% of responding completers reported that their programs prepared them well or very well for a TPA, 23% felt adequately prepared, and 11% reported being not at all or poorly prepared. Completers from secondary preservice programs were the most likely to report feeling well or very well prepared for the TPA process, compared to completers from elementary preservice, elementary internship, and secondary internship programs.

In addition to this overall question about preparation for a TPA, completers were asked five other questions about their program's support for the TPA process. These survey responses were averaged to create program-level ratings on TPA support. These program ratings were predictive of a candidate's likelihood of passing on their first attempt and across all of their attempts. For example, the odds of passing across all attempts were 1.7 times higher among elementary and secondary candidates from programs with the highest ratings of TPA support compared to candidates from the lowest-rated programs.

## Figure 2. Program Completers' Perceptions of Preparation for the Teaching Performance Assessment

How well did your teacher preparation program prepare you to complete the TPA in your content area?



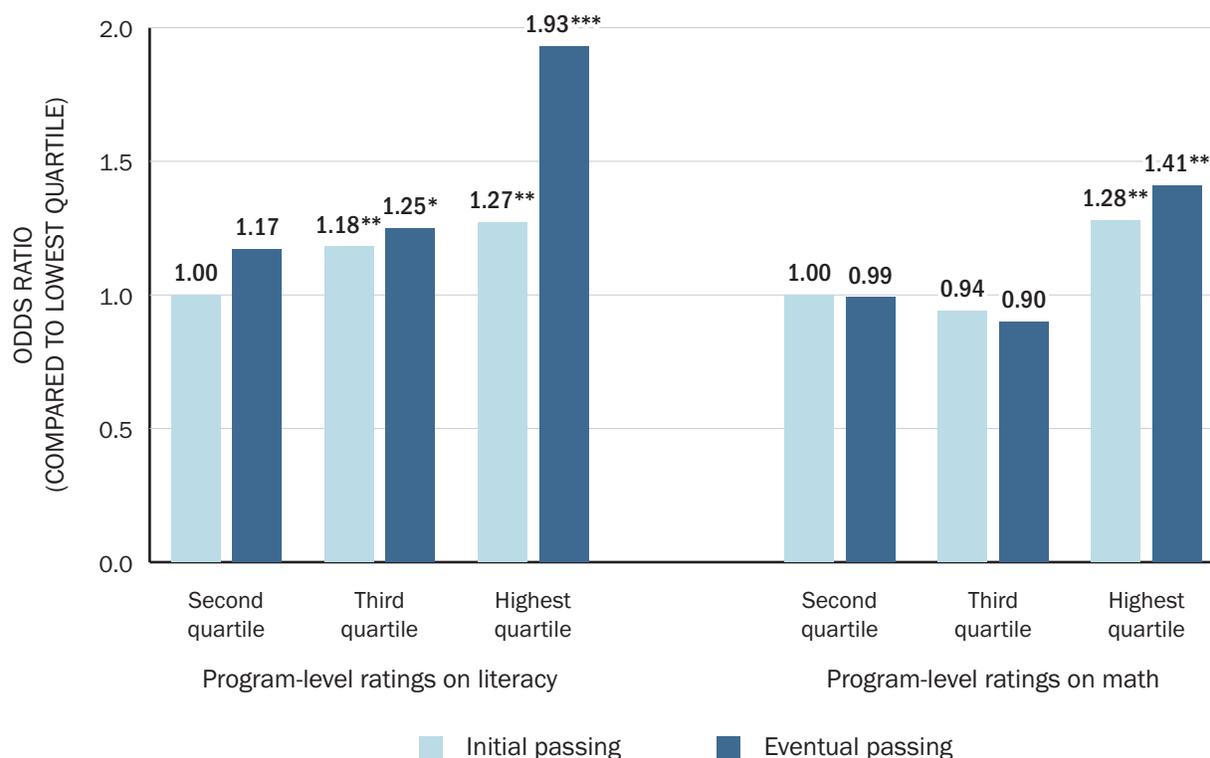
Note: This analysis includes completers who responded to a multiple subject (i.e., elementary) or single subject (i.e., secondary) program completer survey between September 1, 2021, and August 31, 2023. There were 14,709 completers who responded to this question, including 6,764 elementary preservice completers, 1,375 elementary internship completers, 5,282 secondary preservice completers, and 1,288 secondary internship completers.

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing data. (2024).

## Preparation in Teaching Literacy and Math

Elementary and special education candidates from programs where completers reported more opportunities to learn about teaching literacy and math were more likely to be successful on a TPA. The program completer survey asks completers from elementary and special education preparation programs about their opportunities to learn how to teach specific aspects of literacy and math (e.g., learn ways to teach decoding skills, adapt math lessons for students with diverse needs). Program-level ratings on preparation in literacy and math—created from these survey responses—were associated with the likelihood of passing and TPA scores. As shown in Figure 3, the odds of passing across all attempts were nearly 2 times higher for candidates from the highest-rated programs on preparation in literacy compared to candidates from the lowest-rated programs, while the odds of passing across all attempts were 1.4 times higher for candidates from the highest-rated programs on preparation in math compared to candidates from the lowest-rated programs.

