

RDI-TPA Workgroup: Focus Area 1 Initial Recommendation Development

RDI-TPA Workgroup Charge

RDI-TPA Workgroup 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, and contribute to program improvement through the accreditation system.

RDI-TPA Focus Areas

Focus Area 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. [44320.4(c)(1)]

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

Focus Area 3: 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. [44320.4(c)(4)]

Focus Area 4: Recommendations for how programs can engage in local scoring of the assessment to inform program improvement. [44320.4(c)(5)]

Focus Area 5: Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion. [44320.4(c)(3)]

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

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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.

Workshop Instructions: Initial Recommendations

This document will help you refine focus area recommendations in your group. The goal is to produce a set of clear and coherent recommendations that individually and collectively address a focus area and the workgroup charge and ensure they are ready for initial feedback from the Commission. Each recommendation should include a clear rationale and theory of action.

Please assign the following roles:

- Facilitator: Ensures norms are being followed and keeps the action moving.
- Timekeeper: Ensures effective use of time.
- Recorder: Ensures consolidated recommendations are captured accurately and sent to WG staff.

Format: Please use the following frames for each recommendation:

The RDI-TPA Workgroups recommends that **[insert description of action]**.

This recommendation is necessary because **[rationale/reference to evidence]**. Implementation of this recommendation is intended to address this by **[theory of action—connect action with intended outcome]**.

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FOCUS AREA 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. [44320.4(c)(1)]

A. Cost and Financial Accessibility

Consolidated Recommendation

Recommendation 1: The RDI-TPA Workgroup recommends that the state of CA create a specific loan/grant program to fund the candidate TPA fees based on need. If the candidate qualifies and serves as a teacher in CA for a certain number of years, the award becomes a grant. If the student does not teach in CA for the identified period, the award will be treated as a loan and must be repaid. This recommendation is necessary because the assessment fee can be a burden and a barrier for credential candidates. Implementation of this recommendation is intended to address this barrier by covering the immediate cost while preliminary credential candidates are students and incentivizing remaining in the profession.

Recommendation 2: The RDI-TPA Workgroup recommends that a defined time period be created between TPA submission and before TPA scoring begins, to review candidate submissions, identify those that have scoring issues, and allow students to resubmit without incurring additional costs.

This recommendation is necessary because currently too many submissions are returned with condition codes that may be easily corrected and don't reflect the candidate's skill or ability to demonstrate mastery of the TPEs. Implementation of this recommendation is intended to address this by reducing the number of non-scorable submissions and reducing excessive costs to credential candidates.

Recommendation 3: The RDI-TPA Workgroup recommends that the CTC examine the current credential program standard implementation practices of the TPA, IDP, and ILP and the original guidelines for such implementation and identify where original guidelines need to be enforced, revised, and/or additional guidelines created to reflect current needs. This recommendation is necessary because solutions to issues currently identified may be due, in part, to flawed or inconsistent implementation. It will also address the candidates' experience of the TPA as a disconnected, high-stakes demand with little impact on their actual professional practice.

Implementation of this recommendation is intended to address this by ensuring

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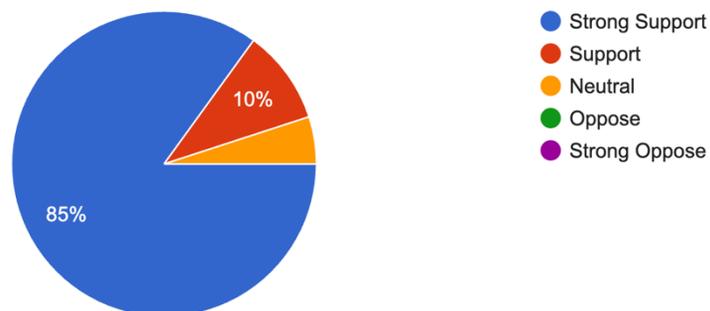
accountability and reassuring the public and the professional community that the TPA is a critical part of teachers' career-long learning progression.

- No feedback provided.

Score (2 to -2)	Scored Brainstorm Ideas
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.

