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# 5E

## Information/Action

### *Educator Preparation Committee*

### **Workgroup to Review the Design and Implementation of Teaching Performance Assessments**

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**Executive Summary:** This item presents an overview of the project plan for the *Workgroup to Review the Design and Implementation of Teaching Performance Assessments* (RDI-TPA). It includes a description of the RDI-TPA Workgroup selection processes and list of recommended applicants for the Commission to consider for appointment to the workgroup. The Commission will also be asked to confirm its prior December 2023 directives as to the scope of this workgroup.

**Recommended Action:** That the Commission (1) review and adopt the consolidated charge for the RDI-TPA Workgroup and (2) review the proposed roster and appoint members to the RDI-TPA Workgroup.

**Presenters:** Mary Vixie Sandy, Executive Director, and Adam Ebrahim, Consulting Project Manager, Glen Price Group

### **Strategic Plan Goal**

#### ***Continuous Improvement***

- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
  - Q. Use data to inform Commission and staff decision-making and continuous improvement

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# Workgroup to Review the Design and Implementation of Teaching Performance Assessments

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## Introduction

This item presents a recommended charge for the Workgroup to Review the Design and Implementation of the Teaching Performance Assessment (RDI-TPA) that consolidates past direction from Commissioners with pending statutory requirements of Senate Bill 1263. It presents a scope and sequence for the RDI-TPA Workgroup that integrates key project deliverables with pending statutory requirements and guidance from 2024-2025 Commission meetings. Lastly, this item details the selection process and the proposed RDI-TPA Workgroup Roster for action by the Commission. The reference materials for the action portion of this item are found in the appendices below.

- [Appendix A](#): Proposed RDI-TPA Workgroup charge and relevant statutes
- [Appendix B](#): Roster of recommended RDI-TPA Workgroup members
- [Appendix C](#): Demographics for recommended RDI-TPA Workgroup members

## Background

Item 2C presented during the [October 2023](#) Commission meeting included three ideas for improving the performance assessment system in educator preparation. Among these was the idea of convening a performance assessment workgroup of educational partners to review the structure and implementation of California's performance assessments. This idea is anchored in requirements specified in section 44320.2 of California Education Code that requires and governs performance assessments in educator preparation programs. Education Code section 44320.2(d)(1) requires (subject to the availability of funds) that the Commission, "Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment." During the October 2023 Commission meeting, Commissioners expressed support for convening such a workgroup.

In response to Commissioner requests, staff brought the idea of a performance assessment workgroup back to the Commission as part of Item 2D of during the [December 2023](#) meeting, indicating that convening the workgroup was planned for 2024. Commissioners expressed additional support for the convening of a performance assessment workgroup and requested further information about the workgroup composition and timeline. In February of 2024, Senate Bill 1263 (Newman) co-sponsored by the California Teachers Association (CTA) and the California Faculty Association (CFA), was introduced to fully eliminate the performance assessment requirement in educator preparation programs. The impetus for this legislation, in part, stemmed from feedback CTA received from current members regarding their negative experiences with the EdTPA and CalTPA during their preparation programs. These experiences were captured in a survey of 1,284 CTA members shared with the Commission in Item 2C of the October 2023 meeting.

Senate Bill 1263 was amended in the Assembly on June 17, 2024, combining elements of the performance assessment workgroup called for in Education Code section 44320.2 with specific requirements regarding workgroup composition, areas of inquiry, timelines for developing workgroup recommendations, timelines for reporting progress to the Legislature, and guidelines for conducting workgroup meetings. In Item 4F during the June 2024 Commission meeting, staff identified next steps that indicated staff would begin the process of identifying a performance assessment expert panel, consistent with updated direction in Senate Bill 1263, to address needed improvements for candidates.

This item consolidates the requirements of the performance assessment workgroup called for by Commissioners in October and December of 2023 and the requirements of Education Code 44320.4 proposed in Senate Bill 1263 (pending) into a common charge to guide the activities of the RDI-TPA Workgroup. It further describes the selection process conducted and presents a roster of proposed RDI-TPA Workgroup members for consideration by Commissioners that meets the requirements of current and proposed statute.

