

Workgroup to Review the Design and Implementation of Teaching Performance Assessments Minutes of the November 5-6, 2024 Meeting

Workgroup Members Attending

Devin Beasley
Patricia Camarillo
Cathy Creasia
Vanessa Escobar
Ursula Estrada-Reveles
Tory Harvey
Linda Hoang
Jason Morgan
Joshua Nothom
Benjamin Odell
Mandy Redfern
Kathleen Rowley
Rebecca Sackett (11/6 only)
Tine Sloan
Shayna Sullivan
Juliet Wahleithner
Matt Wallace
Beverly Young (11/5 only)

Workgroup Members Absent

Alisa Brown
Thalia Diazcatano
Brent Duckor
Colin Haysman
Alicia Herrera

Tuesday, November 5, 2024

Co-Chair Ursula Estrada-Reveles convened the November 5-6, 2024 Workgroup to Review the Design and Implementation of Teaching Performance Assessments (RDI-TPA) meeting at 1:05 p.m. Roll call was taken and the Pledge of Allegiance was recited.

1A: Approval of the October 2024 RDI-TPA Workgroup Meeting Minutes

Workgroup member Benjamin Odell moved to approve the October 2024 RDI-TPA Workgroup meeting minutes. Workgroup member Vanessa Escobar seconded the motion. The motion carried without dissent.

2A: Day 1 General Session

Danette Brown, Commissioner, and Adam Ebrahim, Senior Director of Policy and Continuous Improvement, welcomed workgroup members, shared updates, instructions, and reviewed norms for the RDI-TPA Workgroup.

3A: Background—Data Discussion

Workgroup members reviewed and discussed additional data related to Focus Area 1: Modifications needed for current teaching performance assessments.

Heather Peske, National Council on Teacher Quality, submitted a written letter which raised the importance of ensuring the effectiveness of new teachers to address educational equity and shared some considerations and recommendations regarding the teaching performance assessments based on their review of research and lessons learned from other states. The letter further stated that a well-designed TPA should be clear in purpose, scored through a process that rigorously vets reliability and validity, reviewed for bias, and able to provide data that can drive improvement in preparation and can hone future iterations of the test.

Teresa Luttrell, submitted a written comment which raised concerns regarding the lack of support for candidates to complete the RICA and TPA.

4A: Discuss/Prioritize Focus Area 1 Recommendations

Workgroup members discussed and prioritized the initial recommendations for Focus Area 1: Modifications needed for current teaching performance assessments.

Kelly Vaughn, Notre Dame de Namur University, submitted a written comment which shared her reflection on the theme of formative assessment and authentic feedback.

5A: Focus Area 2 Resource Review

Workgroup members discussed and reviewed key resources related to Focus Area 2: Embedding performance assessments into coursework and clinical practice to avoid duplicative work.

Brian Lim, California State University, Sacramento, shared information about integrating the edTPA into their multiple subject program coursework.

6A: Closing Remarks

Mary Vixie Sandy, Executive Director, and Adam Ebrahim, Senior Director of Policy and Continuous Improvement, provided closing remarks for the RDI-TPA Workgroup.

Recess

Co-Chair Mandy Redfern recessed day one of the RDI-TPA workgroup meeting at 4:59 pm.

Friday, November 6, 2024

Reconvene and Roll Call

Co-Chair Mandy Redfern reconvened the RDI-TPA workgroup meeting at 8:35 a.m. and roll call was taken.

1B: Day 2 General Session

Danette Brown, Commissioner, Mary Vixie Sandy, Executive Director and Adam Ebrahim, Senior Director of Policy and Continuous Improvement, welcomed everyone to day 2 of the RDI-TPA Workgroup meeting and reviewed norms for the RDI-TPA Workgroup.

2B: Focus Area 2 Case Studies

Workgroup members heard from multiple educator preparation programs about their approaches to embedding Teaching Performance Assessments in coursework and clinical practice.

Juliet Wahleithner, Monica Billen, Kristina Rios, and Nadia Hoover, California State University, Fresno, shared their approaches of embedding the FAST in their coursework and clinical practice.

Tory Harvey, University of California, shared information about embedding the edTPA in their coursework and fieldwork.

Patricia Heydet Kirsch, Susanne James, Ronald Nordgren, Louise Framer, JoEllen Shea, National University, shared information about embedding the CalTPA in their coursework and clinical practice.

Allan Hallis and Andrea Mazo, Riverside County Office of Education, shared information about embedding the CalTPA cycles in the Riverside County Office of Education Specialist and Pre K-3 Intern Programs.

The following individuals submitted a written comment or spoke on this item:

1. Mara Harvey, Natomas Teachers' Association
2. Miska Pearson, California Teachers Association
3. Clara Amador-Lankster, National University/California Association for Bilingual Teacher Education
4. Mary Reeves, Simi Valley Unified School District
5. Amanda Jane Mutrux, A.M. Winn Public Waldorf TK-8 School
6. Shea Johnson, Simi Valley Unified School District
7. Lane Melcic, Fremont Unified School District,
8. Cynthia Roman
9. Gabriela Hopkins

3B: Recommendation Ideas for Focus Area 2

This item was tabled to the next meeting.

4B: Closing Remarks

Danette Brown, Commissioner, Mary Vixie Sandy, Executive Director, and Adam Ebrahim, Senior Director of Policy and Continuous Improvement, provided closing remarks for the RDI-TPA workgroup to conclude the two-day meeting.

Adjournment

Co-Chair Mandy Redfern adjourned the RDI-TPA workgroup meeting at 12:58 pm.