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

20 responses

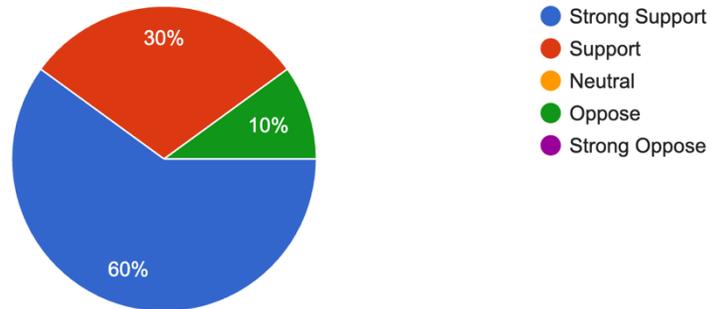


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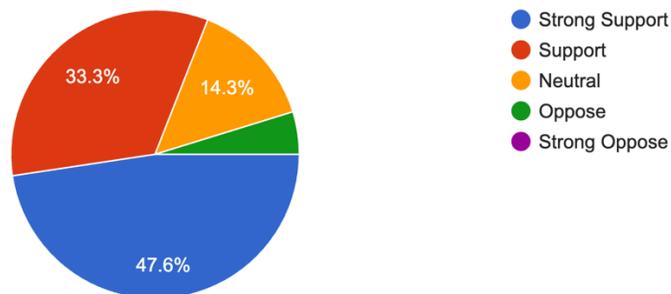
Eliminate any additional costs for candidates that need to retake the TPA for any reason.

20 responses



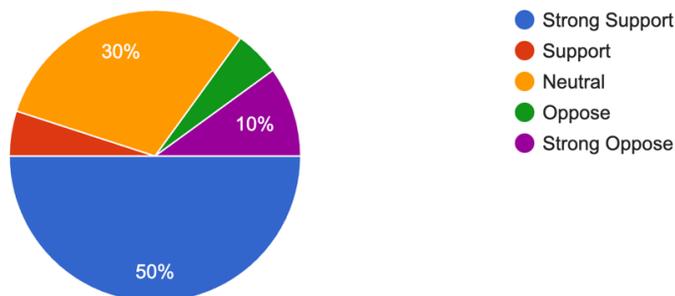
No candidate should have to pay more tuition to re-enroll in a program if they do not achieve the needed score. Programs should be responsible for pr... the hiring window for jobs within the profession.

21 responses



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

20 responses

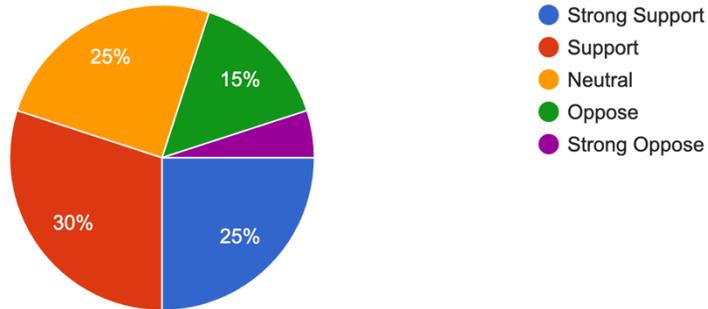


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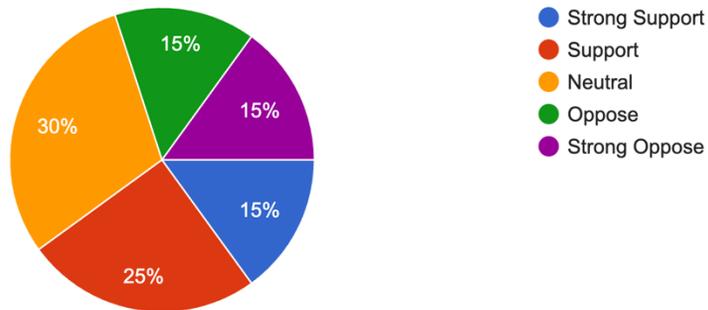
Automatically route candidate submissions that receive non-scorable conditions codes to the preparation program for local scoring.

20 responses



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

20 responses



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B. Equity and Accountability

Consolidated Recommendation

Recommendation 1: Equity and Culturally Responsive Practices (A,C,H,I)

The RDI-TPA Workgroups recommends that TPAs center culturally responsive/sustaining and equity-focused pedagogy by requiring candidates to:

- **Incorporate culturally sustaining practices** that are directly responsive to the backgrounds, identities, and cultures of their students in their learning contexts.
- **Design and deliver equitable learning opportunities** that address systemic/institutional barriers facing diverse student populations, including multilingual learners, students with exceptional/different abilities, and historically underserved groups.
- **Demonstrate asset-based pedagogical approaches** that value and build upon students' strengths, experiences, and community assets/knowledge as central to their teaching practices.
- **Disaggregate and analyze student data** (e.g., by race/ethnicity, language proficiency, and exceptional* needs) to inform instructional practice to provide a high-quality educational experience.

This recommendation is necessary because of the inequities that exist within our current system. **Implementation of this recommendation is intended to address** to explicitly address the inequity that we know exists in the data of our current system.