**Figure 3. Comparing Odds of Passing by Program-Level Rating on Preparation to Teach Literacy and Math**



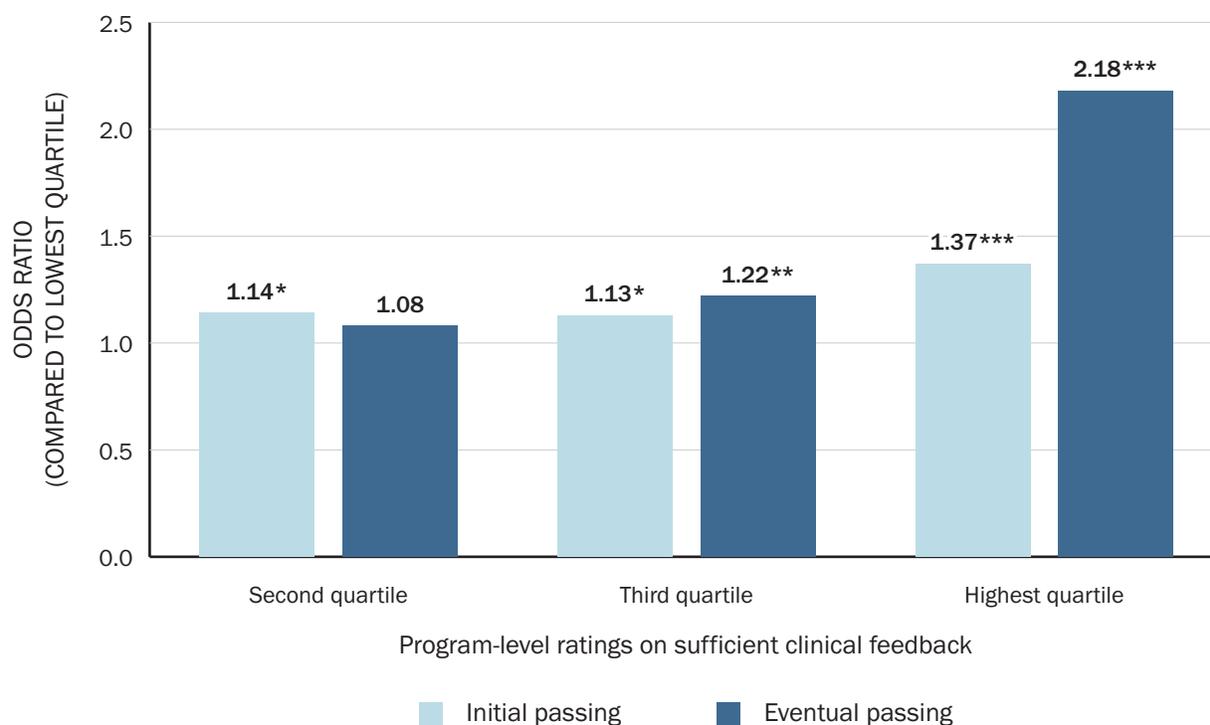
Note: This figure presents odds ratios from an analysis examining the likelihood of initial passing that compares candidates across programs with different program ratings on opportunities to learn about teaching literacy or math. Odds ratios above 1 indicate that candidates from the higher-rated programs had higher odds of passing than candidates from the lowest-rated programs. The analysis includes elementary and special education candidates who took the CalTPA or edTPA between September 1, 2021, and August 31, 2023, excluding candidates who received a deferral to take a TPA after receiving their preliminary credential. Asterisks illustrate statistical significance, with \* indicating  $p < .05$ , \*\* indicating  $p < .01$ , and \*\*\* indicating  $p < .001$ .

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing data. (2024).

## Clinical Support

Preservice candidates from programs in which completers report sufficient clinical support were more likely to be successful on a TPA. The program completer survey asked completers to report on the quantity of clinical support offered by program faculty (i.e., communication, observations, and feedback about their teaching). CTC's program standards require that program supervisors observe and evaluate candidates at least four times per quarter or six times per semester, so this survey data was used to construct a program-level rating based on the percentage of completers who reported that faculty had provided feedback on their classroom instruction more than five times (i.e., sufficient clinical feedback). For preservice candidates, program-level ratings on sufficient clinical feedback were predictive of TPA pass rates across all credential areas. As shown in Figure 4, the odds of passing a TPA across all attempts were more than 2 times higher for candidates from the programs in which almost all completers reported sufficient clinical feedback, compared to candidates from the programs in which a lower percentage of completers reported such support. Program-level ratings on clinical support were not predictive of internship candidates' success on a TPA.

**Figure 4. Comparing Odds of Passing by Program-Level Rating on Sufficient Clinical Feedback for Preservice Candidates**



Note: This figure presents odds ratios from an analysis examining the likelihood of initial passing that compares candidates across programs with different program ratings on the percentage of candidates reporting that they received feedback on their teaching more than five times during their clinical practice. Odds ratios above 1 indicate that candidates from the higher-rated programs had higher odds of passing than candidates from the lowest-rated programs. The analysis includes elementary, secondary, and special education candidates who took the CalTPA or edTPA between September 1, 2021, and August 31, 2023, excluding candidates who received a deferral to take a TPA after receiving their preliminary credential. Asterisks illustrate statistical significance, with \* indicating  $p < .05$ , \*\* indicating  $p < .01$ , and \*\*\* indicating  $p < .001$ .

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing data. (2024).

# Implications

Since California requires teaching candidates to pass a teaching performance assessment (TPA) before they can receive their preliminary teaching credential, it is critical to understand how teacher preparation programs (TPPs) can support candidates through the TPA process. When examining TPA results for California candidates in 2021–22 and 2022–23, this analysis repeatedly finds average differences in the likelihood of passing a TPA that are associated with candidates' preparation pathway, program, and experiences. Those who have the opportunity to complete student teaching or residency programs—in which they can practice their teaching in the classroom of a mentor teacher before becoming a teacher of record—are more likely to pass a TPA on their first attempt or across all attempts. The types of preparation experiences associated with higher chances of passing—increased access for teaching candidates to learn how to teach in their content areas and opportunities to practice those skills with sufficient observation and feedback from TPP faculty—are preparing candidates for the everyday tasks of teaching. Prior research underscores that these types of preparation experiences are associated with candidates' own feelings of preparation; employer ratings of preparation; and, in some cases, the effectiveness of teaching candidates once they enter the classroom.<sup>7</sup>

These differences in TPA success across programs and experiences underscore the importance of ensuring that candidates are provided sufficient opportunities during preparation to practice their teaching with support and then document those skills on a TPA. The findings also highlight the importance of ensuring that elementary teaching candidates get strong opportunities to learn about and practice skills related to teaching literacy and math, which are strongly related to TPA success.

