

Scored Workgroup Recommendations Focus Area 2

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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FOCUS AREA 2 SCORED RECOMMENDATIONS

Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates. [44320.4(c)(2)]

Recommendations

A. Scaffolding and Sequencing Tasks

Score	Recommendations
1.6	Limit the scope of tasks that result in overly long or unrealistic submissions, such as multi-page lesson plans, highly detailed theoretical reflections, and redundant artifacts, by implementing length restrictions on responses, focusing on practical applications, lesson plans that reflect real-world teaching formats and contexts, and combine overlapping tasks to reduce unnecessary workload.
1.45	Provide multiple modalities to respond to each prompt of the TPA. This would make it more of a portfolio than a standardized test. This allows a candidate to demonstrate what they know without being burdened by additional barriers.
1.4	Break the TPA into smaller pieces to allow for additional opportunities for feedback and improvement.
1.35	TPA is broken into smaller steps/tasks so that the entire process does not become a barrier to progressing towards completion and feedback is more frequent and prompt.
1.35	Each TPA task should be broken into smaller parts. These parts could be assignments completed as part of required coursework. Candidates would receive feedback on the submitted assignments. They would then have the opportunity to (a) revise the assignment based on the feedback, (b) provide a written/oral documentation of the revised assignment, and (c) submit the revision as part of the official TPA submission.
1.35	Review and revise Performance Assessment rubrics to ensure they are accessible to an early career teacher.
1.3	The TPA tasks should be broken into smaller chunks that can be completed during multiple courses so that it reduces the overwhelming feeling of stress.
1.25	Revise language used in prompts for clarity and better understanding and revise assessment/scoring rubric to clearly indicate expectations.
1.05	TPA's need to be chunked for submission with more opportunities for teachers to submit parts of the assessment with reflection and feedback given. Programs should incur the cost of the fees for submission for teachers in their programs. A variety of modalities for directions, rubrics, and assessment should be created for all types of learners.

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0.95	Chunk the tasks of the TPA into different, cost-effective tasks, and allow programs of beginning teachers to embed these into their experience based on a scope and sequence focusing on appropriate timing.
.5	<p>Strengthen program standards to include more accountability for programs regarding TPA preparation.</p> <p>Also, consider a way to have cycles of TPA scheduled to be less of a burden on candidates during their preparation... maybe one cycle during last semester of guided practice and the next cycle during the 1st year of their teaching -during 1st part of induction.</p>

Charts available in Appendix A starting on page 5A-7.

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B. Faculty Implementation

Score	Recommendations
1.45	Performance assessment models include an element of local scoring.
1.35	Require programs to engage in local scoring.
1.35	Program Standard 1/5: The program includes a seminar to support candidates in their clinical practice and completion of the TPA.
1.3	TPA submissions are guided by professors teaching the coursework. Professors should read submissions and help candidates improve their work without fear of "interfering with the assessment." It should be a process focused on improvement. The experience should not include a candidate being left alone to struggle without support.
1.2	Explore ways to make the TPA more adaptable to programs to increase local ownership.
1.15	Professors teaching the coursework should guide candidates in completing the TPA. They should also be scoring the TPA, providing genuine feedback, and giving candidates time to revise the TPA when necessary within the existing coursework timeframe.
.95	More flexibility in the assessment, e.g., a part of the assessment that can be shaped by the program for their needs (something akin to the early days of the PACT signature assessment). It could be an assignment that is locally scored, perhaps with a common set of rubrics. There could be several types of moderation processes to ensure adherence to rubric scoring across contexts/programs.
0.05	Eliminate videos and have supervising faculty review the lessons included in the TPA.

Charts available in Appendix A starting on page 5A-11.

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C. TPA Flexibility to Improve Embedding