Recommendation 2: Accountability for Equity and Disproportionality (B, D)

The RDI-TPA Workgroup recommends holding preparation programs accountable for addressing disproportionate TPA success rates by requiring TPA providers to research and publish findings on inequities, particularly by race and ethnicity, in order to redesign the assessment and support programs in reducing these disparities. **This recommendation is necessary because** evidence shows that candidates from underrepresented groups face systemic barriers (and...) that contribute to lower success rates, which perpetuates inequities in the teaching profession. **Implementation of this recommendation is intended to address** these disparities by fostering transparency, providing actionable data to preparation programs, and promoting equitable outcomes for all candidates. **note: add TPA provider responsibility*

- *Feedback: Perhaps consider using data to drive improvements in both design and implementation as needed?*

Recommendation 3: Assessor Practices and Scoring (E, add group note, K)

The RDI-TPA Workgroup recommends retraining assessors to prioritize evaluating candidate knowledge (what they CAN do) over penalizing problematic errors and revise scoring practices to focus on what can be assessed without the use of condition codes. Additionally,

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assessors should receive training to deepen their knowledge of the specific competencies and contexts they are assessing, including areas like culturally responsive teaching and ethnic studies. **This recommendation is necessary because** rigid scoring practices, limited content knowledge, and condition codes often penalize candidates unfairly, diverting attention from core teaching competencies. **Implementation of this recommendation is intended to address this by** ensuring a fairer and more accurate evaluation of candidates, emphasizing substantive teaching skills over superficial compliance.

Recommendation 4: Candidate Support (G)

The RDI-TPA Workgroup recommends including a reflection question in the TPA to gather candidate feedback on the support they received in their prep programs. **This recommendation is necessary because** understanding candidates' perspectives can identify gaps in preparation and inform improvements in both teacher preparation programs and the TPA itself. **Implementation of this recommendation is intended to address** alignment issues by using candidate feedback as a means of accountability for preparation practices and ensure better support for future candidates.

Recommendation 5: Candidate Readiness (J, F, K)

The RDI-TPA Workgroup recommends positioning the TPA as one of multiple measures of candidate readiness, allowing candidates to demonstrate mastery through additional coursework or approved assessments or implementing UDL principles. **This recommendation is necessary because** relying solely on the TPA may not fully capture a candidate's readiness, especially when considering diverse preparation pathways, candidates with learning differences, and individual strengths. **Implementation of this recommendation is intended to address this by** providing a more comprehensive and equitable evaluation framework, ensuring candidates have multiple avenues to demonstrate their teaching competencies.

	Score (2 to -2)	Scored Brainstorm Ideas
A	1.75	Tests privilege a pedagogical approach that is asset-based and community/culturally responsive.
B	1.65	Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.
C	1.4	Include language that calls for all TPAs to explicitly address equity.
D	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.

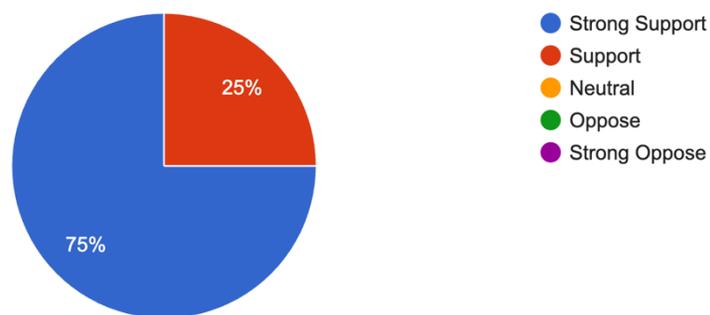
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E	1.3	Re-calibrate/retrain assessors to focus on candidate knowledge instead of problematic errors
F	1.2	TPA assessment is used as one of multiple measures to demonstrate a candidate's readiness.
G	1.15	Include a question in the actual TPA about the candidates' preparation received for the TPA.
H	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.
I	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.).
J	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.
K	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.

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

20 responses

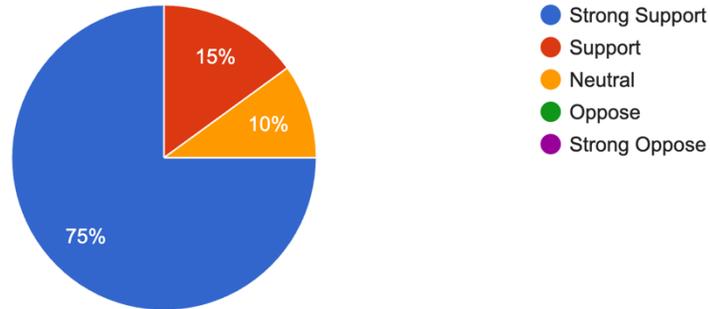


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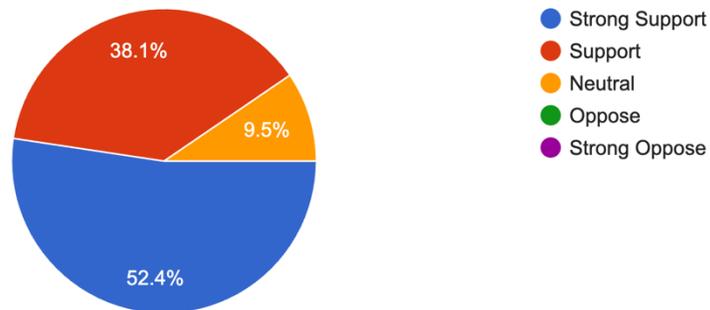
Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.

