

Scored Workgroup Recommendations Focus Area 1

December 2024 RDI-TPA Meeting

Recommendations Development Process

RDI-TPA Workgroup (WG) recommendations are developed in five distinct phases and remain open for refinement until they are prioritized in their final form and sent to the June 2025 Commission Meeting for action. The recommendation development phases are as follows:

1. Recommendation Brainstorm

Following a period of inquiry, WG members articulate initial ideas verbally or submit recommendation ideas through a form. Each idea is prioritized by WG members using a scoring system (+2 for strong support, +1 for support, 0 for neutral, -1 for oppose, and -2 for strong oppose).

2. Consolidated Recommendations

Prioritized brainstorm recommendations are grouped into thematic categories and arrayed in order of priority score. Workgroup members meet in groups according to the thematic category and consolidate duplicative recommendations. WG members then develop a concise rationale and theory of action for each recommendation and present it to the whole group for feedback.

3. Initial Recommendations

During the January 2025 RDI-TPA Workgroup meeting, all consolidated recommendations will be further refined based on feedback received in between meetings. The initial list of consolidated recommendations organized by focus area and thematic category will be assembled and prioritized/scored. The resulting Initial Recommendations will be presented to the Commission during the February 2025 meeting for feedback.

4. Draft Recommendations

The WG will consider feedback generated during the February 2025 Commission meeting at their WG meeting two weeks later and make further refinements. The refined set of initial recommendations will go forward to the April 2025 Commission meeting as Draft Recommendations.

5. Final Recommendations

The WG will consider feedback generated during the April 2025 Commission meeting at their WG meeting two weeks later and make further refinements. The refined set of draft recommendations will go forward to the June 2025 Commission meeting as Final Recommendations.

Please note:

Recommendations come from two different rounds of scoring. Recommendations from the first round in November were scored by 20 members. December recommendations were scored by 20 members, with one member's scoring coming in after the deadline (charts include all 21).

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Recommendations may move across focus area as more suitable categories and clusters emerge.

FOCUS AREA 1 SCORED RECOMMENDATIONS

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)]

A. Cost and Financial Accessibility

Score (2 to -2)	Recommendations
1.8	Eliminate additional costs for candidates that receive non-scorable condition codes.
1.4	Eliminate any additional costs for candidates that need to retake the TPA for any reason.
1.3	No candidate should have to pay more tuition to re-enroll in a program if they do not achieve the needed score. Programs should be responsible for providing all necessary support for the candidate to improve in a timely manner that is mindful of the hiring window for jobs within the profession.
.8	The TPAs should be free for candidates, and the high-stakes aspect should be removed.
.55	Automatically route candidate submissions that receive non-scorable condition codes to the preparation program for local scoring.
.1	TPP cover the costs of the TPAs in tuition, and candidates have to pay for resubmissions/condition codes.

Charts available in Appendix A starting on page 3A-7.

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B. Equity and Accountability

Score (2 to -2)	Recommendations
1.75	Tests privilege a pedagogical approach that is asset-based and community/culturally responsive.
1.65	Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.
1.4	Include language that calls for all TPAs to explicitly address equity.
1.35	The TPA providers have a responsibility to research the existing disproportionality; publish those findings and formulate a plan to diminish that disproportionality, as well as provide data to support preparation programs' in their endeavors to address this issue.
1.3	Re-calibrate/retrain assessors to focus on candidate knowledge instead of problematic errors
1.2	TPA assessment is used as one of multiple measures to demonstrate a candidate's readiness.
1.15	Include a question in the actual TPA about the candidates' preparation received for the TPA.
1.1	Revise PADS to state that TPAs must specifically require candidates to address how they are (a) incorporating elements of culturally sustaining pedagogy to provide instruction that is directly responsive to the cultures, backgrounds, and identities of the students in their learning context and (b) providing equitable learning opportunities for the students in their learning contexts.
0.9	When candidates analyze data related to their instruction, require them to disaggregate the data based on the populations of students in their contexts (e.g., race/ethnicity; multilingual; special needs, etc.).
0.65	Expand the secondary passing rate to include anyone that does not meet the cut score rather than just 1 standard deviation. Allow candidates and programs to demonstrate mastery through other coursework.
0.65	Remove all condition codes. Provide a score of 0 for blank answers on that section of rubric, but score what is possible from the submission.

