

RDI-TPA Workgroup: Focus Area 2 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

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

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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]**.

The working recommendations in this document are in the process of development. Initial recommendations will be presented to the Commission in February 2025.

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FOCUS AREA 2 RECOMMENDATIONS

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

Consolidated Recommendation(s)

Focus Area 2: Scaffolding and Sequencing Tasks

Recommendation #1:

The RDI-TPA Workgroups recommends that the workload required by the TPA be reduced for candidates by implementing length restrictions on written responses, eliminating duplicative activities or overlapping tasks, and all TPA artifacts and activities are contextualized in real world teaching contexts.

This recommendation is necessary because the current expectations of the TPA are overwhelming to candidates, high stakes, duplicative, and summative in nature. Reducing the workload allows the assessment to become more authentic as it is contextualized in real world teaching contexts.

Recommendation #2:

The RDI-TPA Workgroups recommends that the TPA allow for multiple modalities for submission components.

This recommendation is necessary because the expected writing components can be overwhelming for candidates and cause a barrier that creates inequity and racial bias as well as unnecessary stress.

Implementation of this recommendation is intended to address the multiple types of learners that exist among teacher candidates. Multiple modalities will address many of the current condition codes and barriers that prohibit candidates from completing the TPA. This allows for accessibility.

Recommendation #3:

The RDI-TPA Workgroups recommends that the TPA be broken into three segments, with TPEs specified, that are contained within existing coursework and reflected in the program standards. Coursework that is assigned and evaluated by faculty should be used for the TPA submission. The intent of this recommendation is not to expand coursework or programs, but to revise learning outcomes in the coursework to align with the TPEs and TPA.

This recommendation is necessary because current TPA practices cause overwhelming stress for teacher candidates and are duplicative in nature due to the inability to submit coursework.

Implementation of this recommendation is intended to reduce the overall stress experienced by the candidate, provide for more opportunity for prompt feedback and continuous

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improvement, develop authentic and meaningful growth opportunities for candidates, and eliminate the duplicity of experiences.

[Staff Feedback: Perhaps consider leaving the number of segment more flexible?]

| Score | Brainstorm Scoring |
|-------|--|
| 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. |

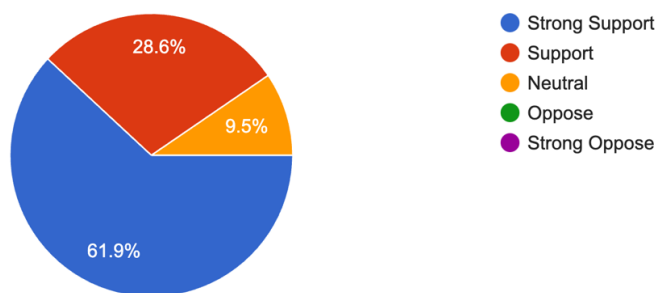
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| | |
|------|--|
| 0.95 | Chunk the tasks of the TPA into different, cost-effective tasks, and allow programs of beginning teachers to embed these into their experience based on a scope and sequence focusing on appropriate timing. |
| .5 | Strengthen program standards to include more accountability for programs regarding TPA preparation. 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. |

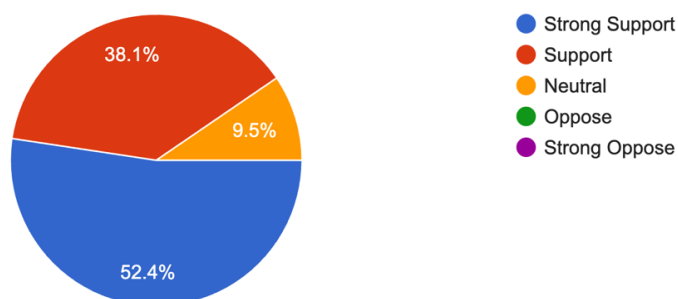
Limit the scope of tasks that result in overly long or unrealistic submissions, such as multi-page lesson plans, highly detailed theoretical reflectio...e overlapping tasks to reduce unnecessary workload.