20 responses



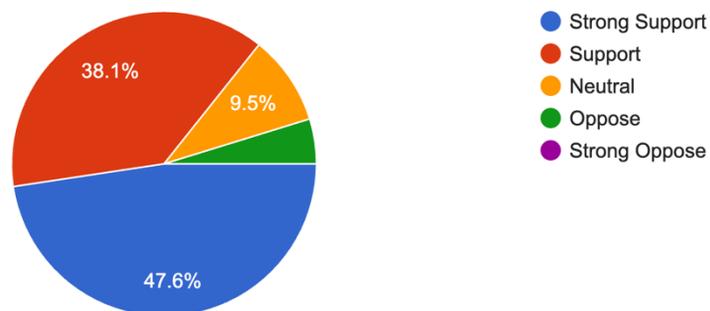
Include language that calls for all TPAs to explicitly address equity.

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.

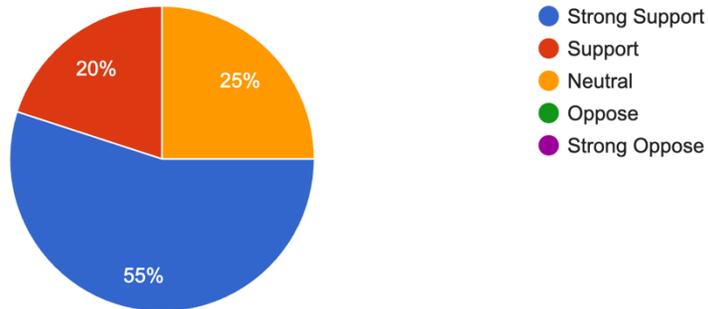
21 responses



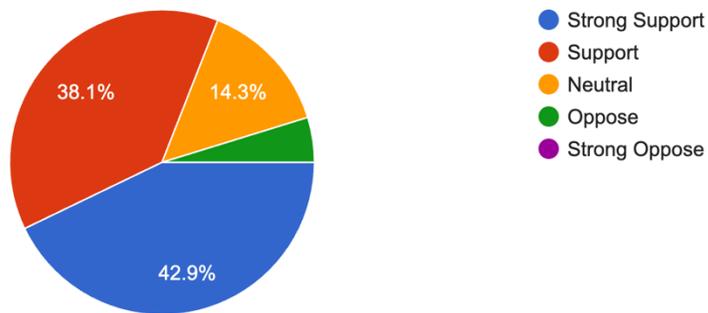
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Re-calibrate/retrain assessors to focus on candidate knowledge instead of problematic errors.
20 responses

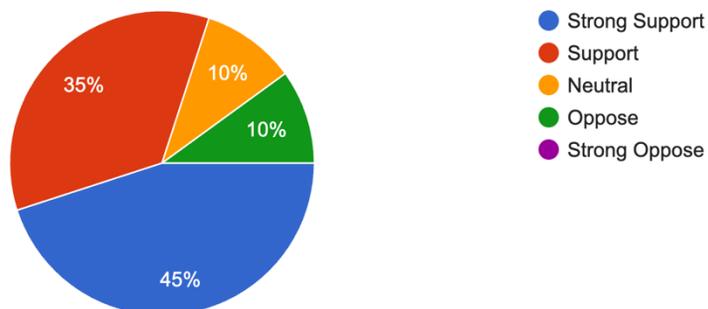


TPA assessment is used as one of multiple measures to demonstrate a candidate's readiness.
21 responses



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

20 responses

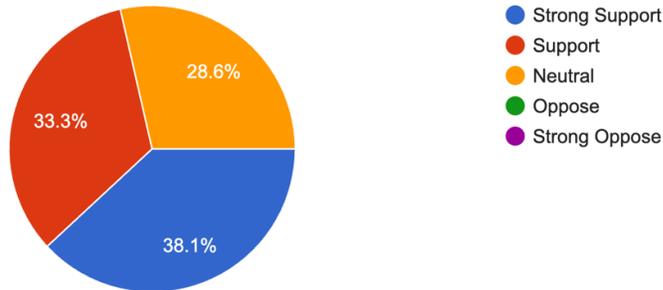


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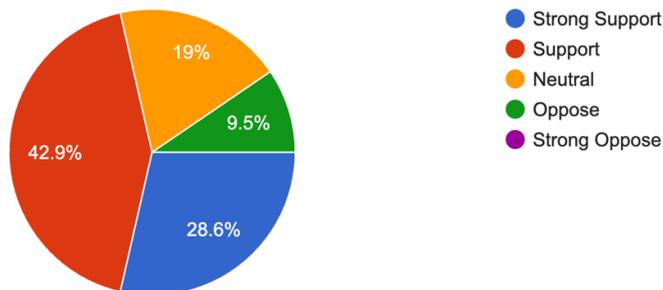
Revise PADS to state that TPAs must specifically require candidates to address how they are (a) incorporating elements of culturally sustaining pedagogical opportunities for the students in their learning contexts