Score	Recommendations
1.25	Allow candidates to use multiple modalities, such as recording audio or video commentary, in the completion of their TPA
1.1	Redesign TPA components to allow for generalized approaches that reflect multiple programmatic strengths and instructional methodologies. For example, provide candidates with flexible submission options (e.g., one-page lesson plans, annotated slides, or audio reflections) to demonstrate competencies while maintaining alignment with standardized rubrics to ensure comparability across programs.
1.05	Expand the flexibility of the video recording requirement by allowing candidates to compile evidence over multiple days or settings and extending the allowable length of recordings to capture the iterative and complex nature of teaching.
0.75	Reduce high stakes by integrating TPA tasks into coursework that is scored using the rubrics by the faculty teaching the coursework. Scores are then used to inform next steps in the learning process rather than as a capstone or final project. Scores include prompt feedback that is more than a number.
.9	Given the wide range of preparation programs, school sites, and teacher candidate needs, it is essential to have flexibility and choice of TPA and within the TPA.
.7	Maintain the standardized nature of TPAs while embedding flexibility in assessment criteria. For example, rubrics could allow for varied evidence types or approaches to demonstrating competencies, ensuring candidates are not penalized for adhering to their program's unique strengths or methodologies.
-0.3	Eliminate the TPA videos and allow the supervising professors to observe the lesson used for the TPA. This allows the assessment to be embedded within the fieldwork experience.

Charts available in Appendix A starting on page 5A-15.

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D. System Alignment and Collaboration

Score	Recommendations
1.35	Convene collaborative meetings with high-quality teacher preparation programs that excel in serving diverse populations and embedding culturally responsive, modern practices. These convenings will ensure the TPA is aligned to the standards and competencies of exemplary programs, reflecting the real-world work of teaching. This approach prevents programs from compromising their curriculum to cater to a flawed assessment and reduces duplicative or misaligned tasks.
1.2	Implement regular feedback loops with candidates, evaluators, and programs to identify areas where TPA tasks cause unnecessary duplication or misalignment with coursework. Use this input to refine tasks and create space for more seamless integration into clinical work.
1.15	Work on the communication process throughout the system to establish clarity on what is meant by, "Duplicative work."
0.95	A TPA that is validated by the State of California is an important and valid measure of a Teacher Candidate's readiness to receive a preliminary credential.
0.9	In order for the TPA to be embedded in programs, there should not be a for-profit company involved in any part of the process.

Charts available in Appendix A starting on page 5A-17.

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APPENDIX A

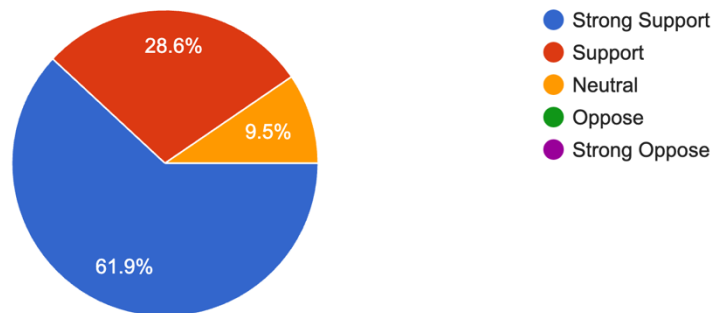
FOCUS AREA 2 CHARTS INDICATING WORKGROUP SUPPORT

Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates. [44320.4(c)(2)]

A. Scaffolding and Sequencing Tasks

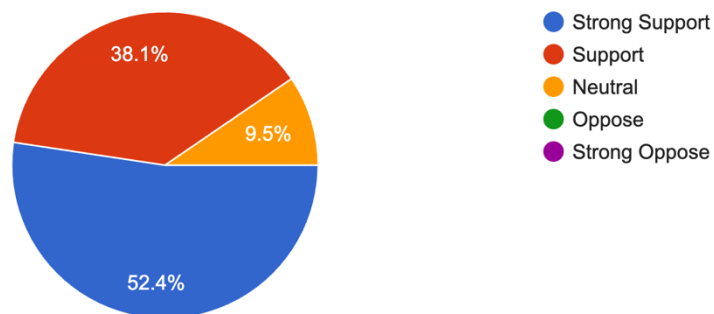
Limit the scope of tasks that result in overly long or unrealistic submissions, such as multi-page lesson plans, highly detailed theoretical reflectio...e overlapping tasks to reduce unnecessary workload.

21 responses



Provide multiple modalities to respond to each prompt of the TPA. This would make it more of a portfolio than standardized test. This allows a can...now without being burdened by additional barriers.