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

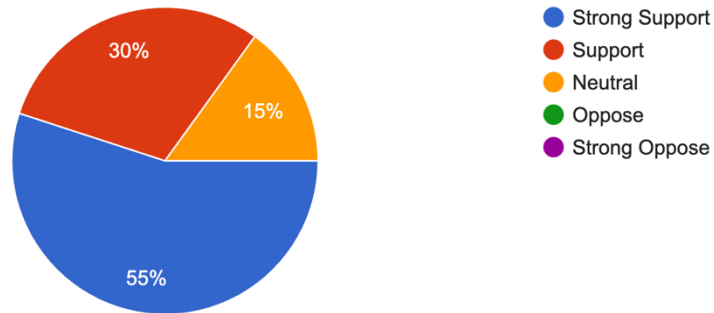


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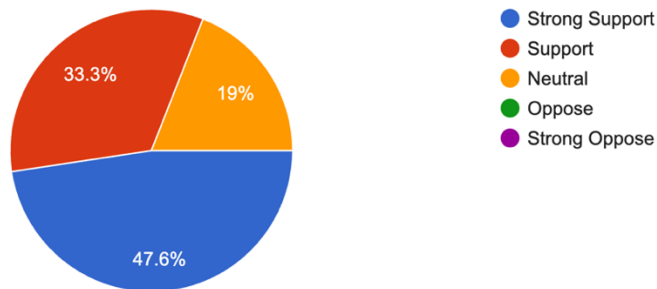
Break the TPA into smaller pieces to allow for additional opportunities for feedback and improvement.

20 responses



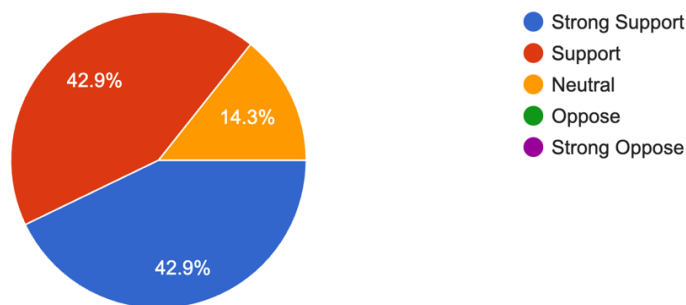
TPA is broken into smaller steps/tasks so that the entire process does not become a barrier to progressing towards completion and feedback is more frequent and prompt.

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

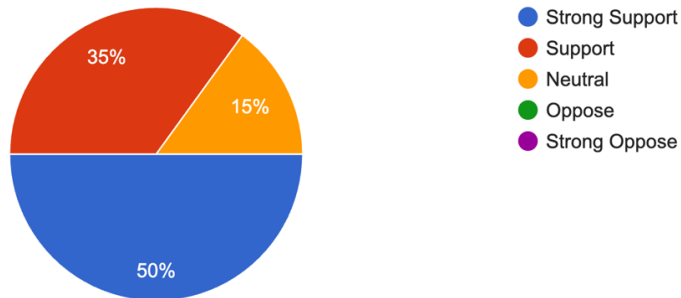


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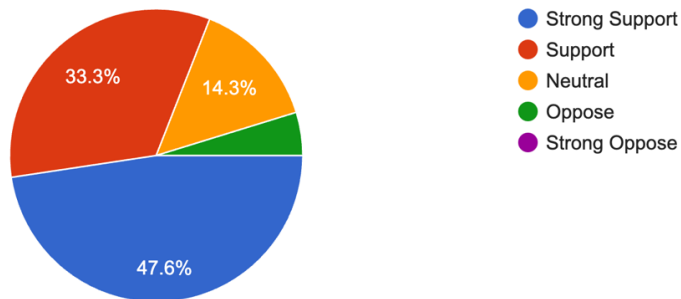
Review and revise Performance Assessment rubrics to ensure they are accessible to an early career teacher.

20 responses



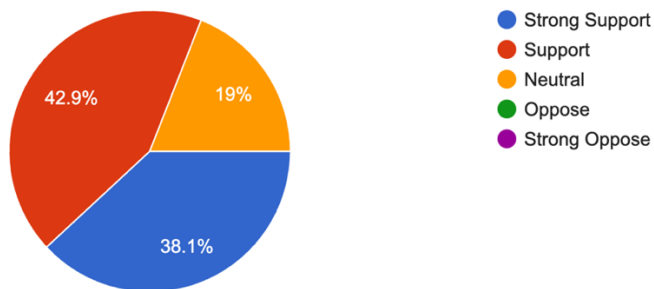
The TPA tasks should be broken into smaller chunks that can be completed during multiple courses so that it reduces the overwhelming feeling of stress.