21 responses



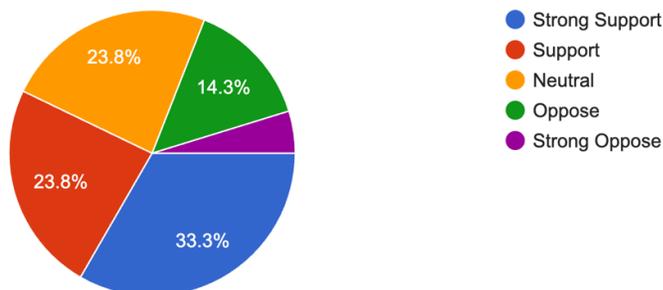
When candidates analyze data related to their instruction, require them to disaggregate the data based on the populations of students in their context...: race/ethnicity; multilingual; special needs, etc.)

21 responses



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

21 responses

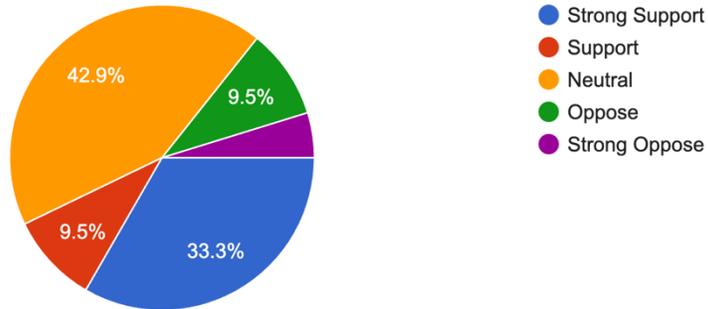


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Remove all condition codes. Provide a score of 0 for blank answers on that section of rubric, but score what is possible from the submission.

21 responses



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C. Formative Value

Consolidated Recommendation

Recommendation 1:

The RDI-TPA workgroup recommends that:

- The TPA provide substantive and differentiated feedback that includes clear and actionable next steps within two weeks of submission

This recommendation is necessary because:

- The current overall score and rubric scores do not provide candidates with enough information to determine what improvements are needed

Implementation of this recommendation is intended to address this by:

- Giving candidates specific feedback to guide their necessary growth for resubmission or the development of the Individualized Learning Plan to use in the Induction program

Recommendation 2:

The RDI-TPA workgroup recommends that:

- The TPAs allow candidates to use the feedback received to revise and resubmit individual sections that candidates failed as many times as necessary to achieve a passing score

This recommendation is necessary because:

- The profession needs strong teacher candidates who are competent and capable of supporting California's diverse student needs

Implementation of this recommendation is intended to address this by:

- Allowing the process to be more formative for candidates with an emphasis on continuous improvement

Recommendation 3:

The RDI-TPA workgroup recommends that:

- Programs provide ongoing feedback to candidates prior to submission to guide the candidate's preparation of the TPA

This recommendation is necessary because:

- Candidates need feedback throughout the process, not just after the TPA
- Programs need opportunities to see firsthand where candidates are in their development in order to provide clear guidance towards improvement

Implementation of this recommendation is intended to address this by:

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- Allowing programs to provide support throughout the development of the candidates
- Ensuring programs are responsible for guiding candidates in their improvement

Recommendation 4:

The RDI-TPA workgroup recommends that:

- Programs score their candidates' TPAs

This recommendation is necessary because:

- Programs are tasked with the responsibility of ensuring candidates are able to implement the TPEs

Implementation of this recommendation is intended to address this by:

- Involving the programs and their teacher education faculty in the scoring process in order for them to be aware of where candidates are in their development so they are able to effectively support candidates

Recommendation 5:

The RDI-TPA workgroup recommends that:

- Candidates be able to submit their initial TPA or TPA resubmission when completed

This recommendation is necessary because:

- Current submission dates restrict candidates who need to resubmit by delaying their ability to seek employment, having access to faculty for support, and often requires candidates to incur additional tuition costs

Implementation of this recommendation is intended to address this by:

- Allowing candidates to be able to resubmit sections that they failed during the preparation program

Score (2 to -2)	Scored Brainstorm Ideas
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.