### **RDI-TPA Workgroup Consolidated Charge**

Because the concept for the RDI-TPA Workgroup has recurred in different forms across several Commission meetings, it may make sense for the Commission to adopt a consolidated charge to solidify guidance for efforts currently underway. Such a charge would need to adhere to existing statute while anticipating the new requirements in pending legislation. Specifically, it would need to specify the purpose of the workgroup, the composition and education partner consultation requirements, workgroup topics for consideration and recommendation areas, and timelines for meeting key workgroup deliverables. A possible RDI-TPA Workgroup Charge that meets these requirements is included in [Appendix A](#).

### **RDI-TPA Workgroup Scope and Sequence**

The current and pending statutory requirements for the RDI-TPA Workgroup, as expressed in the proposed workgroup charge, stipulate an aggressive timeline to convene the workgroup, consider required topics, develop initial recommendations for the February 2025 Commission meeting, and return final recommendations for action during the June 2025 meeting. Table 1 illustrates the sequence of RDI-TPA Workgroup meetings and Commission meetings and the scope of topics to be covered during workgroup meetings to meet statutory requirements.

**Table 1: Scope and sequence of RDI-TPA Workgroup meetings**

<b>Meeting</b>	<b>Date</b>	<b>Topic</b>
RDI-TPA 1	Sept. 19-20, 2024	Organizational meeting; lines of inquiry
RDI-TPA 2	Oct. 14-15, 2024	Topic 1: Ensuring validity, authenticity and feasibility in TPAs
RDI-TPA 3	Nov. 5-6, 2024	Topic 2: Embedding TPAs to avoid duplicative work
RDI-TPA 4	Dec. 4-5, 2024	Topic 3: Strengthening accreditation to ensure embedding of TPAs and support for candidates in programs
RDI-TPA 5	Jan. 8-9, 2025	Topic 4: Local Scoring and Topic 5: Survey Questions

Meeting	Date	Topic
Commission	Feb. 6-7, 2025	Present initial Workgroup recommendations for feedback
RDI-TPA 6	Feb. 26-27, 2025	Revise recommendations based on feedback and analysis
Commission	Apr. 6-7, 2025	Present draft recommendations for feedback
RDI-TPA 7	Apr. 23-24, 2025	Revise recommendations based on feedback and analysis
RDI-TPA 8	May 22-23, 2025	To be determined based on workgroup needs
Commission	Apr. 6-7, 2025	Present final recommendations for action

The structure of workgroup meetings is designed to facilitate the development and continuous improvement of workgroup recommendations. The first meeting of the RDI-TPA Workgroup in September 2024 will be an organizational meeting that also enlists members in generating lines of inquiry for the required workgroup topics. Workgroup members will consider and develop recommendations related to the first required workgroup topic during meeting 2, in October 2024. The recommendations will remain open for ongoing revision in subsequent meetings. For example, at the beginning of meeting 3 in November 2024, members will have the opportunity re-open recommendations from meeting 2. This will continue for workgroup meetings 1-5 until the initial recommendations go forward to the Commission for feedback during the February 2025 meeting. During RDI-TPA meeting 6, scheduled for later in February 2025, workgroup members will have the opportunity to review feedback from the Commission and staff analyses to develop draft recommendations for the April 2025 Commission meeting. The RDI-TPA workgroup will have two more meetings to finalize recommendations in April and May 2025 before sending them to the Commission for action during the June 2025 meeting.

### **RDI-TPA Workgroup Selection**

The application to serve on the RDI-TPA Workgroup was posted and circulated on July 25, 2024, and remained open until August 19, 2024. During that time the Commission received 166 applications. Candidates in the initial sort pool were evaluated based on their short answer responses to questions about their preparation to participate in the workgroup and their understanding of the purpose of performance assessment in educator preparation. Applicant resumes were reviewed for corroborating evidence of experience and expertise and then they were sorted into three levels based on the strength of their applications.