21 responses



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

21 responses

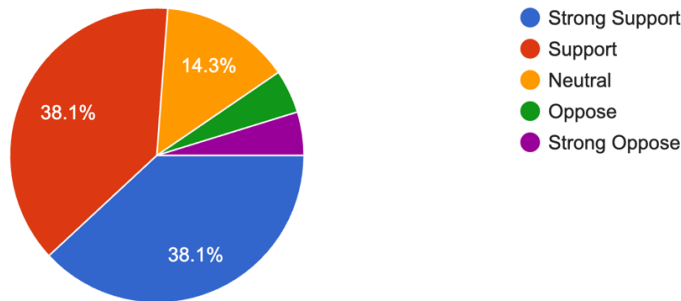


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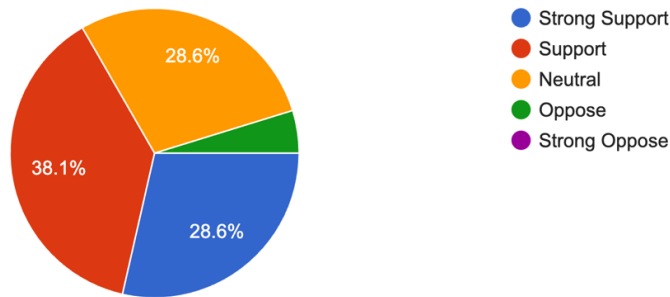
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21 responses



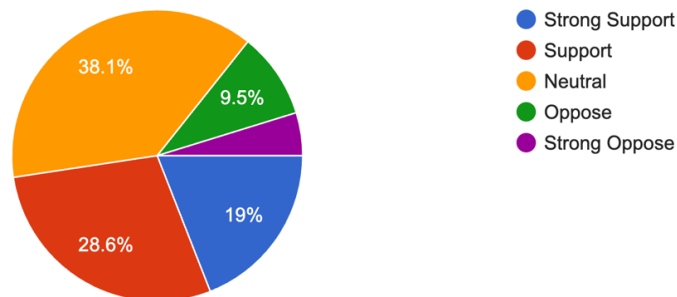
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21 responses



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21 responses



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B. Program Implementation

Consolidated Recommendation(s)

Recommendation 1:

The RDI-TPA workgroup recommends that:

- Programs score their own candidates' TPAs
- Work be done to identify barriers and necessary resources to enable programs to score their own candidates' TPAs
- Programs participate in ongoing CTC-sponsored statewide moderation (sampling), calibration, and cross-fertilization in "what works" in scoring and feedback

This recommendation is necessary because:

- Decontextualized/centralized scoring allows programs to not engage with the quality of their candidates' submissions
- Local scorers have better knowledge of the specific context in which the candidates are teaching

Implementation of this recommendation is intended to address this by:

- Requiring programs to engage in scoring their candidates' submissions as a way to learn more specifically about the programs' areas of strength and areas for growth

Recommendation 2:

The RDI-TPA workgroup recommends that:

- Programs use the data from the TPA to engage in programmatic continuous improvement, including curriculum review for alignment with TPA cycles and tasks

This recommendation is necessary because:

- TPAs provide data on what candidates have learned and are able to apply in their teaching to address equity and disproportionality in results
- Many programs may not be aligned with TPA tasks
- Many candidates express that coursework and TPA tasks seem duplicative

Implementation of this recommendation is intended to address this by:

- Requiring programs to directly engage with the data on their candidates' submissions

Recommendation 3:

The RDI-TPA workgroup recommends that:

- Programs be required to provide candidates scaffolded and sequenced feedback on their work throughout the process prior to submission, and current guidelines for acceptable support be examined and revised to ensure entire process be formative and educative

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This recommendation is necessary because:

- Candidates need formative feedback on the various components of the tasks in order to reflect on and develop their praxis prior to submission

Implementation of this recommendation is intended to address this by:

- Requiring programs to provide feedback to candidates throughout the process to guide their ongoing development and their preparation of their final submission

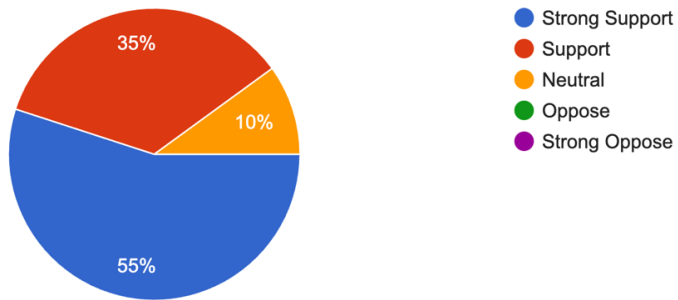
| Score | Brainstorm Scoring |
|-------|--|
| 1.45 | Performance assessment models include an element of local scoring. |
| 1.35 | Require programs to engage in local scoring. |
| 1.35 | Program Standard 1/5: The program includes a seminar to support candidates in their clinical practice and completion 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. |

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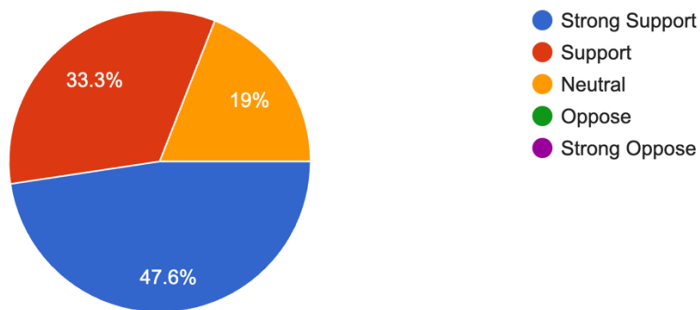
Performance assessment models include an element of local scoring.

20 responses



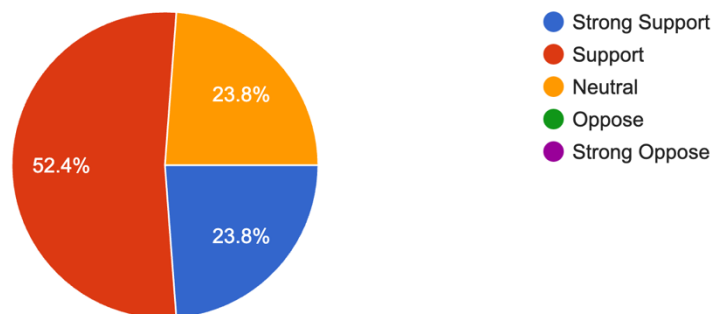
Require programs to engage in local scoring

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

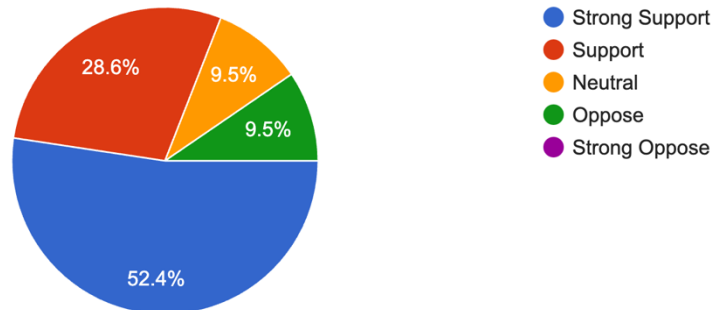


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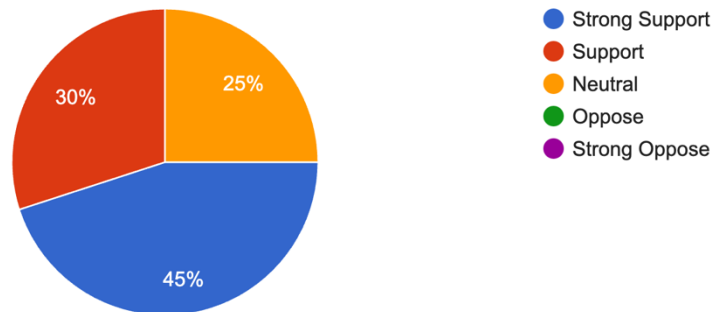
TPA submissions are guided by professors teaching the coursework. Professors should read submissions and help candidates improve their work...date being left alone to struggle without support.