Charts available in Appendix A starting on page 3A-9

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C. Formative Value

Score (2 to -.2)	Recommendations
1.65	Ensure candidates receive feedback in a timely manner that allows for growth in their ongoing development.
1.45	Formative in nature is embedded into the actual assessment, not just in the program where it is to be implemented.
1.35	Streamline the TPA by reviewing and condensing its components to focus on key teaching practices, embedding choice for candidates to demonstrate competencies, and aligning multiple TPEs within fewer, more purposeful sections to prioritize quality over quantity.
1.35	Require TPAs be iterative tools that provide multiple rounds of asset-based feedback for candidates at all levels with identified growth opportunities.
1.35	Review the online platforms currently in use and identify opportunities to improve accessibility and usability.
1.15	Include more formative resources post-TPA submission (currently it seems there's only resources if you do not pass, and one document for candidates to take with them for induction).
1.15	Require formative opportunities for self-assessment.
1.15	Review and strengthen candidate familiarization with and orientation to the TPA model in use in their preparation program.
1.1	TPA feedback is provided within two weeks of the submission.
1.1	TPA can be revised and resubmitted as many times as necessary to complete the assessment.
1.05	TPA offer more post-submission areas for growth and activities to make it more formative for candidates.
.75	If feedback to candidates could be timely, descriptive for purposes of growth, and more frequent (during pre-service and induction if it's used there), the formative nature of the process could be better executed. The use of AI and local scoring could help; flexibility in the instrument could help (bullet above), so feedback could target growth opportunities in that candidate's program; and feedback could be more useful if TPA tasks, program assessments, and inservice evaluations were aligned to a continuum of teaching practice that was universal to the work of every teacher, teacher educator, and administrator across the state (a person can dream).

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.5	Embed generative AI tools into the submission and review process to automate busy work such as AI-driven transcriptions, artifact submission alignment across different components, and other opportunities to streamline non-competency-based documentation tasks. These tools allow candidates to focus on demonstrating authentic teaching competencies and reduce administrative burdens, particularly for under-resourced candidates.
.4	Implement limited AI-driven rubric pre-check tools to provide candidates with formative feedback on their submissions without explicitly guiding candidates' responses, helping them align their work with expectations before final submission.

Charts available in Appendix A starting on page 3A-14.

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D. Integrated Educator Preparation Continuum

Score	Recommendations
1.6	Build an aligned continuum that connects the TPA, the ILP, and the induction plan to the skills and behaviors that lead to successful teaching careers.
1.5	Use the TPA to strengthen the preparation continuum, bridging preservice through career-long learning.
1.35	If California could develop a continuum of practice from preservice through in-service (a continuum of practice means descriptions of key elements of teaching practice at different levels of sophistication), it could serve at least two functions with the TPA. 1) If the TPA rubrics were aligned more closely with the continuum, it would be easier for candidates and mentors to use it in developing growth plans (both within preservice and in-service); 2) We might determine that a TPA experience is appropriate in both preservice and in-service, broken into smaller bits.
1.25	Ensure TPA tasks align with expectations of candidates at the end of their preparation programs.
.55	Consider moving TPAs into induction or spanning clinical practice and induction.
0	Candidates may choose between secondary passing standard or locally scored assessments to fulfill TPA requirement.

Charts available in Appendix A starting on page 3A-20.

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APPENDIX A

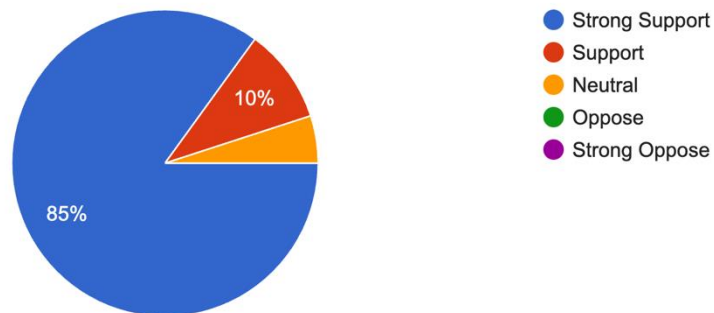
FOCUS AREA 1 CHARTS INDICATING WORKGROUP SUPPORT

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)]

A. Cost and Financial Accessibility

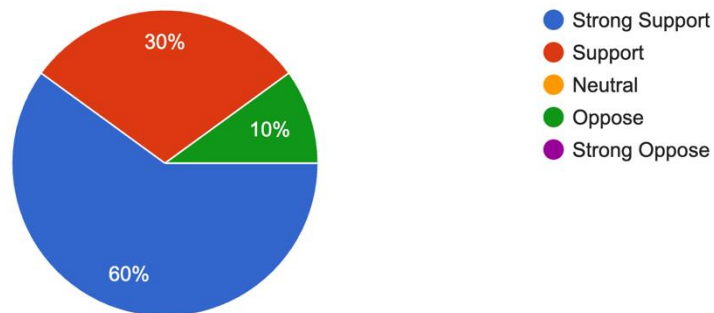
Eliminate additional costs for candidates that receive non-scorable condition codes.

20 responses



Eliminate any additional costs for candidates that need to retake the TPA for any reason.