21 responses

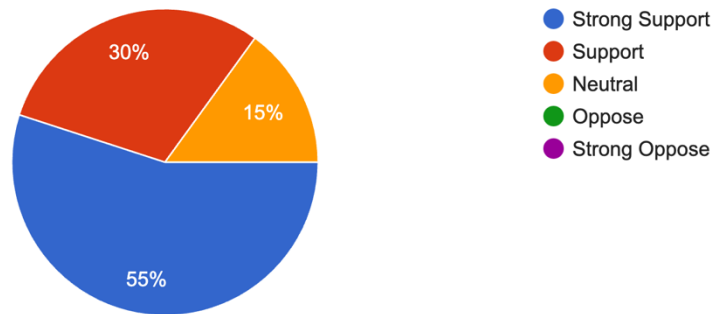


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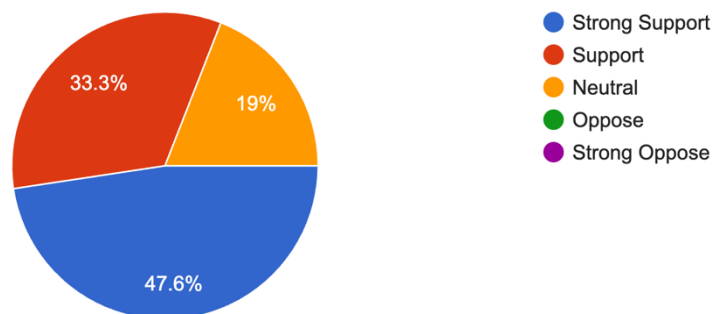
Break the TPA into smaller pieces to allow for additional opportunities for feedback and improvement.

20 responses



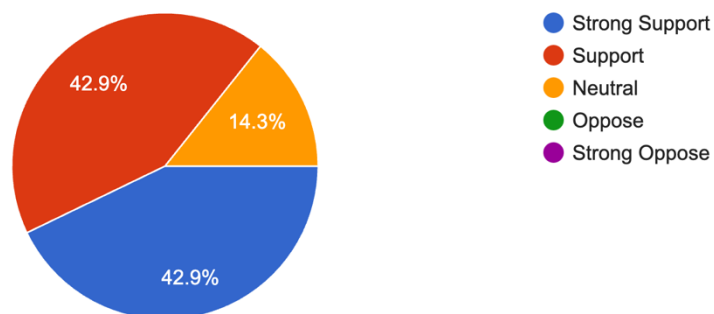
TPA is broken into smaller steps/tasks so that the entire process does not become a barrier to progressing towards completion and feedback is more frequent and prompt.

21 responses



Each TPA task should be broken into smaller parts. These parts could be assignments completed as part of required coursework. Candidates would...de more formative feedback before the summative)

21 responses

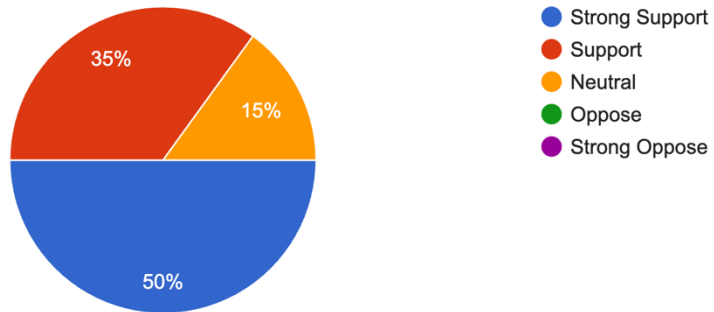


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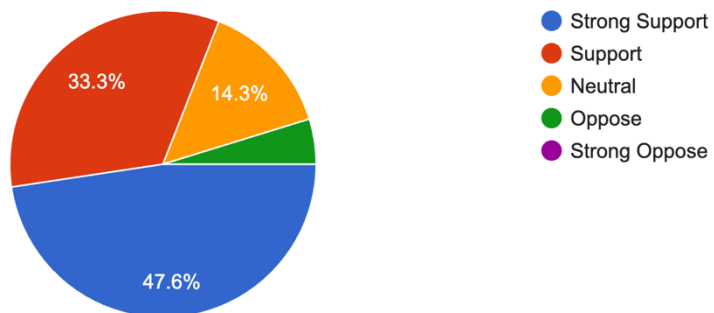
Review and revise Performance Assessment rubrics to ensure they are accessible to an early career teacher.

20 responses



The TPA tasks should be broken into smaller chunks that can be completed during multiple courses so that it reduces the overwhelming feeling of stress.