21 responses



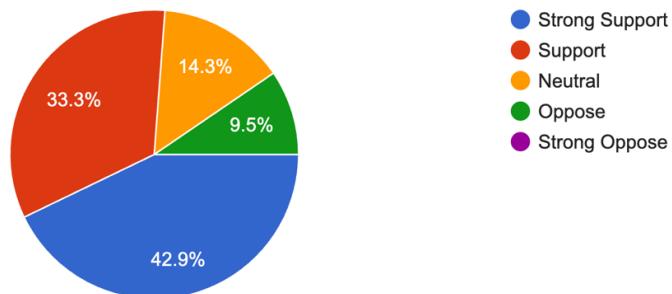
Explore ways to make the TPA more adaptable to programs to increase local ownership.

20 responses



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

21 responses

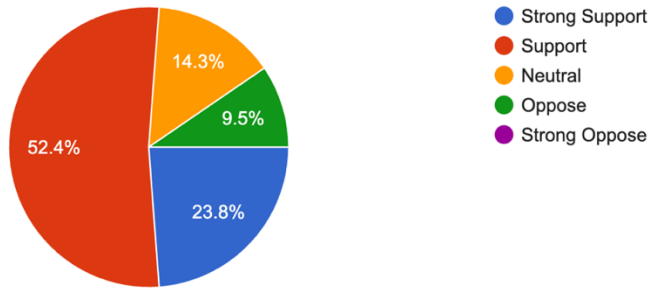


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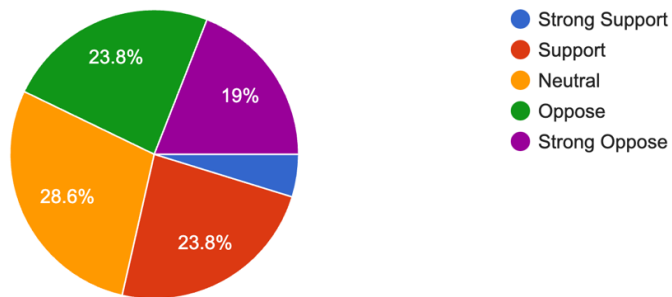
More flexibility in the assessment, e.g., a part of the assessment that can be shaped by the program for their needs (something akin to the early days o...erence to rubric scoring across contexts/programs.

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

Consolidated Recommendation(s)

Recommendation 1: The RDI-TPA workgroup recommends that the TPA is embedded in both fieldwork AND coursework. As part of embedding the TPA in fieldwork, candidates will receive and implement feedback on their teaching, and be assessed on their implementation of feedback. This recommendation is necessary to enable programs to prepare candidates to address local and contextual factors and align with program methodologies.

Recommendation 2: The RDI-TPA workgroup recommends that candidates have opportunities to submit evidence for the TPA using multiple modalities (audio, visual, written) and collect multiple points of evidence for their teaching across multiple settings. This recommendation is necessary to make the assessment more accessible and equitable for all candidates teaching across multiple settings.

Recommendation 3: The RDI-TPA workgroup recommends that a portion of the TPA be locally scored and that the TPA model sponsors provide resources to train and support institutions to score a portion of the assessment. ("Portion of the assessment" could be interpreted to indicate one task of the TPA or percentage of candidate submissions.) In accreditation, programs will demonstrate how they are using data from local scoring to inform continuous improvement for the institution. This recommendation is necessary to ensure that programs study their program's impact on candidate practice.