20 responses

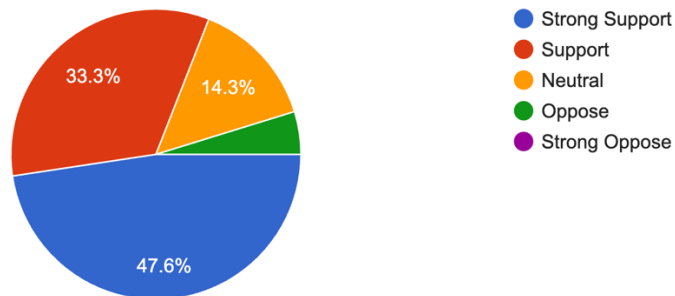


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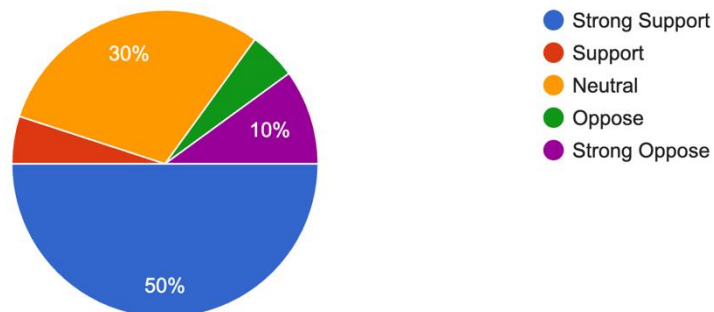
No candidate should have to pay more tuition to re-enroll in a program if they do not achieve the needed score. Programs should be responsible for pr... the hiring window for jobs within the profession.

21 responses



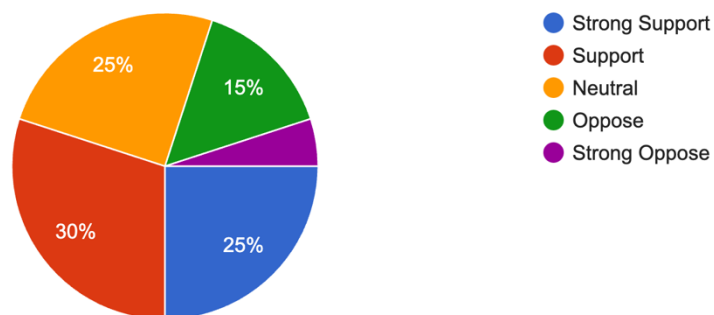
The TPAs should be free for candidates and the high-stakes aspect should be removed.

20 responses



Automatically route candidate submissions that receive non-scorable conditions codes to the preparation program for local scoring.

20 responses

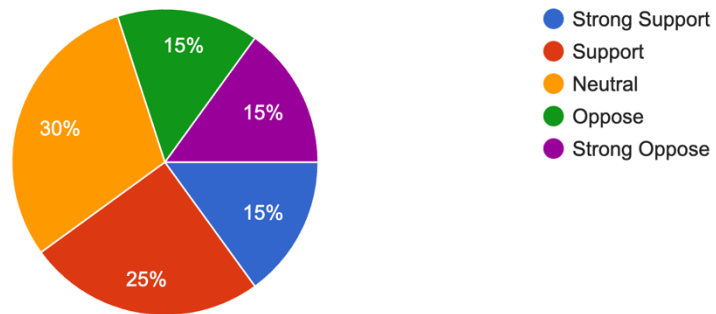


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TPP cover the costs of the TPAs in tuition and candidates have to pay for re-submissions/condition codes.

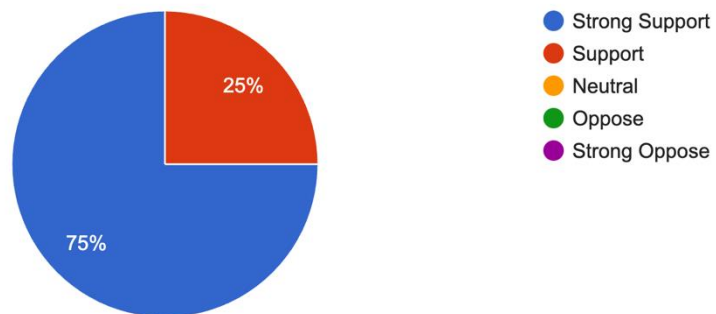
20 responses



B. Equity and Accountability

Tests privilege a pedagogical approach that is asset-based and community/culturally responsive.

20 responses

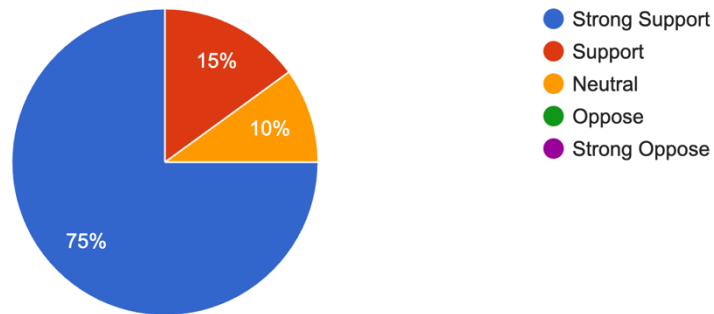


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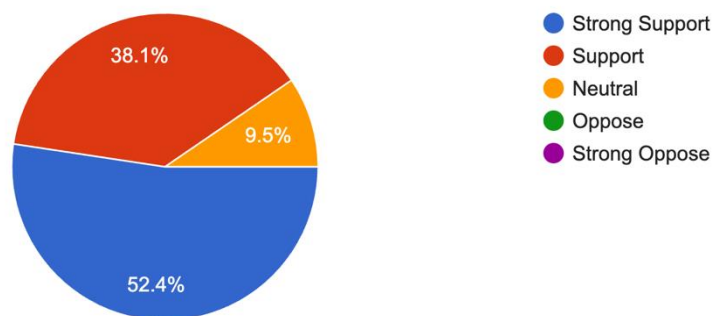
Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.