21 responses

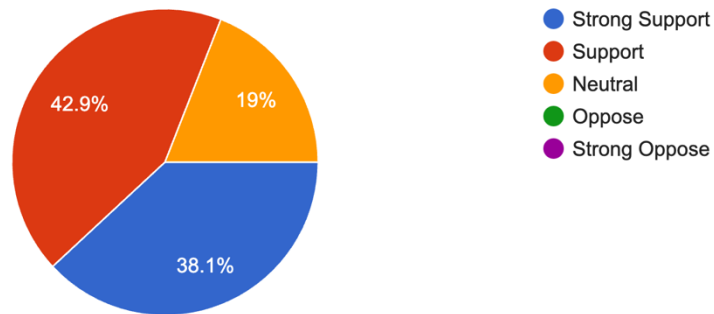


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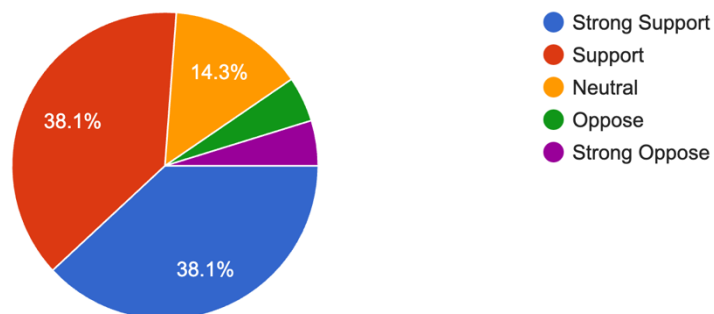
Revise language used in prompts for clarity and better understanding and revise assessment/scoring rubric to clearly indicate expectations.

21 responses



TPA's need to be chunked for submission with more opportunities for teachers to submit parts of the assessment with reflection and feedback given. ...sment should be created for all types of learners.

21 responses

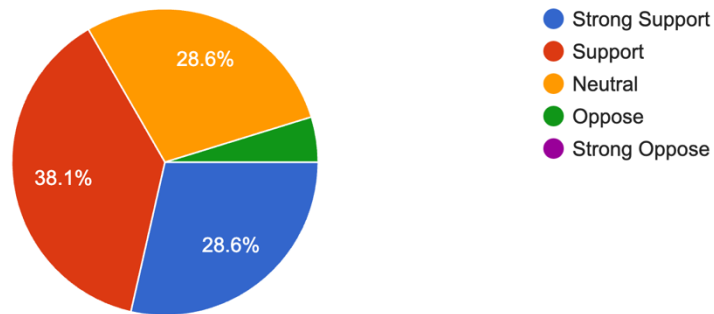


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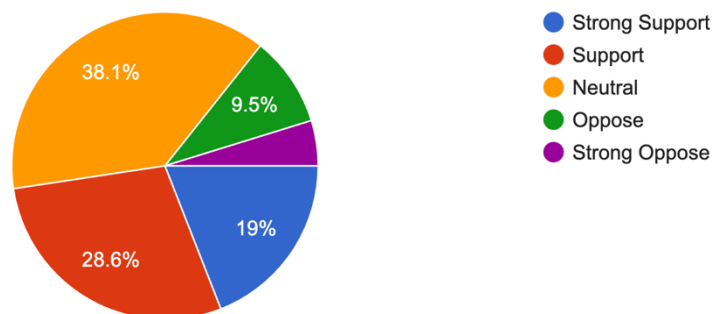
Chunk the tasks of the TPA into different, cost effective tasks, and allow programs of beginning teachers to embed these into their experience baseline and sequence focusing on appropriate timing.

21 responses



Strengthen program standards to include more accountability for programs regarding TPA preparation. Also, consider a way to have cycles of peer observation of their teaching -during 1st part of induction.

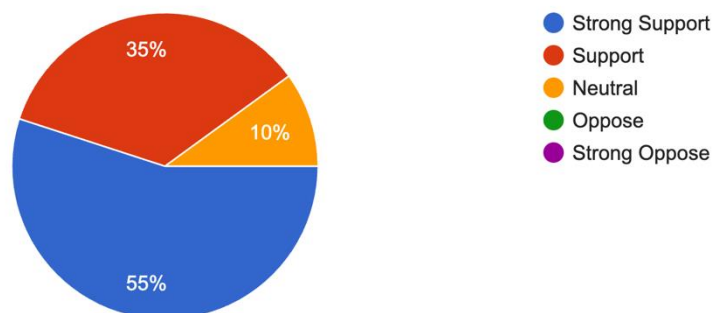
21 responses



B. Faculty Implementation

Performance assessment models include an element of local scoring.