The sorted applications were then separated into selection pools across three workgroup member categories, including classroom teachers, teacher educators, and performance assessment experts. The strongest applications were reviewed within each category, and the top eight candidates in each were selected. These recommended candidates are listed in the proposed RDI-TPA Roster, which can be found in [Appendix B](#). A breakdown of the demographics of applicants selected for the proposed RDI-TPA Roster can be found in [Appendix C](#).

**Staff Recommendation**

Staff recommends that the Commission: (1) Review and adopt the consolidated charge for the RDI-TPA Workgroup located in Appendix A, and (2) Review and appoint the applicants listed in Appendix B to the RDI-TPA Workgroup.

## Appendix A

### Proposed RDI-TPA Workgroup charge and relevant statute

#### Proposed RDI-TPA Workgroup Charge

**I. Purpose:** The Commission directs staff to convene an expert panel/workgroup (hereafter referred to as the "workgroup") to evaluate the design and implementation of the state's current teaching performance assessments. The objective is to ensure that these assessments are valid, authentic, formative in nature, embedded in preparation, suitable for beginning teachers, and contribute to program improvement through the accreditation system.

**II. Composition:** The workgroup shall include classroom teachers, teacher educators, and performance assessment experts. Staff shall consult with statewide labor organizations and other representative organizations for recommendations for workgroup members. At least one-third of the workgroup members must be classroom teachers in California public schools.

**III. Topics for Consideration:** The workgroup shall, at a minimum, consider the following topics and develop aligned recommendations to advise the Commission:

1. Any modifications needed for current teaching performance assessments to ensure validity, authenticity and feasibility for candidates and programs
2. Embedding performance assessments into coursework and clinical practice to avoid duplicative work
3. Strengthening the accreditation system to ensure programs embed performance assessments in a manner consistent with statute and support candidates in passing the performance assessment
4. Using local scoring to inform educator preparation program improvement
5. Developing questions for program completer surveys to understand candidates' experiences of program support for assessment completion

**IV. Timelines:** The workgroup shall present initial recommendations to the Commission for feedback during the February 2025 meeting and submit final recommendations for action during the June 2025 meeting.

#### Current Education Code section 44320.2(d)(1)

(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform all of the following duties with respect to the performance assessment:

1. Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. At least one-third of the panel members shall be classroom teachers in California public schools.

**Proposed Education Code 44320.4 in Senate Bill 1263 (Newman)**

- (a) To ensure the teaching performance assessments described in 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.
- (b) The commission shall select classroom teachers, teacher educators, and performance assessment experts to form the workgroup described in subdivision (a). At least one-third of the workgroup members shall be classroom teachers in California public schools. The commission shall not appoint any person to the workgroup with a financial interest in any teacher licensure assessment. The commission shall consult with statewide labor organizations and other representative organizations for recommendations of workgroup members.
- (c) The workgroup shall develop recommendations to be presented to the commission by March 1, 2025, and the commission shall vote to adopt a set of recommendations by July 1, 2025. Adopted recommendations shall be implemented by July 1, 2028. At a minimum, the recommendations from the workgroup shall include:
  - (1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.
  - (2) Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates.
  - (3) Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion.
  - (4) Recommendations to strengthen the accreditation system to ensure programs embed the assessment in coursework and clinical work, offer sufficient clinical and pedagogical support, and support candidates to pass the assessment.
  - (5) Recommendations for how programs can engage in local scoring of the assessment to inform program improvement.
- (d) Notwithstanding Section 10231.5 of the Government Code, the commission shall report to the Legislature annually, beginning on October 15, 2025, and through October 15, 2028, and in compliance with Section 9795 of the Government Code, on the progress of the workgroup in making its recommendations and actions taken by the commission to implement the recommendations it adopts.
- (e) Meetings of the workgroup are subject to the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