20 responses



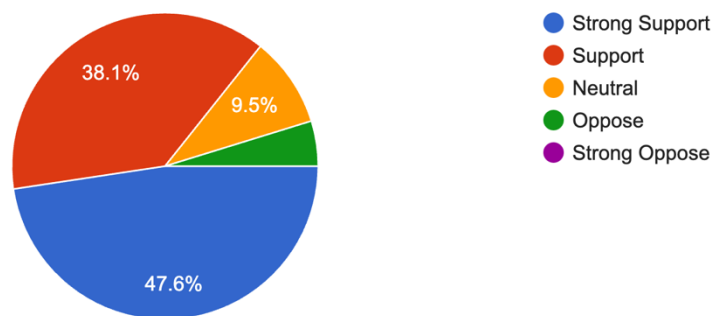
Include language that calls for all TPAs to explicitly address equity.

21 responses



The TPA providers have a responsibility to research the existing disproportionality; publish those findings and formulate a plan to diminish that disproportionality in their endeavors to address this issue.

21 responses

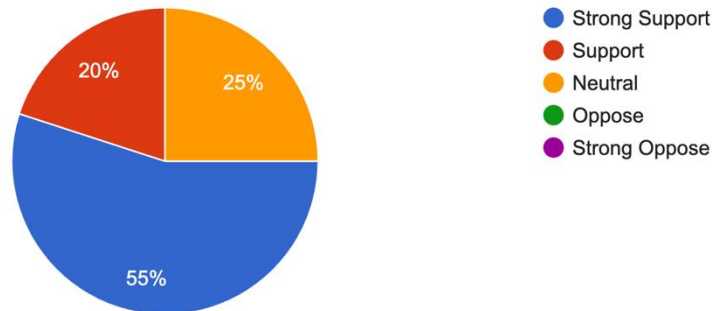


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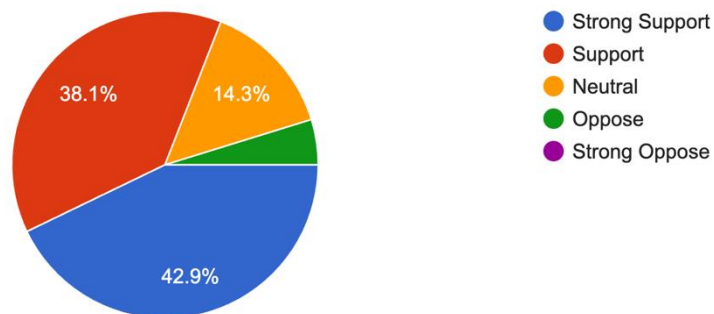
Re-calibrate/retrain assessors to focus on candidate knowledge instead of problematic errors.

20 responses



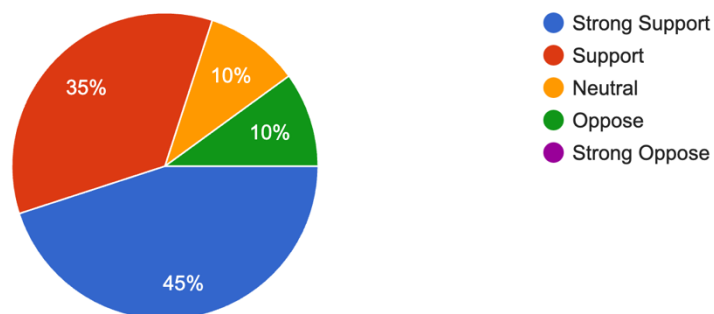
TPA assessment is used as one of multiple measures to demonstrate a candidate's readiness.

21 responses



Include question in the actual TPA about the support candidates received in preparation for the TPA.