Implementation of this recommendation is intended to

- 1) Ensure that programs embed the assessment in ways that are formative for candidates and are responsive to local and institutional contexts.
- 2) Provide candidates with multiple equitable opportunities to demonstrate the breadth of their teaching.
- 3) Ensure that programs understand candidate practice and use data from that practice for continuous program improvement

| Score | Brainstorm Scoring |
|-------|---|
| 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 |

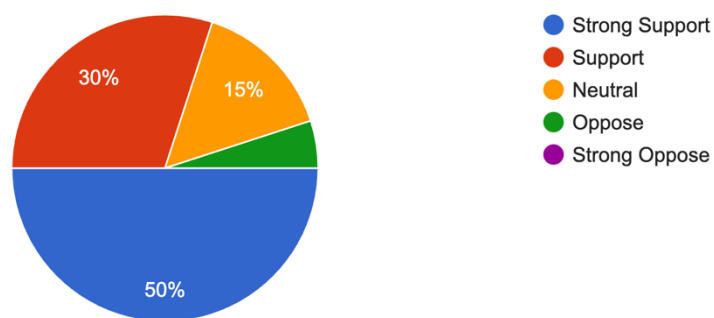
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| | |
|------|---|
| | competencies while maintaining alignment with standardized rubrics to ensure comparability across programs. |
| 1.05 | Expand the flexibility of the video recording requirement by allowing candidates to compile evidence over 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. |

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

20 responses

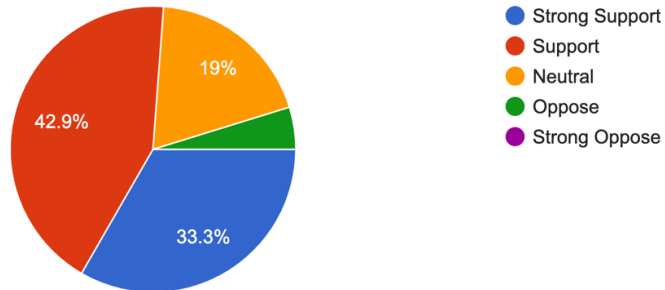


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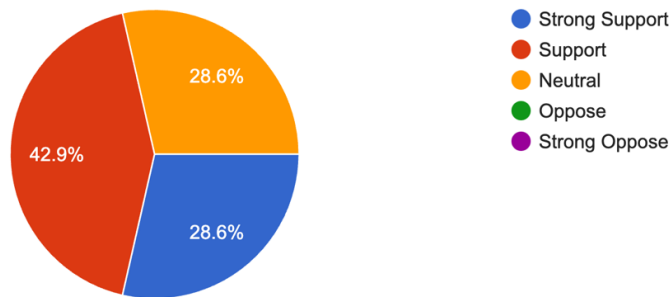
Redesign TPA components to allow for generalized approaches that reflect multiple programmatic strengths and instructional methodologies. For example, use multiple rubrics to ensure comparability across programs.

21 responses



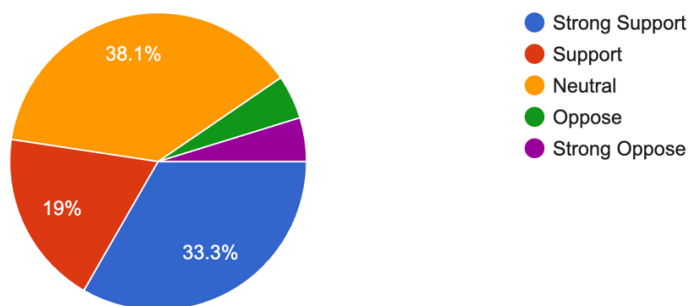
Expand the flexibility of the video recording requirement by allowing candidates to compile evidence over multiple days or settings and extending the allowed time to ensure they remain authentic to the realities of teaching.

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 used to provide prompt feedback that is more than a rubric number.

21 responses

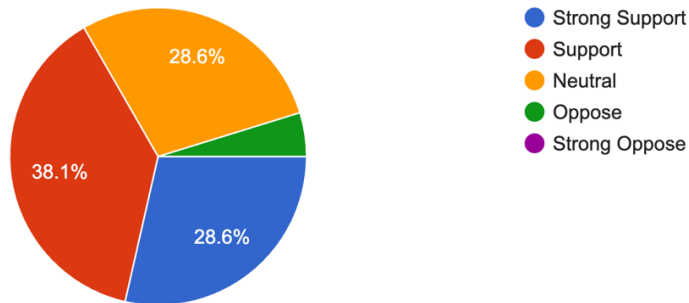


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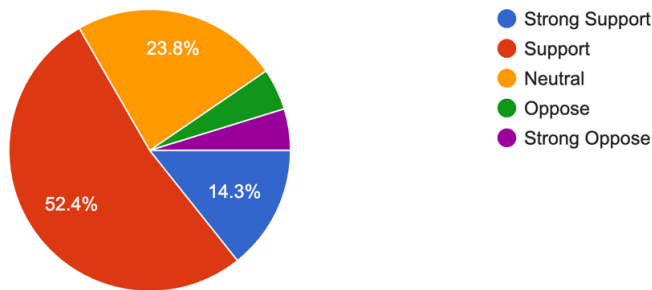
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21 responses