Teaching candidates do not have equal access to high-quality preparation that sets them up for success on a TPA and in their career as a beginning teacher. Several recent statewide changes have increased access to preparation and lowered some potential barriers for teaching candidates. State investments in the Golden State Teacher Grant Program and the Teacher Residency Grant Program are meant to improve access to preparation by offsetting the costs of preparation and creating more affordable preparation options in which candidates get intensive clinical practice. In addition, recent state budget allocations now cover the cost of all licensure exams for California teaching candidates. Given that a substantial subset of teaching candidates in this analysis did not pass on their first attempt, covering the cost of all assessments—which previously cost \$300 for both the CalTPA and edTPA—is an important step to ensure that TPA assessment costs are not a financial barrier for potential teachers.

TPA data, along with the program completer survey data analyzed here, can help support continuous improvement among programs. Indeed, many California programs already use these data to target support for individual candidates and make programmatic adjustments.<sup>8</sup> However, there are many barriers to integrating this form of data use into practice, including challenges with resources and capacity. Some programs, especially small programs outside of the public university systems, may need better support or systems to be able to learn from their TPA results.

The CTC is particularly well positioned to provide additional support for programs with the lowest TPA passing rates through the accreditation process, especially to ensure that these programs are upholding the program standard related to TPA implementation. The CTC already regularly holds “digging deeper” seminars in which TPP faculty share best practices about support for TPAs; hosts an annual conference

for TPPs focused on the implementation of TPAs; and provides several resources specific to the CalTPA—including office hours with CTC staff, multiple trainings for TPP faculty, and quarterly meetings for CalTPA coordinators.<sup>9</sup> Building on these existing resources, along with connecting struggling programs with those with documented success with TPA implementation, could create more opportunities for programmatic learning and improvement.

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Text

## Acknowledgments

The report on which this brief is based benefited from review by Dr. Charles Peck, Professor of Teacher Education and Special Education at the University of Washington, and Dr. Tine Sloan, Teaching Professor Emeritus at the University of California, Santa Barbara, and Director of the California Teacher Education Research and Improvement Network.

This research was supported by the Bill & Melinda Gates Foundation. Core operating support for the Learning Policy Institute is provided by the Carnegie Corporation of New York, Heising-Simons Foundation, William and Flora Hewlett Foundation, Raikes Foundation, Sandler Foundation, Skyline Foundation, and MacKenzie Scott. The ideas voiced here are those of the authors and not those of our funders.

Suggested citation: Patrick, S. K. (with Ko-Wong, L.). (2024). *How preparation predicts teaching performance assessment results in California* [Brief]. Learning Policy Institute. <https://learningpolicyinstitute.org/product/ca-teaching-performance-assessment-results-brief>

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Document last revised May 31, 2024

## Literacy Performance Assessment Pilot Survey Responses

Note: The full text of the [LPA Survey Summary is available here](#). This document was summarized using AI in the same manner as the CTA TPA Survey. It also includes five pages of sample responses.

*AI Prompt: Summarize the top feedback themes.*

Here is a summary of the top feedback themes from the LPA Pilot Survey, drawn from the feedback provided by candidates, coordinators, cooperating teachers, and assessors:

1. **Relevance and Practicality of the LPA:** Many candidates and cooperating teachers found the LPA to be a more practical and relevant assessment of teaching literacy skills compared to the RICA exam. It provided hands-on experience, aligned well with classroom practices, and helped teachers address diverse student needs.
2. **Stress and Time Constraints:** A significant portion of candidates found the LPA stressful, especially given the tight timelines for completion. Interns, in particular, felt overwhelmed by the need to balance the LPA with their teaching responsibilities, which often led to a rushed experience.
3. **Clarity of Instructions and Rubrics:** Both candidates and assessors requested more clarity in the prompts and rubrics. Vague terms like "briefly describe" left candidates unsure of the level of detail required. Assessors also found inconsistencies between the rubrics and the templates, which made it challenging to provide accurate assessments.
4. **Support and Guidance:** There was mixed feedback regarding the support candidates received. While some praised the guidance from their instructors, others felt they were left to navigate the process alone, leading to confusion and frustration. More specific and targeted guidance, including the use of templates and exemplars, was suggested.
5. **Technology and Submission Issues:** Technical difficulties were a common theme, including problems with uploading materials, submitting videos, and accessing resources. Candidates suggested improving the online platform and providing more submission dates to accommodate these challenges.
6. **Feedback and Scoring:** Candidates expressed a need for more detailed and constructive feedback when they did not pass the LPA. Assessors, too, called for improvements in the feedback process to help candidates understand what they needed to improve.
7. **Equity and Inclusion:** The LPA was praised for its focus on working with diverse student populations, including English Language Learners (ELLs) and students with disabilities. However, some felt the templates did not fully support culturally and linguistically sustaining practices, particularly for non-ELA candidates.

8. **Assessment of Foundational Skills:** Assessors noted gaps in candidates' understanding of foundational reading skills and direct, systematic, and explicit instruction. There was a call for more guidance on how to assess and teach these skills effectively, especially in diverse classroom settings.
9. **Rubric and Template Alignment:** Many assessors found that the rubrics did not always align with the templates, making it difficult to assess candidates' work consistently. Suggestions included simplifying rubrics, clarifying key terms, and ensuring the prompts in the templates match the rubric criteria.
10. **Collaboration and Mentorship:** Candidates appreciated opportunities to collaborate with peers and mentors, which they found helpful in navigating the LPA process. However, there was a call for more structured and formalized support from cooperating teachers and instructional mentors.