20 responses

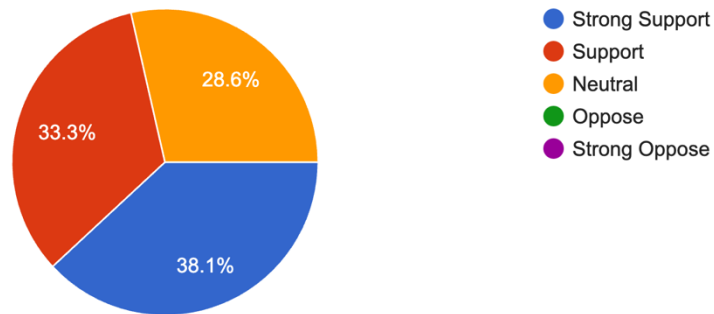


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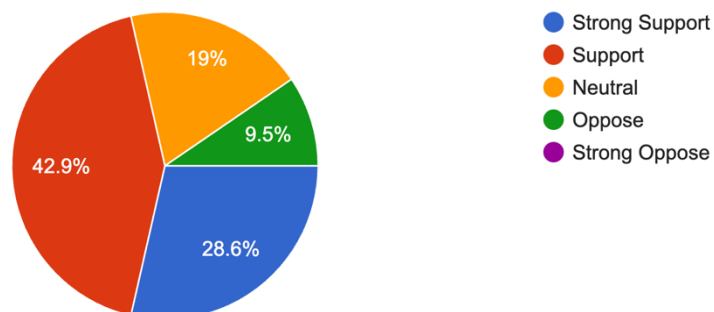
Revise PADS to state that TPAs must specifically require candidates to address how they are (a) incorporating elements of culturally sustaining peda...tunities for the students in their learning contexts

21 responses



When candidates analyze data related to their instruction, require them to disaggregate the data based on the populations of students in their context...: race/ethnicity; multilingual; special needs, etc.)

21 responses

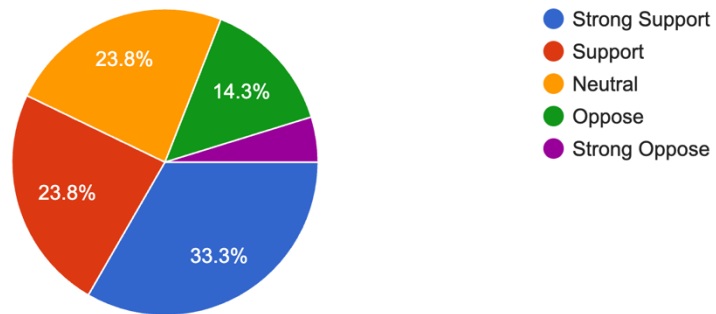


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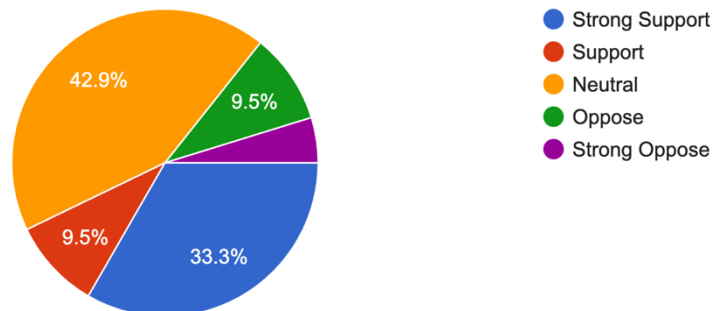
Expand the secondary passing rate to include anyone that does not meet the cut score rather than just 1 standard deviation. Allow candidates and pr... to demonstrate mastery through other coursework.

21 responses



Remove all condition codes. Provide a score of 0 for blank answers on that section of rubric, but score what is possible from the submission.

21 responses



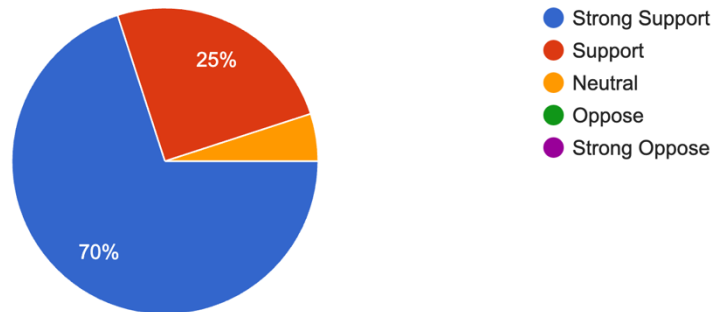
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C. Formative Value

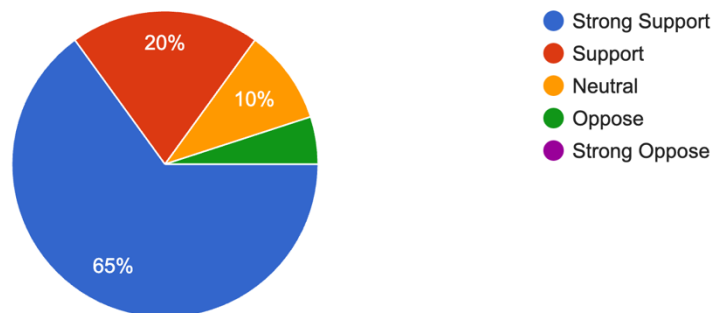
Ensure candidates receive feedback in a timely manner that allows for growth in their ongoing development.

20 responses



Formative in nature is embedded into the actual assessment not just in the program where it is to be implemented.