20 responses

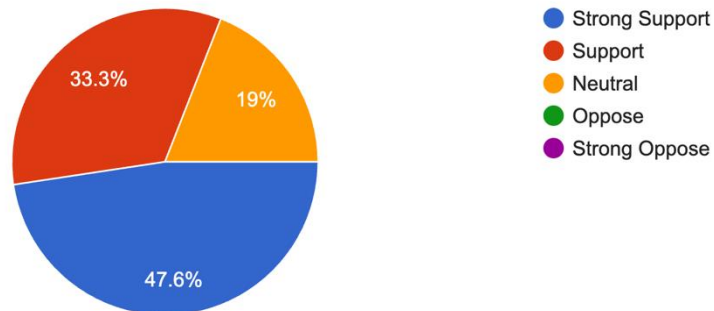


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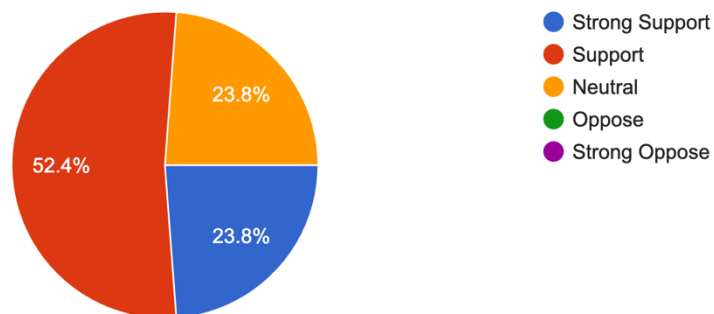
Require programs to engage in local scoring

21 responses



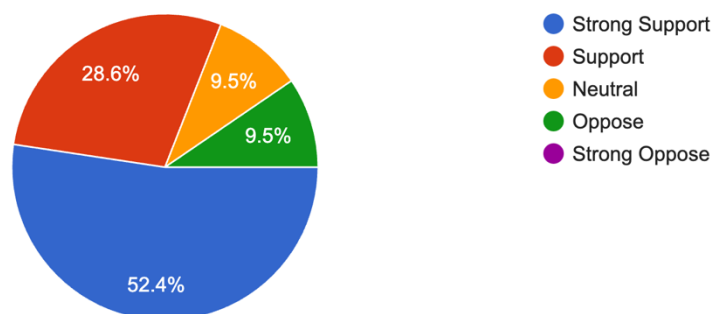
For MS/SS Program Standard 5: Include language that assignments be incorporated into coursework and/or clinical practice that would serve as first drafts for TPA tasks.

21 responses



TPA submissions are guided by professors teaching the coursework. Professors should read submissions and help candidates improve their work...date being left alone to struggle without support.

21 responses

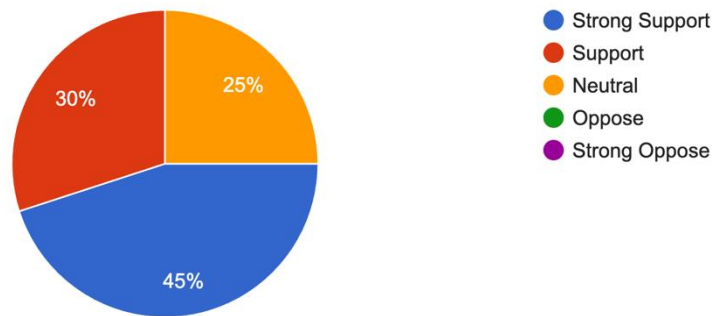


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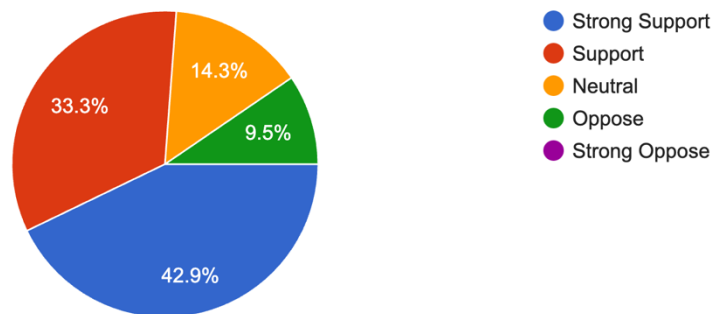
Explore ways to make the TPA more adaptable to programs to increase local ownership.