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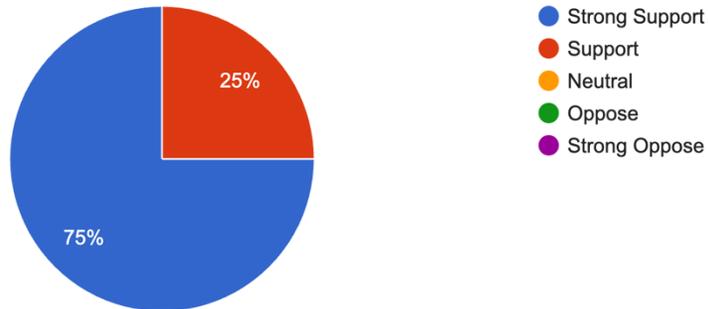
1.35	Require TPAs be iterative tools that provide multiple rounds of asset-based feedback for candidates at all levels with identified growth opportunities.
1.35	Review the online platforms currently in use and identify opportunities to improve accessibility and usability.
1.15	Include more formative 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).
.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.

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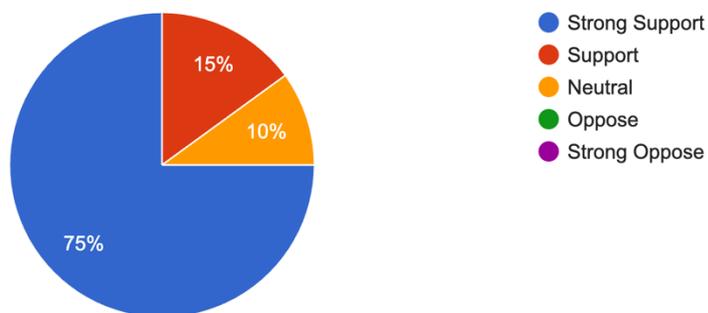
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20 responses



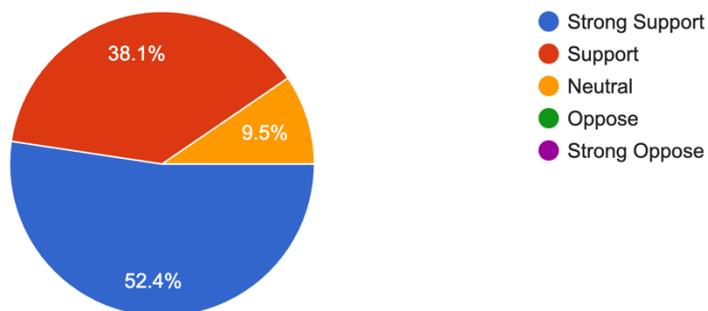
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Include language that calls for all TPAs to explicitly address equity.

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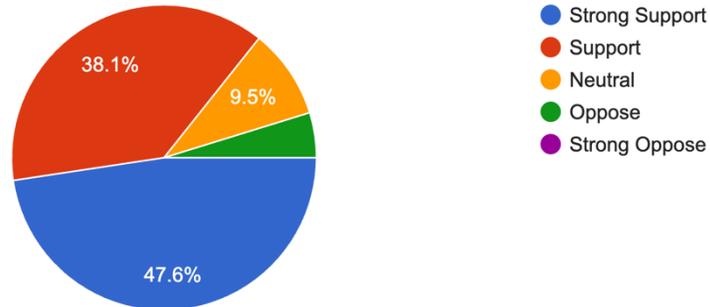


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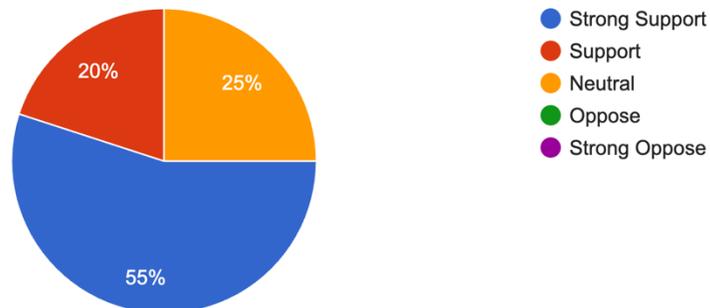
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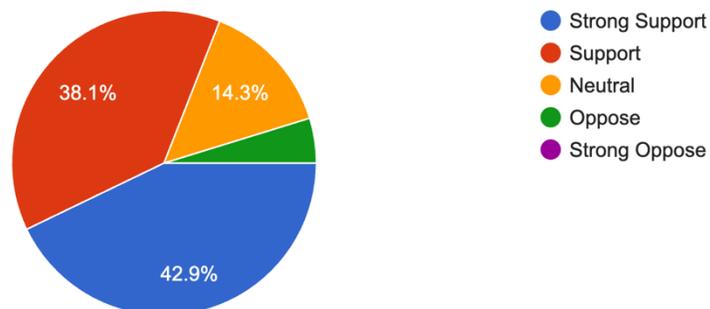
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20 responses