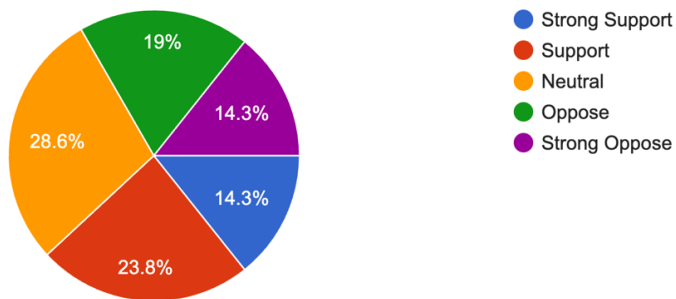
Maintain the standardized nature of TPAs while embedding flexibility in assessment criteria. For example, rubrics could allow for varied evidence t...s goes with previously submitted recommendation).

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

Consolidated Recommendation(s)

Recommendation 1: Diverse Collaborative Convenings

The RDI-TPA Workgroup recommends that the CTC convene regular statewide gatherings of the entire preparation community (e.g., TPP faculty, assessment designers, LEA administrators, mentor teachers, candidates, scorers, etc.) to engage in multi-directional feedback and collaborative learning that informs both teacher preparation programs and the assessment itself.

This recommendation is necessary because the current practice of involving limited stakeholders in meetings and a unidirectional focus on implementation lacks sufficient stakeholder perspectives and scope of improvement. Diverse collaboration is essential for fostering continuous improvement in both program practices and assessment design, ensuring alignment with real-world teaching and equity-focused practices.

Implementation of this recommendation is intended to address this by creating structured opportunities for stakeholders to:

- Review current practices and identify gaps in alignment between the TPA and preparation programs.
- Analyze recent assessment results, including both quantitative and qualitative data.
- Calibrate performance expectations in scoring to ensure consistency and fairness across evaluators.
- Share effective practices and collaboratively develop strategies to improve both the TPA and its integration into teacher preparation programs.
- Facilitate meaningful contributions from all community members, ensuring diverse perspectives are incorporated into continuous improvement efforts.

Recommendation 2: Collaborative examination of candidate data for Articulation

The RDI-TPA Workgroup recommends strengthening the requirement that TPPs and site-based administrators and teachers collaboratively engage in TPA data review and analysis for the candidates they work with.

This recommendation is necessary to foster mutual responsibility for candidate development and success, ensuring that both preparation programs and school-based practitioners are aligned in supporting candidates effectively.

Implementation of this recommendation is intended to address the disconnect that currently exists between IHE/LEA/COE programs and school-based practitioners by creating authentic opportunities to collaboratively review TPA data, inform practices in teacher preparation programs, and enhance the effectiveness of classrooms where candidates are teaching.

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Recommendation 3: Scorer training “lite” for all teacher educators

The RDI-TPA Workgroups recommend that there is a scoring training process required for all educators involved in the preparation of new teachers. This training is not as extensive as a scorers’ training, but it engages educators with the process of examining evidence vis-à-vis the TPA rubrics. Ideally, it occurs during the first year the educator is part of candidate preparation.

This recommendation is necessary because this will improve educators’ understanding of evidence of practice, in order to support their candidates’ preparation, as well as candidates’ analysis of their practice. It will also facilitate the collaborative examination of candidate’s work recommended above.

Implementation of this recommendation is intended to address this by requiring CTC or assessment sponsors to conduct/support this training via gatherings, materials...