20 responses

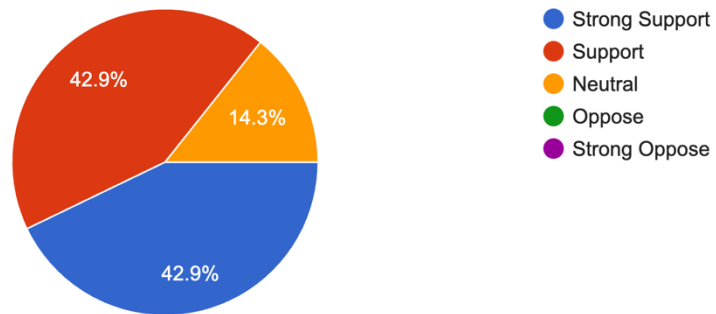


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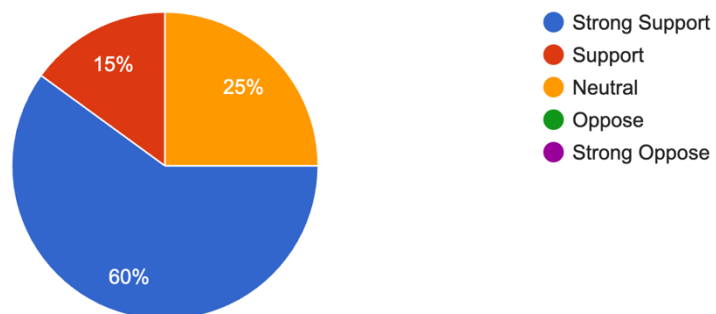
Streamline the TPA by reviewing and condensing its components to focus on key teaching practices, embedding choice for candidates to demon...seful sections to prioritize quality over quantity.

21 responses



Require TPAs be iterative tools that provide multiple rounds of asset-based feedback for candidates at all levels that identified growth opportunities.?

20 responses

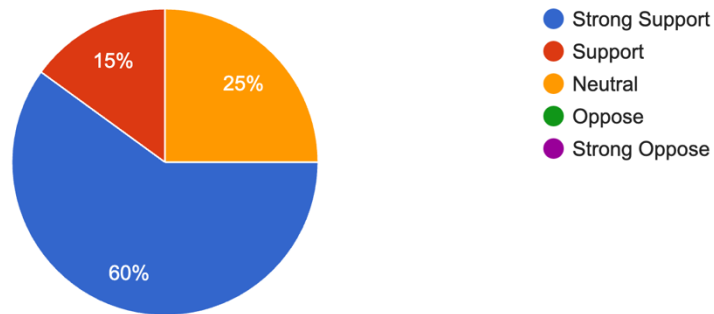


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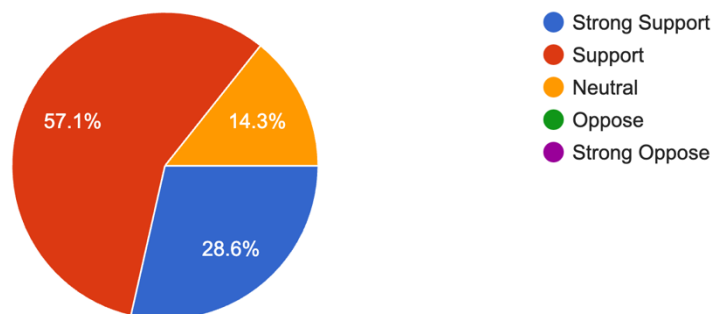
Review the online platforms currently in use and identify opportunities to improve accessible and usability.

20 responses



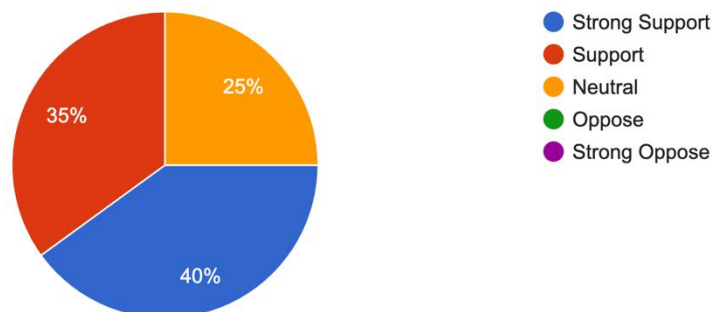
Include more formative resources post TPA - submission (currently it seems there's only resources if you do not pass, and one document for candidates to take with them for induction)

21 responses



Require formative opportunities for self-assessment.

20 responses

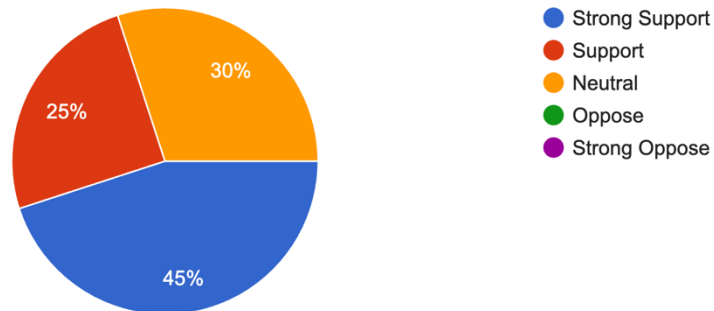


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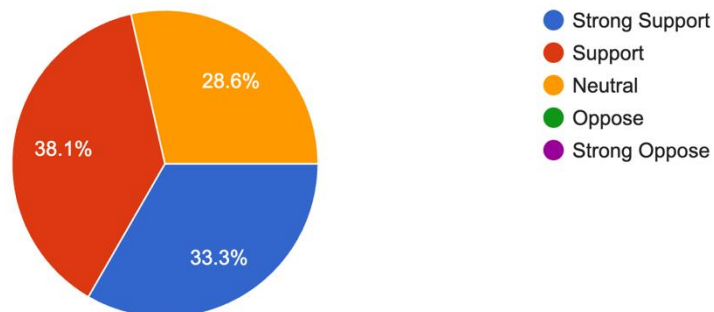
Review and strengthen candidate familiarization with and orientation to the TPA model in use in their preparation program.