20 responses



Professors teaching the coursework should guide candidates in completing the TPA. They should also be scoring the TPA, providing genuine feedback necessary within the existing coursework timeframe.

21 responses

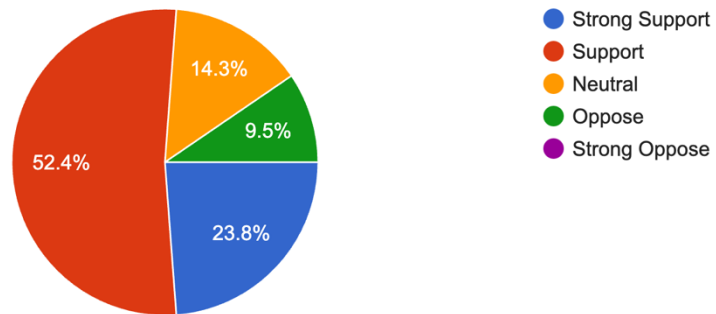


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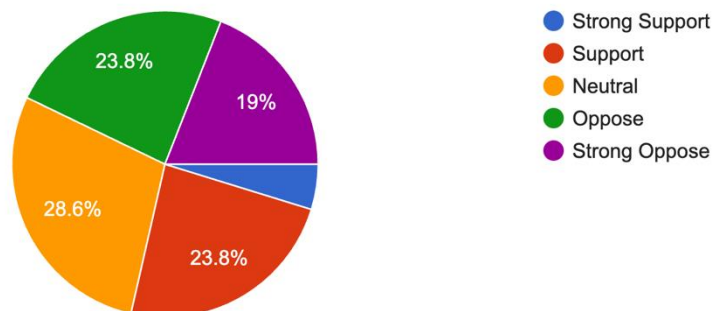
More flexibility in the assessment, e.g., a part of the assessment that can be shaped by the program for their needs (something akin to the early days o...erence to rubric scoring across contexts/programs.

21 responses



Eliminate videos and have supervising faculty review the lessons included in the TPA.

21 responses



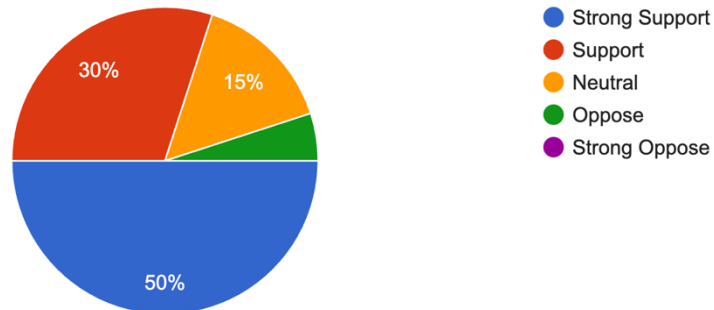
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C. TPA Flexibility to Improve Embedding

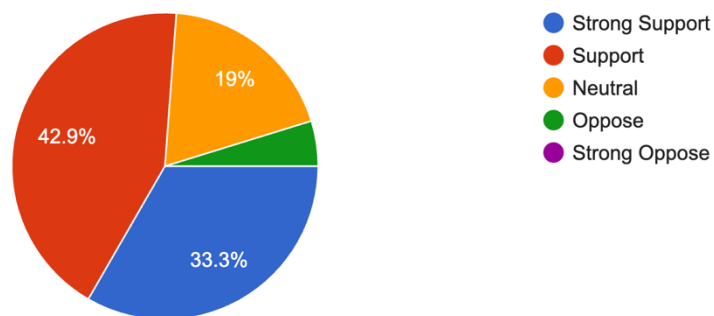
Allow candidates to use multiple modalities, such as recording audio or video commentary, in the completion of their TPA.

20 responses



Redesign TPA components to allow for generalized approaches that reflect multiple programmatic strengths and instructional methodologies. For example, rubrics to ensure comparability across programs.

