

4A: Discuss/Prioritize Focus Area 1 Recommendations

RDI-TPA Workgroup Working Definitions of Key Concepts in Senate Bill 1263

VALID AND AUTHENTIC TO THE WORK OF TEACHING

RDI-TPA Workgroup Working Definition: Accurately measures a candidate’s ability to meet the relevant aspects of the intended TPEs across a wide range of CA classroom settings.

- Attribute 1: Relevance to TPEs—Does the TPA measure essential components of the TPEs in a meaningful way?
- Attribute 2: Evidence Aligns with Typical Practices of Beginning Teachers—Are the tasks, evidence, and rubrics designed to emphasize the key competencies expected of beginning teachers and what we want emphasized in teacher prep programs?
- Attribute 3: Criteria is Focused to Provide Accurate Reflection of Candidates Competency—Does the TPA provide a fair and accurate reflection of candidates' abilities, without overwhelming them, and validate competencies with appropriate evidence?
- Attribute 4: Assumes a Developmental Trajectory for Beginning Teachers—Does the TPA assume a developmental trajectory for beginning teachers, allowing space for honest reflection, imperfection in performance, and growth?
- Attribute 5: Equitably Addresses Context to Mitigate the Disadvantage to Candidates—Does the TPA account for various classroom contexts, ensuring fairness and adaptability to different teaching environments and alternative methods of demonstrating competence?
- Attribute 6: Adaptability vs. Standardization—Does the TPA strike a balance between flexibility for individualized evidence and maintaining consistency and fairness through standardized criteria?

Aligned Statute from Senate Bill 1263:

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

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

[44320.4(c)(1)]

Workgroup Recommendation Placeholder

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FORMATIVE IN NATURE

RDI-TPA Workgroup Working Definition: Designed for formative purposes more than summative purposes. It must be a process where feedback is articulated, transparent, user-friendly, actionable.

- Attribute 1: Provided, specific feedback with actionable steps
- Attribute 2: Strengths based
- Attribute 3: Equity Focused
- Attribute 4: Just in time supports
- Attribute 5: Differentiated Supports
- Attribute 6: Continuous revision / Continuum of Practice & process based to demonstrate growth
- Attribute 7: Progress based
- Attribute 8: Dynamic
- Attribute 9: Personalized feedback
- Attribute 10: Reflective

Aligned Statute from Senate Bill 1263:

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

“The performance assessment shall be designed to provide **formative assessment information** during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate.” [44320.2(e)(1)]

The **formative assessment information** pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the individual induction plan of the new teacher pursuant to Section 44279.2.” [44320.2(e)(3)]

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APPROPRIATE FOR ~~BEGINNING TEACHERS~~ CREDENTIAL CANDIDATES

RDI-TPA Workgroup Working Definition: The TPA assesses the current experiences in their TPE aligned teacher preparation program.

- Attribute 1: TPAs are specifically aligned to the TPE's
- Attribute 2: TPAs are holistically reflective of the TPE's
- Attribute 3: Tiers of support
- Attribute 4: Reflective practice
- Attribute 5: Embedded into credential program coursework

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REASONABLE TO IMPLEMENT IN A WIDE RANGE OF CLASSROOM SETTINGS ACROSS THE STATE

RDI-TPA Workgroup Working Definition: The assessment is fair for credential candidates to complete in all content areas and classroom settings.

- Attribute 1: Fair is defined as equitable and accessible.
- Attribute 2: The assessment is formative and embedded in program progress.
- Attribute 3: The assessment assesses teaching.
- Attribute 4: Credential candidates are supported by qualified mentors and an accredited program
- Attribute 5: Programs and assessments are localized and based on best practices.
- Attribute 6: Candidates cannot be penalized or disadvantaged based on the student populations in their classrooms.

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