This summary highlights the key feedback themes, which suggest a need for clearer guidance, improved support systems, better alignment of rubrics and templates, and more flexibility in timelines and submission processes.

All open-ended responses captured from the post-pilot survey are included below.

<b>Pilot Survey Additional Comments (Candidate)</b>
I am blessed to know that when I pass the LPA Pilot Test, I will fulfil the requirement for the RICA. Taking this exam was not easy but it was the best decision! Thank you.
I just want to say that I'm glad that I got to participate in the pilot, however, it is rough knowing that it was taking away from my work in my resource room. Also, we have IEPs and February is a heavy month for me and having to do this really sucked the joy out of everything. I don't feel that I showed my best because I was so rushed.
The LPA I found to be a vital learning experience when it comes to implementing foundational literacy instruction to young learners. I enjoy that it's a more hands on experience for the students to be engaged and promotes full participation of student/teacher.
I found the LPA to be extremely challenging in applying the knowledge and skills gained from coursework to creating a meaningful literacy lesson that targeted multiple learning needs, assets and strengths so each student had opportunity to engage and make progress towards meeting learning objectives. As challenging as it was, it was equally rewarding in achieving successes and learning from reflection on the effectiveness of the instruction. This was a much more effective way for me to demonstrate my learning of and ability to teach literacy skills to students with diverse needs. Rather than experiencing test anxiety which would have likely impacted my score in negative ways, the LPA gave me time to think, synthesize, utilize resources, and get know real students' abilities and needs. This provided me with a very meaningful, enriching learning experience in how to effectively teach literacy in an elementary class.
My experience with the LPA was very useful in developing as an educator. It was a bit stressful at first since we didn't have any samples to look over. However, I believed that collaborating with my peers who were also doing the LPA helped a lot as well.
The LPA is a good alternative from the RICA exam in that it embeds working with ELL students and works well to tie in UDL. The only issue I had while upload the LPA was a latency wait for the questionnaire when trying to submit. It took a long while before I could see the page. I thought the templates were extremely helpful and it was a great way to help guide me along with the assessment guide of what needed to be completed.
Overall, the LPA was manageable for it being a pilot. I think overall it is very organized and I believe it allows candidates to show their literacy teaching skills.
I liked not having a strict page limit because I feel each student expresses themselves differently and some may want to write or say more than others. As mentioned earlier, I believe 10 minutes is too short of a time to explain all video clips if you have 4-5 to speak about. Other than that everything else was okay and I believe the LPA is a better way to showcase literacy knowledge over the RICA.
Because of the structure of our program we only had two weeks to complete the LPA. This combined with schools testing schedule made it hard to complete the LPA the deadline should be extended
I would have likes more specificity in the template prompts. For example, a page limit. I did not like that the prompts asked us to "briefly" describe things because "brief" is very vague and does not tell us how much detail is needed.
My experience was great, and I loved how detailed it was and how clear the rubrics were as well as the assessment guide. It helped me know what to expect and do each step to the best of my ability.
The group of candidates that I worked with discussed that an additional portal to submit instructional materials would be helpful to demonstrate other materials used to give lessons (PowerPoints, worksheets, and formative assessments)

Need to be more submission dates, support from Pearson run into issues especially before submitting. More descriptive examples on rubric.
I needed more time, support, tools, and resources. It was my first time in the classroom teaching, not observing. That took time to learn, dealing with unkind paraprofessionals, and a cooperating teacher who never took the TPA's was not helpful. At school, only students could proofread each other's work. This was a recipe not having the tools to help support and pass the LPA in my opinion.
I think the LPA pilot could be useful for future students. Unfortunately, I do not think I was properly guided in regards to the process of LPA. Many times, I was doing the research alone, and receiving vague feedback that left me more confused and overwhelmed. As an intern, I was juggling the demands of two cycle completions in one semester. I was placed in a course that focused on CalTPA 1 and LPA; however, the beginning was confusing because my instructor's lack of communication left me with the wrong templates. That is why I had wrongfully submitted Part A of LPA because I had originally sent the template of CalTPA 2. I think there is a better way to accommodate interns. I think a course designated to interns is important. We are the leaders of our classroom. And we are learning the formative and summative assessment strategies within our classroom at a rapid pace.
Some prompts need to be more specific with examples.
The pilot program was a great experience. I think the combination of the classes with all the materials is effective. Without the support of the professors, I do not see how the program would have worked.  The one thing I am worried about and made a mistake was in adding the annotations on the video for the CALtpa submission. I was not able to do it correctly, and I kept the annotations out because I did not know I needed to add them to another part of a submission and I kept the paper because I did not have space to add it. It makes me upset I probably will not pass the CALtpa due to that minor mistake...after all the time and effort I put in the program. But it was a great experience to be a part of this and I learned a lot! Thank you!
Everyone should pass the LPA as a trial and error
My experience with the LPA pilot was positive but also stressful. I had the guidance and support needed to complete it but I struggled to keep myself paced due to my institutions strict timeline. There was also a point in my process that I felt my instructor did not believe in me in completing the LPA which was difficult. Nonetheless I am thankful I was able to partake in this pilot to support student literacy skills.
Step 1: Plan--Part B: Learning Segment Template Was structured okay. But I think for non ELA candidates. There has to be a section to our content area state standards. A place to cite the CCSS ELA/Literacy and CCSS ELD Standards. And then the ELA/ELD framework theme. And I also didn't like the landscape chart. I saw the MS and Single Subject Cycle II template and that seemed better. Or even a place to use our own template.  The LPA module had no section for additional materials/supports used for the lesson segment. And also I was confused if the LPA wanted a video clip evidence of my summative assessment. I simply put it as clip 4. But did you also want it under Part C? Part D? Also, Part G where there was no given template to describe my FS summative response with feedback was confusing. But I made a rubric regardless. And did not have my assessment feedback be limited to verbal but also had written commentary so I was okay. But many of my peers were confused.