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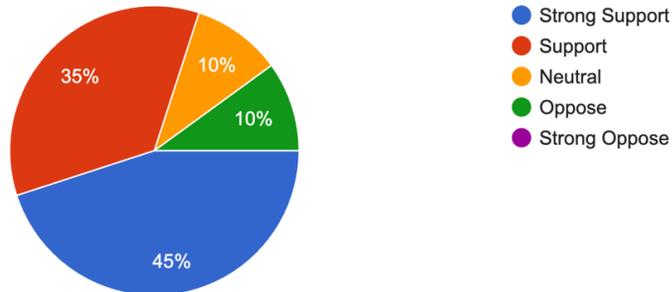


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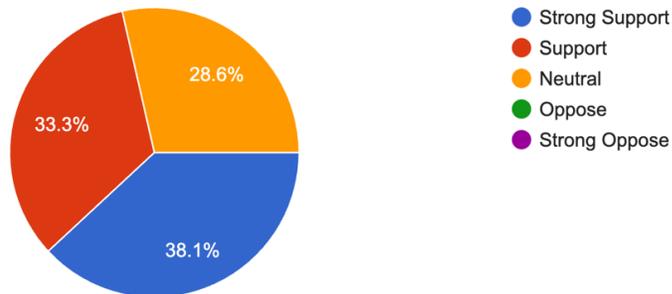
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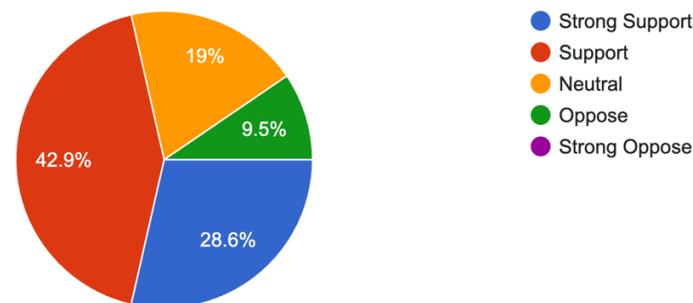
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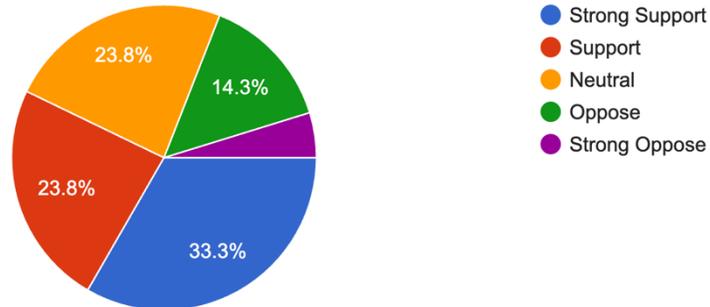


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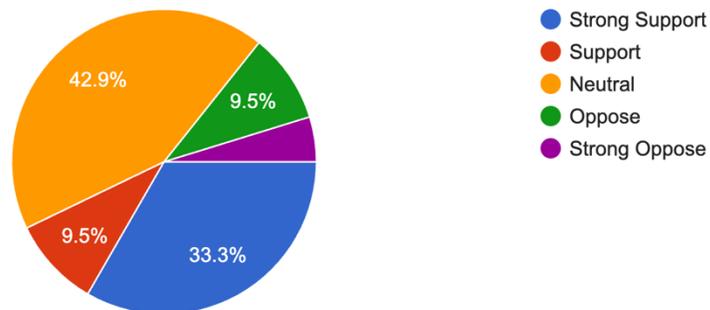
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21 responses



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RDI-TPA Workgroup: Focus Area 1 Initial Recommendation Development

D. Integrated Educator Preparation Continuum

Consolidated Recommendation

Recommendation 1:

The RDI-TPA workgroup recommends that the CTC develop a continuum of practice from preservice through in-service. (TPEs through CSTPs) This continuum would connect the TPAs and the ILP to the skills and behaviors that lead to successful student learning and to a successful teacher career.

This recommendation is necessary because at this time a continuum does not exist which causes a breakdown in understanding the full spectrum of a teacher’s development. This continuum would ensure that TPA tasks align with the expectations at the end of their preparation programs, as well as with the expectations of their induction programs.

This recommendation is intended to address this ensuring that the TPA rubrics are aligned more closely with the continuum it would be easier for candidates and mentors to develop growth plans within preservice and in-service.