21 responses

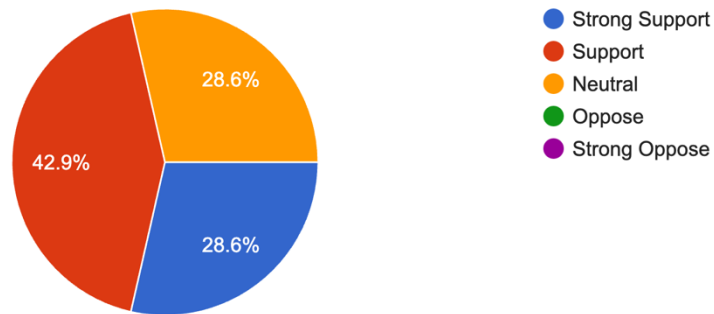


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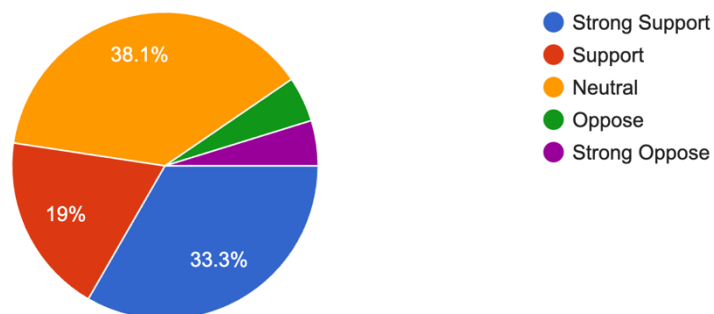
Expand the flexibility of the video recording requirement by allowing candidates to compile evidence over multiple days or settings and extending the allo... they remain authentic to the realities of teaching.

21 responses



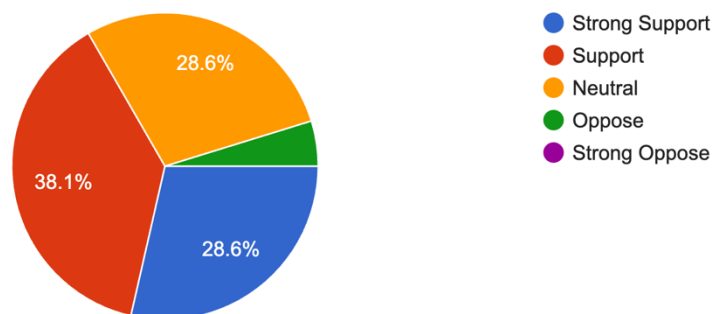
Reduce high stakes by integrating TPA tasks into coursework that is scored using the rubrics by the faculty teaching the coursework. Scores will be us...prompt feedback that is more than a rubric number.

21 responses



Given the wide range of preparation programs, school sites and teacher candidate needs, it is essential to have flexibility and choice of TPA and within the TPA.

21 responses

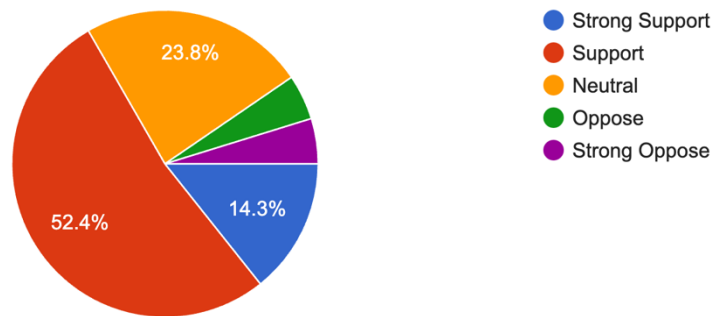


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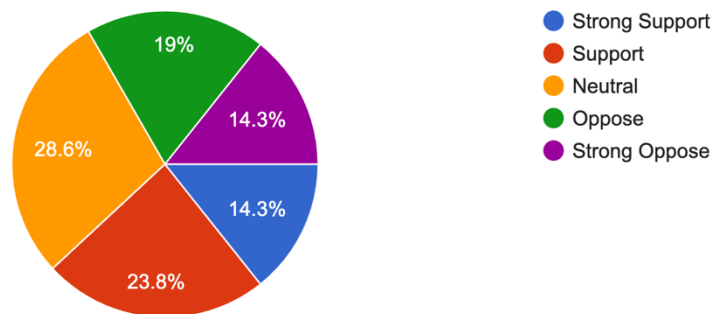
Maintain the standardized nature of TPAs while embedding flexibility in assessment criteria. For example, rubrics could allow for varied evidence t...s goes with previously submitted recommendation).