I also was confused if I can submit the my Google Slides presentations I used for my Lesson Segment or not. I embedded images whenever possible.

I enjoyed the LPA and appreciated the opportunity to participate. In the future I think that less vague prompts, "briefly explain" should also define briefly for those of us who overthink things. Perhaps say: In one to two paragraphs etc. I also wish part I, and K had page limits as they felt very open-ended.

Please make the expectations clear throughout. The structure was impossible to follow in programs that did not start full time until 2 weeks before the LPA was due.

I would like to say thank you for providing me with this great learning opportunity. I have been teaching for many years and am now completing my MS (multiple subject credential). The LPA provided me with a guided language/ literacy program. ELA/ELD. Throughout the LPA project, I learned how to align my lesson plans with California's common core strands and ELD framework. The public school setting allowed me to understand students' diverse learning needs, such as disabilities, dyslexia, academic advancement, behavioral attributes, and socio-economic backgrounds. Moreover, understanding students' culture, language, religion, status, gender identity, and geographic origin is the foundation of knowledge needed to utilize and provide an inclusive learning environment. Assessments and rubrics play an integral role in teaching and assessing. For example, I taught foundational reading skills and provided reading, writing, and speaking skills in one common core standard. Initially, I thought I would teach three common core standards to address: cause and effect, author's point of view, and Affixes. After assessing through informal assessments and exit tickets, I realized I should teach only Affixes(morphemes) multisyllabic words with the practice of verb, adverb, and present, past, and future tenses. My main focus was affixes and multisyllabic words, and I integrated my lesson plans with a focus student's cultural and linguistic assets. For example, we created a lantern and wrote complete sentences about the Chinese New Year. Culturally and linguistically, practice with scaffolding skills such as schema building helped me achieve my learning objectives. TPEs are the expectations, and they also enable me to create various ways to engage and support students, creating an inclusive environment for ALL students. My focus student's primary language is Mandarin, and she performed excellent listening comprehension (PowerPoint presentations, audio,) speaking (think pair share), reading (Frederick Douglass's chapter) and, writing(Short essays), collaboration. LPA provided information about feedback about students' performances, and it was crucial. Fifth graders are about ten to eleven years old, and at this age, according to Piaget, they are in the concrete operational stage of cognitive development. At this age, the children ask for reasoning, and LPA's format of providing them feedback worked very well with my grade classroom setting. Following all UDL approaches, kagan's strategies, SEL, technology learning, graphic organizers, KWL charts, adding manipulatives in lesson plans and altering according to learning needs were the excellent practices. Again, thank you so much for the great learning opportunity

I hope this is beneficial and helpful to others in completing credentialing requirements

I believe that taking the lpa was a lot less stressful in that there was no minimum or maximum amount of pages to explain our work. I feel that with longer and more complex lessons you need as much space as possible to explain. I believe that part B format of lesson planning was extremely easy and beneficial for me to be able to separate and explain each portion.

I truly appreciate that the state is recognizing that the RICA is antiquated, no longer applicable, and not a great way of assessing literacy knowledge. I think that all credential students would agree that the LPA is a much better solution!

I enjoyed being a part of the LPA pilot program. I believe it will be a better way to show teaching skills rather than taking the multiple-choice RICA test. The rubrics were very helpful to know what will be looked for in our templates. My support facility at my program did a wonderful job at pacing us and making sure to answer our questions to the best of their abilities.
I am grateful for the opportunity to be part of the pilot program. I realize it was a much easier process than the CalTPA cycle 2 and I feel fortunate I was allowed the opportunity. Even so, I think the program was discouraging for prospective teachers and that programs like this adds to high burnout rates among new teachers.
It would have been much more beneficial to have another person observe me teaching face-to-face instead of learning to maneuver through all these necessary steps to submit this online Assessment. I was more afraid of making a technical error than anything, regardless of how confident I felt about the impact of the material I was teaching.
I found it necessary to use self-created documents to organize my materials so I didn't get lost in all the paperwork. But the instructions for each step were very clear.
I am encouraged to see the LPA potentially supplanting the RICA, as it shows that the CTC is looking to implement more effective ways to assess teacher abilities.

Note that to maintain the integrity of each response and to avoid the inadvertent introduction of any misinterpretation or change in meaning, all responses are presented exactly as they were entered, verbatim and without editing (except for spelling)

<b>Pilot Survey Additional Comments (Coordinator)</b>
Upside down videos when uploaded were stressful.
I applied to become a scorer, however due to technical issues with the website, I was unable to download all of the required documents. I was sent an offer by Pearson, which was later rescinded. Very disappointing!
Our hope is that with the newly aligned courses each program implements, the CalTPA work will include less attention teaching the concepts. Our faculty were teaching, not reviewing the academic language. Candidates had no clue how much to write, as no page number limits were shared. The "rationale" section was very nuanced- candidates did not see where to speak to that. Time stamps (as in Cycle 1) would assist greatly as candidates annotated their commentary. Candidates were confused with the video requirements- 1 clip? 4 short clips? combination of 1 long and 2 short? Candidates did not like the lesson planning format as they worked. The columns stretched very long vertically, and were hard to read both as the candidate, and the coach. thanks for listening :)
It was a great experience. Thank you for the opportunity!
The templates provided were tricky for candidates to use. For some reason, most of them found it appeared in an editing format when they typed within the form. I troubleshooted for them, encouraging them to change the selection to "No Markup" in the review section. of the document menu. However, some found that didn't help. They had to troubleshoot different solutions, such as saving it into a PDF.