## Appendix B

### Roster of recommended RDI-TPA Workgroup members

Classroom Teachers	
<b>Patricia Camarillo, NBCT</b> Teacher of the Visually Impaired Fresno Unified School District	<b>Joshua Nothom</b> World History Teacher Burbank Unified School District
<b>Thalia Diazcatano, NBCT</b> History/Ethnic Studies Teacher Los Angeles Unified School District	<b>Mandy Redfern</b> Second Grade Teacher La Cañada Unified School District
<b>Linda Hoang, NBCT</b> First Grade Teacher Los Angeles Unified School District	<b>Kathleen Rowley, NBCT</b> English Language Arts Teacher William S. Hart Union High School District
<b>Jason Morgan</b> Math Teacher/AVID Coordinator Compton Unified School District	<b>Karla Valdez</b> World Language Teacher-Spanish Vacaville Unified School District

Teacher Educators	
<b>Devin Beasley</b> CalTPA Coordinator CSU Dominguez Hills	<b>Alicia Herrera</b> Assistant Professor CSU Sacramento
<b>Vanessa Escobar</b> Director LA Charter School Teacher Residency Consortium	<b>Benjamin Odell</b> Director of Intern Program Sacramento County Office of Education
<b>Tory Harvey</b> Director of Teacher Education UC Santa Barbara	<b>Shayna Sullivan</b> Dean Alder Graduate School of Education
<b>Colin Haysman</b> Senior Clinical Associate Stanford University	<b>Juliet Wahleithner</b> Director, Education Prep Programs and Accreditation, CSU Fresno

Teaching Performance Assessment Experts	
<b>Alicia Brown</b> Graduate Lead San Francisco Urban Teacher Residency	<b>Rebecca Sackett</b> Curriculum Specialist/Induction Mentor Santa Ana Unified School District
<b>Cathy Creasia</b> Director of Accreditation and Credentialing USC Rossier School of Education	<b>Tine Sloan</b> Professor Emeritus UC Santa Barbara
<b>Brent Duckor</b> Professor of Education San Jose State University	<b>Matt Wallace</b> Associate Professor of Teaching UC Davis
<b>Ursula Estrada-Reveles</b> Executive Director, School of Education Riverside County Office of Education	<b>Beverly Young</b> Executive Director Above & Beyond Teaching

## Appendix C

### Demographic information for recommended RDI-TPA Workgroup

Required participant groups	#	n	%
Classroom Teachers	8	24	33.33%
Teacher Educators	8	24	33.33%
Teacher Performance Assessment Experts	8	24	33.33%

Black, Indigenous, and/or People of Color (BIPOC)	#	n	%
BIPOC	14	24	58.33%

Teaching Performance Assessment Experience	#	n	%
Have taken any TPA	8	24	33.33%
Took the EdTPA	3	24	12.50%
Took the CalTPA	3	24	12.50%
Took the PACT	2	24	8.33%

Represented Regions	#	n	%
Bay Area	4	24	16.67%
Sacramento Area	4	24	16.67%
Central Valley	2	24	8.33%
Central Coast	2	24	8.33%
Inland Empire	1	24	4.17%
Los Angeles/Orange County	11	24	45.83%

Teacher Preparation Segment	#	n	%
California State University	4	14	28.57%
University of California	3	14	21.43%
Private	3	14	21.43%
Local Education Agency	3	14	21.43%

<b>Credentials Held</b>	<b>#</b>	<b>n</b>	<b>%</b>
Total Credential Holders	23	24	95.83%
Single Subject	13	24	54.17%
Multiple Subject	9	24	37.50%
Administrative Services	5	24	20.83%
Education Specialist	4	24	16.67%
Bilingual Authorizations	4	24	16.67%
National Board Certification	4	24	16.67%

<b>Teacher Preparation Experience</b>	<b>#</b>	<b>n</b>	<b>%</b>
Teacher Education Faculty	16	24	66.67%
Induction Mentor Teacher	14	24	58.33%
Cooperating Teacher	12	24	50.00%

<b>Accreditation Experience</b>	<b>#</b>	<b>n</b>	<b>%</b>
CTC Board of Institutional Reviewers	3	24	12.50%
Accreditation Report Development	11	24	45.83%
National Accreditation	4	24	16.67%