20 responses



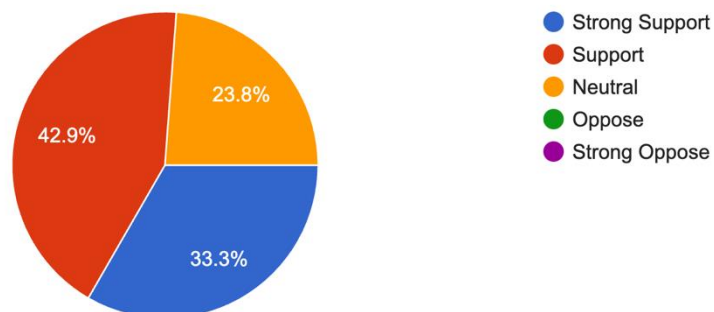
TPA feedback is provided within two weeks of the submission.

21 responses



TPA can be revised and resubmitted as many times as necessary to complete the assessment.

21 responses

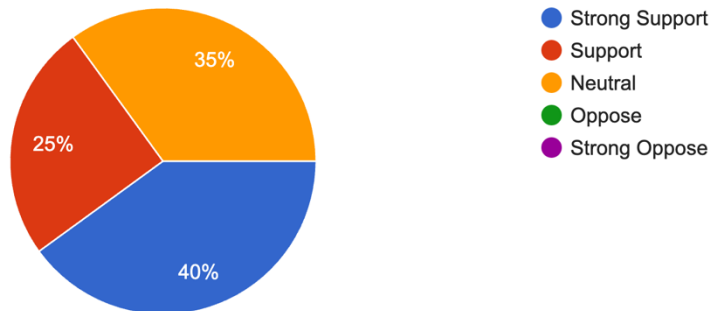


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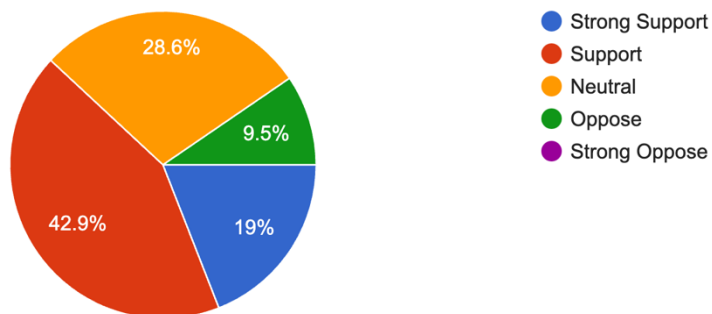
TPA offer more post-submission areas for growth and activities to make more formative for candidate.

20 responses



If feedback to candidates could be timely, descriptive for purposes of growth, and more frequent (during pre-service and induction if it's used there...d administer across the state (a person can dream).

21 responses

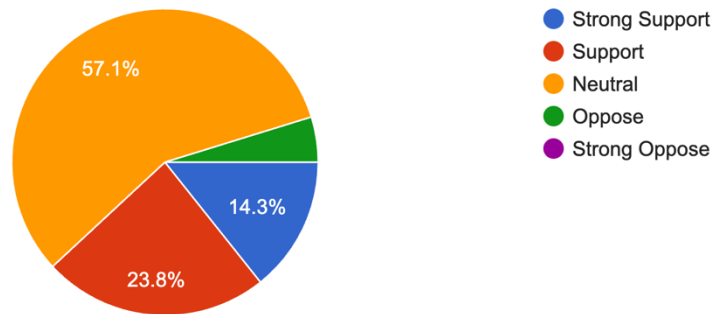


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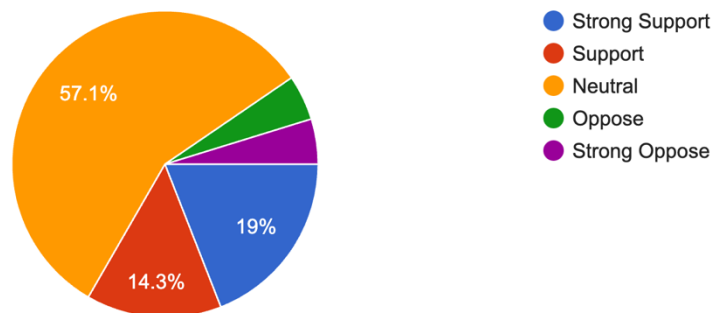
Embed generative AI tools into the submission and review process to automate busy work such as AI-driven transcriptions, artifact submission alignment, and grading, particularly for under-resourced candidates.