Please update the rubrics to be less confusing for students. They do not understand what they did wrong/poorly when the rubric correlates to multiple sections of the exam and has many pieces to the questions. The feedback students get if they do not pass is not sufficient for helping them understand what they need to change.
The pilot has shown us the gaps in our program that we need to address to support our candidates to be successful in the LPA assessment. It has been a learning experience for the candidates and the program, as well. It shows what we are doing well and what other areas we need to create or enhance to support our candidates' knowledge and skills in teaching literacy.
Thank you for the opportunity to participate in this field test. Thsi has provided our candidates a great opportunity but als shown the program where we can do better for supporting our newest teachers with literacy instruction. We would love to participate again next year.
I think I've shared everything already. Thank you for your support and work on the TPA!
I know that candidates put forth great effort on the assessment. Support was provided to explain the prompts to the best of our ability (we met with candidates weekly and looked over the templates). That said it does need to represent the students' work if it is to be an authentic pilot and baseline. I hope that this is kept in mind when scoring the assessment.
For a pilot, this process went smoothly. Candidates stressors were expected but the short time window was difficult--especially for those interns who had many other responsibilities. It is also noted that those who waited would probably also waited if given 2 more weeks.
The videos were difficult to be able to show all of the things in 4 videos with a 20 min limit. If had at least 5 videos the 20 minutes would probably work. Part B where it says foundational reading skill --- was unclear if should just be the title and then the description of how was taught explicit, direct, and systematic was in the brief summary -- it might be helpful to have a prompt for that same with Theme Commentary - would help to have a chart where they listed the timestamp in first column the title in second and third provided the commentary -- this would be helpful for the candidate and the faculty provided support to make it easy to see all prompts answered

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**Pilot Survey Additional Comments (Cooperating Teacher)**

## Literacy Performance Assessment Pilot Focus Group Responses

Note: The full text of the [LPA Survey Summary is available here](#). This document was summarized using AI in the same manner as the CTA TPA Survey. It also includes five pages of sample responses.

*AI Prompt: Summarize the top feedback themes.*

Here is a summary of the top feedback themes from the LPA focus group discussions, highlighting insights from candidates about the Literacy Performance Assessment (LPA):

1. **Balancing LPA with Other Responsibilities:** Candidates found it challenging to complete the LPA while managing their other responsibilities, such as teaching, internships, and coursework. Many cited the compressed timeline and workload as significant stressors, particularly when factoring in breaks like spring vacation.
2. **Clarity and Availability of Instructions:** Although many found the instructions in the LPA guide clear, there were still requests for more detailed exemplars, clearer rubrics, and additional guidance on specific areas such as formative and summative assessments. Some also mentioned that having examples would alleviate confusion, especially for visual learners.
3. **Flexibility of Submission Options:** Candidates appreciated the flexibility offered by the LPA, such as the ability to choose between written or video commentary, select focus students, and tailor the number of lessons taught. However, there was some confusion regarding which options were best to choose, with candidates expressing concern about whether they were meeting expectations.
4. **Performance-Based Assessments vs. Multiple Choice Tests:** Candidates overwhelmingly supported the performance-based nature of the LPA, preferring it over traditional multiple-choice exams like RICA. They felt the LPA better reflected their teaching abilities and offered a more meaningful demonstration of literacy instruction.
5. **Support from Cooperating Teachers and Mentors:** Feedback was mixed regarding the support provided by cooperating teachers and mentors. While some candidates received valuable guidance, others felt that their mentors were unfamiliar with the LPA process, making it harder to navigate challenges. Candidates suggested providing more training to mentors on the LPA.
6. **Technology and Video Submissions:** Many candidates experienced technical difficulties with video submissions, especially in terms of compressing files, uploading content, and recording classroom interactions. Some suggested that improving technical support or offering more resources on how to manage the technical aspects would be helpful.

7. **Assessment Feedback and Reflection:** Reflecting on their teaching via video was a valuable experience for many candidates, helping them identify areas for improvement in their instructional practices. However, some found it difficult to understand the type of feedback they were expected to provide to students and how to capture that feedback for submission.
8. **Incorporating Literacy Across Subjects:** Several candidates, especially those in non-ELA classrooms, found it challenging to integrate literacy instruction into subjects like math and science. They requested more guidance on how to connect literacy standards with content area instruction, particularly in specialized contexts such as special education.
9. **Focus on Individual Students:** Many candidates valued the opportunity to concentrate on one focus student, allowing for a more personalized and in-depth understanding of literacy learning needs. However, some felt that focusing on a single student didn't always reflect the realities of classroom dynamics where multiple students may need differentiated instruction.
10. **Time Management and Planning:** Candidates consistently cited time management as a challenge, particularly in organizing their lesson plans and assessments. The LPA's iterative process required thoughtful reflection and planning, but the compressed timeline often made it difficult to complete all tasks thoroughly.

This summary highlights the need for clearer guidance, additional exemplars, better support for technology, and more targeted mentor training. Candidates appreciated the LPA's focus on performance-based assessments and valued the reflection on their teaching practices, but many faced challenges due to time constraints and the complexity of balancing their various responsibilities.

## Focus Group Purpose

**This group convened to obtain stakeholder feedback from LPA pilot participants. Using feedback from the group to inform refinements to the LPA for the Spring 2025 field test. Lastly, to utilize qualitative data to contextualize the quantitative survey and LPA performance data.**

All open-ended responses captured from the post-focus group data are included below.