21 responses



Eliminate the TPA videos and allow the supervising professors to observe the lesson used for the TPA. This allows the assessment to be embedded within the fieldwork experience.

21 responses



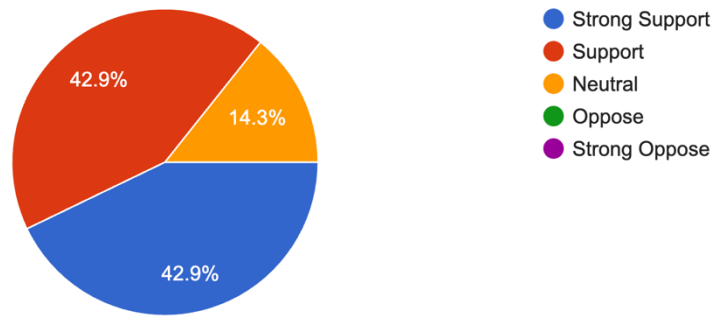
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D. System Alignment and Collaboration

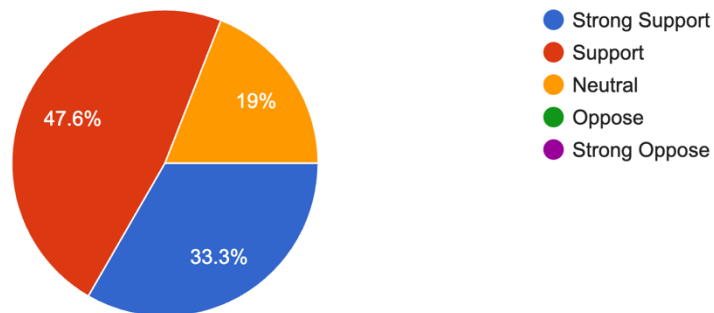
Convene collaborative meetings with high-quality teacher preparation programs that excel in serving diverse populations and embedding culturally responsive practices to ensure alignment and reduces duplicative or misaligned tasks.

21 responses



Implement regular feedback loops with candidates, evaluators, and programs to identify areas where TPA tasks cause unnecessary duplication or misalignment for more seamless integration into clinical work.

21 responses

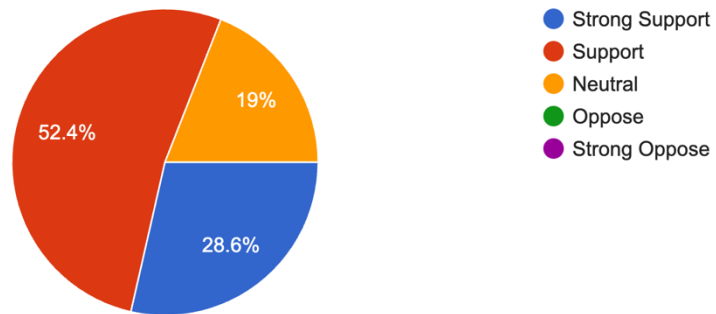


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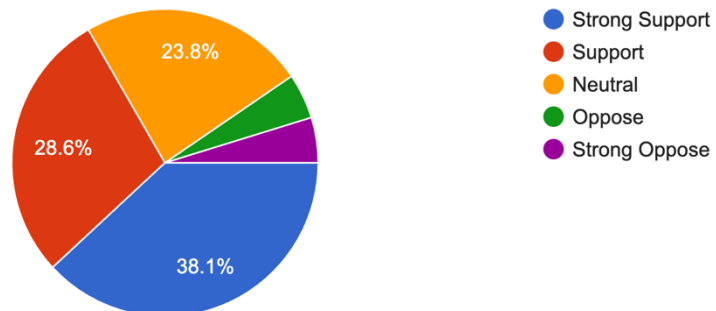
Work on the communication process throughout the system to establish clarity on what is meant by, "Duplicative work."

21 responses



A TPA that is validated by the State of California is an important and valid measure of a Teacher Candidates readiness to receive a preliminary credential.

21 responses



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In order for the TPA to be embedded in programs, there should not be a for profit company involved in any part of the process.

21 responses