21 responses



Implement limited AI-driven rubric pre-check tools to provide candidates with formative feedback on their submissions without explicitly guiding candidates' responses and improves candidates' chances of success.

21 responses



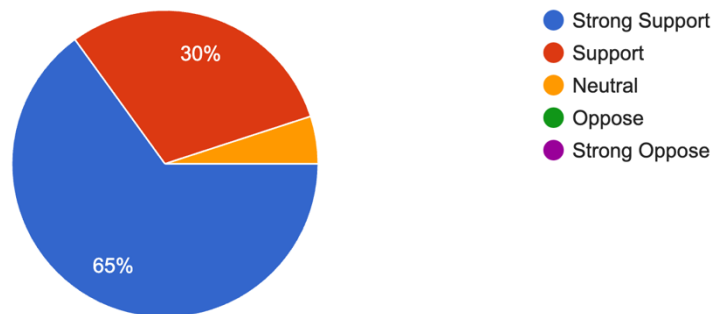
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D. Integrated Educator Preparation Continuum

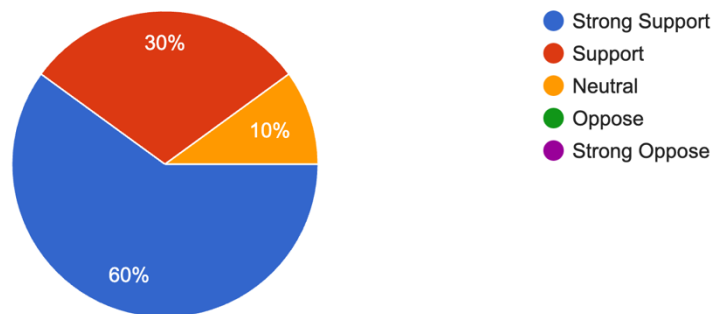
Build an aligned continuum that connects the TPA, the ILP, and the induction plan to support the skills and behaviors that lead to successful teaching careers.

20 responses



Use the TPA to strengthen the preparation continuum, bridging preservice through career-long learning.

20 responses

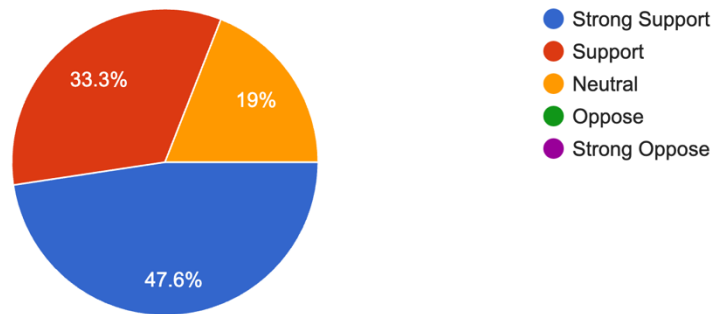


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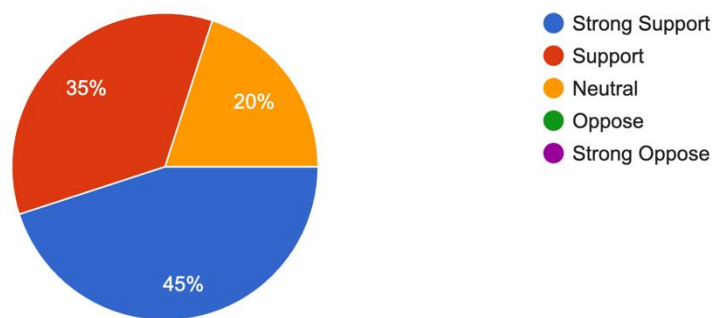
If California could develop a continuum of practice from preservice through in-service (a continuum of practice means descriptions of key elements of t...preservice and inservice, broken into smaller bits.

21 responses



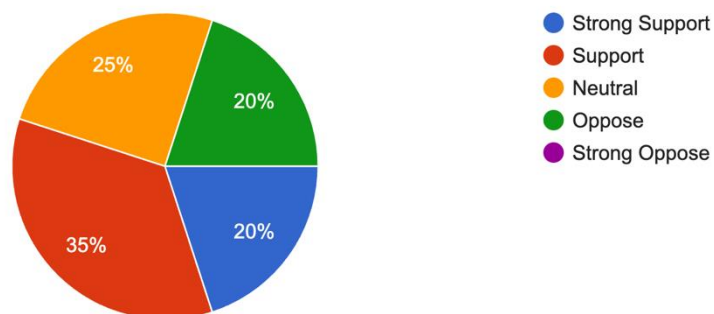
Ensure TPA tasks align with expectations of candidates at the end of their preparation programs.

20 responses



Consider moving TPAs into induction or span clinical practice and induction.

20 responses



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Candidates may choose between secondary passing standard or locally scored assessments to fulfill TPA requirement.

20 responses