## Candidate Focus Group Feedback

<b>What was one success and one challenge in completing the LPA</b>
In clinical practice all day and has part time job, so adding TPA was a challenge. Benefits were new experience, new knowledge, and not taking RICA.
Challenge was not having exemplars. Success was being in the same placement for the whole 16 weeks, felt like I knew all the students.
One success was being able to complete and one challenge is I'm a visual learner so not having a sample was hard.
One challenge was designing my summative assessment because I was confused if it should look like the data I was collecting in the classroom everyday or something more formal. A positive was that all of her students were eager to participate.
One success was realizing how much I already do with formative assessment. A challenge was keeping all of my ideas and plans straight in one contiguous flow so I ended up creating my own devices for keeping track. I am happy to share those.
A challenge with my EL was academic language. A success was adding a Frederick Douglass chapter and teaching multisyllabic words.
One success was being able to do small groups and one on one with my students and get to know them and their needs. A challenge I had was the accelerated pace of the pilot. We are only in our placements once a week and we lost one week due to spring break. I'm in a charter school.
one success is having it done. It was tedious. One challenge was it was very rigorous. My pilot program made it accessible to me at the beginning of March so I had a month. If I had had more time to have the templates, etc. It would have been better. My school went on spring break right before it was due [which further limited her time]. Our instructor was new as well so we were lost.
language dev is different with braille; my focus student's language development was affected by that. In braille, you teach differently, e.g., gh contraction.
having a vi student is a challenge in itself. My student is a braille reader, the literacy part ... there's a gap between learning long vowel sound ... a lot of learning literacy is visual and it is hard for a blind student to see that. My challenge with him was doing the comprehensive part of the testing ... he wasn't feeling his best.
having a vi student is a challenge in itself. My student is a braille reader, the literacy part ... there's a gap between learning long vowel sound ... a lot of learning literacy is visual and it is hard for a blind student to see that. My challenge with him was doing the comprehensive part of the testing ... he wasn't feeling his best.
one success was it felt easier being cycle 2. a challenge was our professor was not familiar with the LPA. Sometimes they had to seek answers so it took longer for them to get back to us.

one success was finishing it. One challenge was being a pilot there were a good amount of unknowns ... trying to figure out what certians things meant.
I really liked that I was able to a deep dive into foundational reading skills. When you take RICA there's only so much you can expand on. With the LPA you were better able to explain yourself.
one success was I had a lot of support from my cooperating teachers and other teachers from my school site who were skilled in literacy. One challenge was not having page limits and trying to understand how much info to provide to make sure I answered everything.
one success was the timeline of being able to finish on time. My support people were very prompt on when we had to get each section done, so I was able to turn my submission in early. One challenge was being in an internship, regular classes, and the pilot ... balancing everything.
one success would be learning ...having more insight into my focus student's background and tailoring the lesson more to them and seeing them learn. One challenge was finding time to complete everything ... trying to do the TPA on top of everything else. We teach full time and then take courses full time and have a caseload and have to write IEPs , lesson plans, and homework on top of the TPA.
one of my successes ... it was a good oppportunity to do a self analysis. I was forced to watch videos of my self which was a good oppportunity for my growth. One challenge was I agree with what Kristin said. Specifically for DHH ... let me back up ... DHH has different classes ... we have oral students ... total communication students so certification itself is all encompassing ... there's different standards ... my class is conducted in ASL completely so that's been a challenge to provide linguistic curriculum following common core, but for DHH learners there isn't a commonality for the entire state.
one success was it was straightforward. Selecting 1 EL student was also a benefit. One challenge was trying to intertwine literacy with math since i was in a math classroom.
one success having Cycle 2 still being assessment driven ... started out single subject and switched to MS. One challenge was the time constraints.
it was easy to read through the questions compared to Cycle 1. One challenge was not having min/max guidelines. How much is enough?
one success was having the opportunity to complete this. One challenge was the timing.
one success was the support we recieved throughout the process. It was helpful breaking up the steps because the instructions were intimidating. The more work I did the easier it became. The repetetiveness of it helped me. The work we put in was a lot and it showed. Happy to have gone through the process together. One challenge was it was long and the directions were intimidating.
One success was managing to get it in. Part of the challenge for me was I teach in a resource room so the types of things I normally teach are different than the LPA. I teach skills like resume development rather than reading.

<b>Do you feel that a performance assessment provides a better opportunity to demonstrate your ability to teach reading, writing, listening, and speaking than a multiple-choice exam such as RICA?</b>
yes, because we have many lesson plans to focus on reading and writing.
Agree. Putting your knowledge into practice is the best way to show it. You can tell in a classroom setting what's going to go well and what's not.

definitely. Especially being ECSE my background is child development. I don't have a liberal degree so the requirements of RICA are more difficult.
yes, I agree with America.
I feel like a PA is much better for a million reasons. One it helps my students because I'm actually interacting with them. It's more streamlined as it encompassing what I'm already doing. The learning in a PA is more transferrable to my career as a teacher. It applies to idea of depth of knowledge. Activities that involve the creation of an idea, synthesizing ideas, designing a lesson is a much higher-order activity and I'm going to remember my participation in the PA much more than just filling out a test.
I agree. Doing this kind of project with a diverse classroom was a great learning experience for me because my students could demonstrate what they learned and engage in peer activities. It gave me multiple ways to understand my students.
I think yes because it provides real world situations ... real in classroom practice.
I'm glad I did the pilot because I was stressed about having to take RICA. I like the PA because you get to see me ... what I have to offer as a teacher.
agree PA is better than a written test. I'm coming behind the reading specialist who is teaching the student how to read and I'm assisting by compensating for the visual impairment.
this pilot program focuses more on our student, but we are not their regular teacher ... it was had to address the foundational skills ... you have to work with other specialists to teach literacy. We work in code like the gh contraction.
yes, I'm a horrible test taker so having the option to demonstrate our work in writing, video, etc. Gives us the opportunity to show what we can do. I've been trying to get my credential for 10 years although I've been teaching for 10 years.
Especially in a special education setting I might not touch on some of the concepts in the RICA for a whole year.
I was relieved not to take RICA. I'm at a high school. Trying to do the basic reading and writing was hard because it is based on younger kids and showing that I have the understanding and skill with older kids is harder.
I do because we are beginning teachers so I feel this is a good way to assess if we are going in the right direction in building the foundational reading skill in our students. I preferred video to the written.
i think so. I don't think multiple choice tests allow you to show what you can do. Videos show a lot more.
I agree. It shows more of what is really happening in the classroom than a paper test. It shows your teaching ability in the classroom.
definitely 100%. I think its really a good way to see the variety in the classroom and how we have to fit each learner with what they need ... especially with DHH because there is such a variety of starting places for students ... it is an opportunity to let us show how we are teaching with each individual student.
Jack – Yes, it allows you to show off the skill set ... have deeper thinking ... reflect on my teaching ... determine if the students learned ... vs the RICA where its more "I would do this if I could."
because literacy is reading, writing, listening and speaking ... it taught me ... the RICA ... yes, it's better ... it allows me to show my skills.
PAs are definitely a better opportunity because I'm in a science classroom and everything they do is a performance assessment. It's not so much my ability to demonstrate but my ability to get them to show me back that they are learning.
yes, it offers more opportunities and allows for us as teachers to be more creative in our teaching!

