

Item 4A Handout

RDI-TPA Recommendations for Focus Area 1 from the October 2024 Meeting

1. All varieties of Performance Assessment return to local scoring.
2. Review and revise Performance Assessment rubrics to ensure they are accessible to an early career teacher.
3. Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.
4. Eliminate additional costs for candidates that receive non-scorable condition codes.
5. Eliminate any additional costs for candidates that need to retake the TPA for any reason.
6. Automatically route candidate submissions that receive non-scorable conditions codes to the preparation program for local scoring.
7. Review and strengthen candidate familiarization with and orientation to the TPA model in use in their preparation program.
8. Allow candidates to use multiple modalities, such recording audio or video commentary, in the completion of their TPA.
9. Review the online platforms currently in use and identify opportunities to improve accessible and usability.
10. Include question in the actual TPA about the support candidates received in preparation for the TPA.
11. Require formative opportunities for self-assessment.
12. Require TPAs be iterative tools that provide multiple rounds of asset-based feedback for candidates at all levels that identified growth opportunities.
13. The TPAs should be free for candidates and the high-stakes aspect should be removed.
14. Break the TPA into smaller pieces to allow for additional opportunities for feedback and improvement.
15. Explore ways to make the TPA more adaptable to programs to increase local ownership.
16. Build an aligned continuum that connects the TPA, the ILP, and the induction plan to support the skills and behaviors that lead to successful teaching careers.

Additional RDI-TPA Workgroup member ideas received via form submission.

10/16/2024 19:25:47	Ben Odell (entered by Adam)	Focus Area 1: Modifications needed to current assessments	<p>Simplified tasks - right now the directions are 80ish pages. Candidates don't have time or capacity to read it - and with 80 pages I wonder if that means the task expectations got away from the intent. Can you imagine our candidates giving an assessment that requires an 80 page explanation? (I understand programs role in this too - but this is about tool)</p> <p>Personalized feedback being provided (if our candidates didn't do this they would not do well)</p> <p>Streamlined, simplified rubrics (the amount of rubrics is overwhelming - chunking is an important idea)</p> <p>A review of what warrants a condition code along with next steps (this is part of the process, not the tool, but could the tool do something to reduce condition codes?)</p> <p>Options for submission type so it is not a writing test</p> <p>Breaking out the tool for individual tasks with support layered within</p> <p>Opportunities for faculty and staff to see submissions and comment across all assessments prior to submission</p> <p>Self assessment built into the tool</p> <p>Survey built into submission about experience</p>
10/16/2024 19:26:54	Devin Beasley (entered by Adam)	Focus Area 1: Modifications needed to current assessments	<ul style="list-style-type: none"> • Minimize rubric criteria • CalTPA – revisit and provide clear expectations for assessing/scoring • Make explicit, the connect to

			<p>induction</p> <ul style="list-style-type: none"> • Level & timing of feedback • Allow localized scoring • Provide a support summary • No fees for second submissions
10/16/2024 20:03:27	Patricia Camarillo	Other	I would like to see data on the types of credentials that have the highest interns, thus having a harder time passing the TPA.
10/16/2024 20:07:29	Patricia Camarillo	Focus Area 3: Strengthen the accreditation system to ensure programs embed	ensure training provided to mentors, coaches, support providers
10/16/2024 20:08:30	Patricia Camarillo	Focus Area 3: Strengthen the accreditation system to ensure programs embed	CTC direction for university programs that have low pass rates and bad reviews
10/16/2024 20:11:50	Patricia Camarillo	Focus Area 2: Embed to avoid duplicative work	Create clearer directions for teacher candidates to understand that the work should not be understood as duplicative, it should be seen as iterative or interconnected to the process. Although a task may seem the same, the context may be different.
10/16/2024 20:22:25	Patricia Camarillo	Other	I would like to see school districts take some accountability for the responsibility of teachers who are interns and completing teacher credentialing. The expectations of their role to complete full-time teacher duties while still in school are concerning, especially for special

			<p>education teachers who are expected to hold and write IEP's and complete assessments without proper training. I would recommend districts offer paid time off to teachers who can use the time to work on their TPA and the school district limits the expectations of intern teachers until the TPA is completed.</p>
<p>10/16/2024 20:27:29</p>	<p>Patricia Camarillo</p>	<p>Focus Area 5: Suggested surveys for program completers</p>	<p>Model sponsors, universities (and maybe districts) working together to check on TPA candidates a year after university program completion. A form with personal information and teacher location can be filled out upon program completion, which will allow the program to follow up.</p>