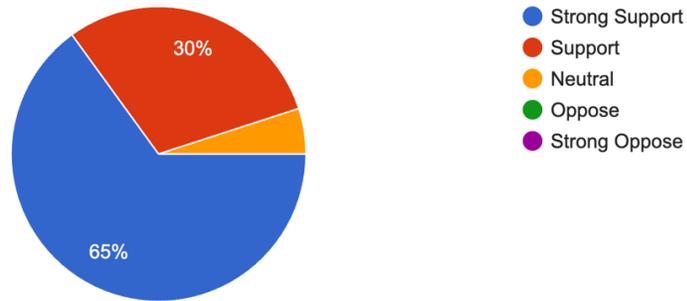
Score	Scored Brainstorm Ideas
1.6	Build an aligned continuum that connects the TPA, the ILP, and the induction plan to the skills and behaviors that lead to successful teaching careers.
1.5	Use the TPA to strengthen the preparation continuum, bridging preservice through career-long learning.
1.35	If 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.

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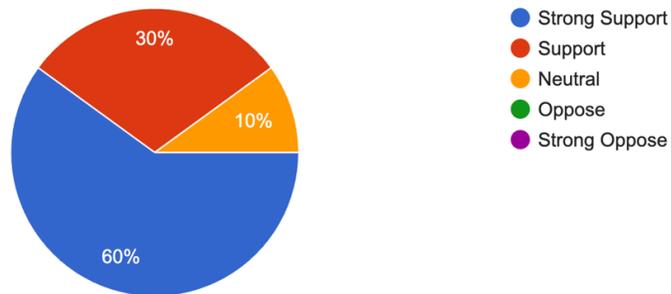
Build an aligned continuum that connects the TPA, the ILP, and the induction plan to support the skills and behaviors that lead to successful teaching careers.

20 responses



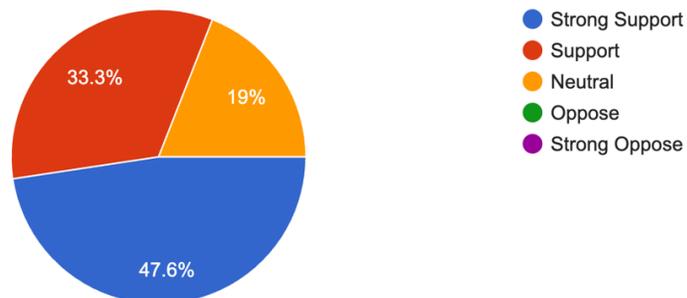
Use the TPA to strengthen the preparation continuum, bridging preservice through career-long learning.

20 responses



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21 responses

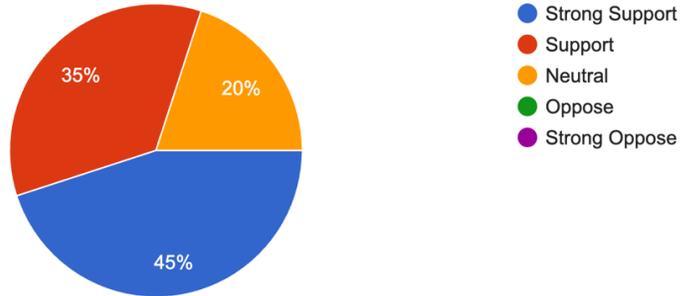


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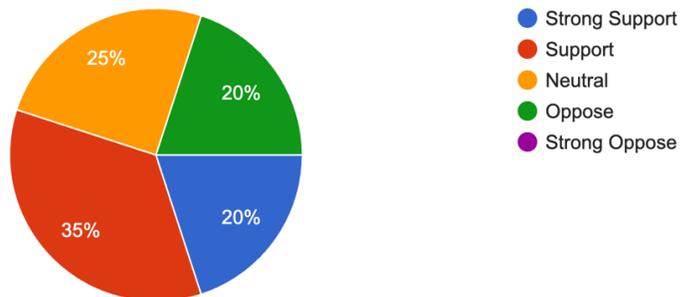
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20 responses



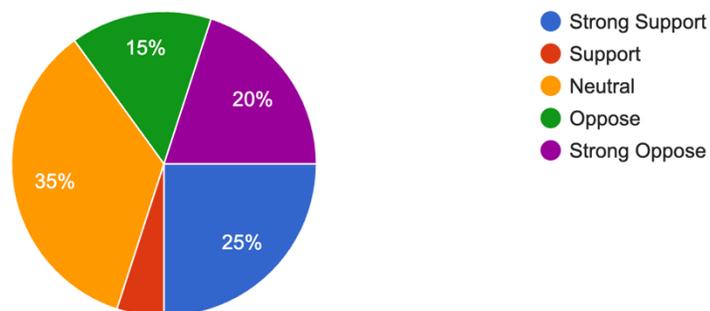
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20 responses



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

20 responses



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