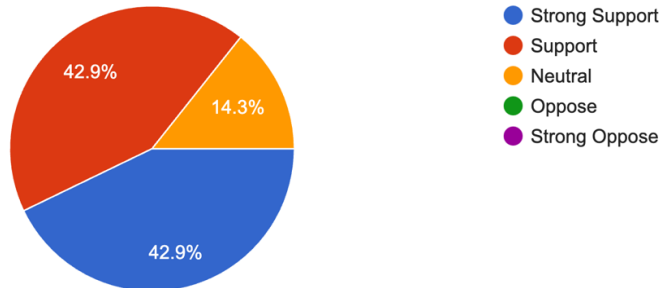
| Score | Brainstorm Scoring |
|-------|---|
| 1.35 | Convene collaborative meetings with high-quality teacher preparation programs that excel in serving diverse populations and embedding culturally responsive, modern practices. These convenings will ensure the TPA is aligned to the standards and competencies 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. |

The working recommendations in this document are in the process of development. Initial recommendations will be presented to the Commission in February 2025.

RDI-TPA Workgroup: Focus Area 2 Initial Recommendation Development

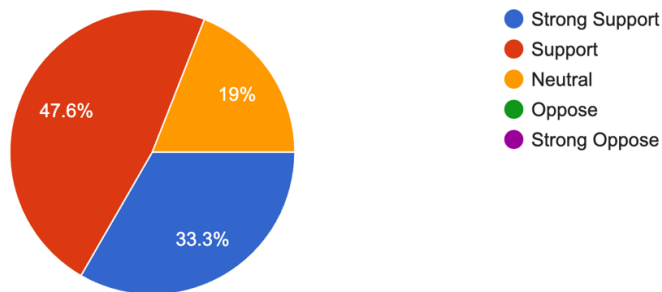
Convene collaborative meetings with high-quality teacher preparation programs that excel in serving diverse populations and embedding culturally responsive practices to improve the system and reduce duplicative or misaligned tasks.

21 responses



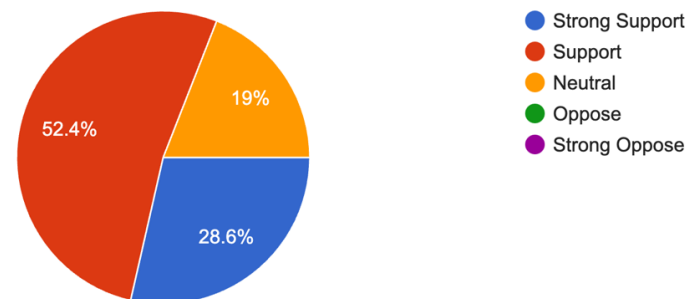
Implement regular feedback loops with candidates, evaluators, and programs to identify areas where TPA tasks cause unnecessary duplication or misalignment for more seamless integration into clinical work.

21 responses



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

21 responses

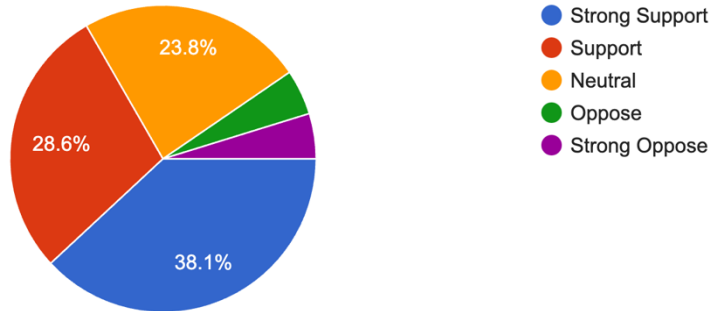


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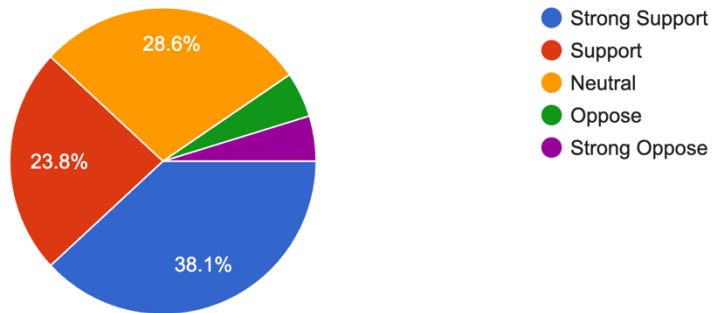
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21 responses



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



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