It allowed us to really reflect on our teaching practices
yes, it offers more opportunities and allows for us as teachers to be more creative in our teaching!
I don't know. A part of me thinks that it doesn't because I feel like the haste with which I had to put this stuff together was [too short]. With an exam at least I would have had time to prepare. With a test like RICA it's either right or wrong. With this [LPA] it's up for interpretation. I'm a visual learner. I need to see what's needed. My experience has been I submit something and it turns out not being what was asked for. Not knowing what the LPA should look like and not having examples made it difficult. There was a lot of confusion when choosing clips ... I had a hard time figuring out which clip was better. I did see an example from [operations] and it helped me to understand I needed to provide more detail.

<b>The LPA was designed to provide candidates with options to fulfill submission requirements. For example, the LPA provides multiple options for selecting a focus student, a choice of providing written or video commentary, flexibility in the number of lessons taught, options for the number and length of video clips submitted, etc.</b>
<b>Did including these elements of candidate choice within the LPA seem helpful or challenging for you?</b>
Yes, flexibility on videos allowed her to pick best possible clips to show literacy. The number of lessons taught was good because her coop. Teacher doesn't always do literacy every day so it would have been difficult to get more lessons in.
I think it was a great opportunity to have choices. We're not the only one in the classroom. We have our CT. Sometimes they have plans. Good to have options for solo teaching, co-teaching, etc.
yes and no. Yes you get the flexibility, but then there's always the question in the back of my mind whether I provided enough ... did I fulfill the requirements?
I really appreciated the flexibility. In contrast to Cycle1 which is very rigid, having the flexibility allowed me to be much more natural in teaching my lesson. Being able to select a FS that is either EL or just needing help with literacy. Having choice in number of lessons is also good.
I think it was helpful. At first I thought I would do 2 videos, but then afterwards I decided to break it up more and target my videos to address what I was being asked. I liked choosing from 3-5 lessons. I struggle with video commentary so having the choice to write was helpful.
what i liked was having choice in selecting our focus student and providing the commentary, but I prefer providing annotations directly on the video like in the current Cycle 2 rather than separate from the video.
Choice of number and length of videos was helpful. It was confusing having choice of written or video whether we should do one or both.
I feel the flexibility helps because with my class I'm not technically teaching English right now so I was like how can I fit literacy into my lessons. Flexibility in the videos was good. Being able to focus on one focus student and have time to film them was good.
I really appreciated the flexibility. Also I'm thinking that it was nice to be able to do this in ASL and have it be accessible visually so you can see how we interact with the students. And also I agree with Kristin that picking one student allowed us to focus on that one student ... for me it was really nice to reflect on what I was doing

because right now my classroom is set up in groups and then we do individual work and I like being able to focus on that one student.
only problem was making right choice in FS ... you need to select FS that can fit in with the whole class lesson as well as the accommodations . I was one who missed the annotation tool.
yes, flexibility to select an FS with any literacy need was good. Some of my peers missed the annotation tool, but I did not. Video choice was good, but didn't know where to put some video content.
selecting 1 FS was good because it allowed you to shape the lesson for just 1 student. Choice of lessons was good. We thought video choice was a trick.
for me it was helpful to have the option of one focus student. For the videos, i needed more clarification on how to arrange them. I had confusion on the commentary ... how much detail, timestamp or no timestamp?
I think also what threw me off was the video commentary where I wasn't sure for each video if it was necessary for me to answer every bullet point for every prompt. It wasn't clear how we were supposed to record our videos. It felt a little repetitive.
The assessment part was also challenging because it wasn't appropriate for ECSE.
It was helpful to have many options how to submit our work.
Feel it was helpful to have options. I feel that were it said 3-5 activities was confusing because I thought it was 3-5 different activities not that it was meant for the videos.
It was helpful to have options.
I found it to be very helpful to have options.
I liked having the choices because it gave me options of stuff to think about. It was choices, but not too many choices.

<b>Was focusing on one student an effective way to thoroughly understand their literacy learning needs?</b>
Yes, having one FC was helpful. Wished she had chosen a different FC. Wished she had chosen an EL FC because it would have been easier to implement the ELD goals.
Yes, because she was in a large dual-language setting and it was easier to be able to focus on just one or two students.
I teach a non-categorical class so it was helpful being able to focus on one child I was able to get the most out of them.
being able to focus on just one child for 2 minutes made a huge difference. It enabled me to know their triggers and work around them ... e.g., shorter activities.
I corroborate a little bit. My FS did a little better for the LPA than usual because I focused on him. Diving into supports for him allowed him to perform better ... On the other hand I think having multiple FS keeps your brain sharp, requires you to stretch, and is more applicable to the real world. So I guess I'm ambivalent.
having 1 FS was a good idea, especially when you have 30+ students in your class. Focusing on one student allowed me to understand their linguistic background and assets and to see results for her efforts.
yes, it allowed for scaffolding and because I was only in the classroom once a week. A lot of the supports I provided for that students helped the other students as well. It allowed me to connect better.