

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 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: Consolidated Recommendations

This document will help you develop consolidated focus area recommendations in your group. The goal is to reduce duplication and 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 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]**.

Note: Scoring reflects 22/24 RDI-TPA Workgroup Members support polls received by the deadline.

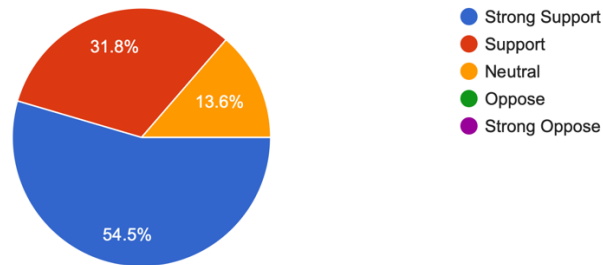
A. Program Continuous Improvement

Score	Brainstorm Ideas
1.41	Credentialing programs should specifically review disaggregated data concerning pass/no pass rates for the TPA in order to create improvement plans for embedded TPA support.
1.41	Revise Program Standard 5A (4) to include language requiring programs to engage in regular analysis of TPA data for purposes of program improvement.
1.32	Common standard 4 to include a requirement to address TPA data.
1.27	Tighten up the language in the accreditation standards to hold institutions accountable for providing support to all teacher candidates.
1.18	Accreditation decisions should include TPA pass rate data, condition code data, and data related to how programs support candidates.
1.05	Revise Common Standard 4 to stipulate the types of data programs must analyze (i.e TPA scores disaggregated by program pathways, candidate demographics, etc; scores on formative TPA assignments, etc.) and at what frequency (at least annually?)
0.95	Programs must engage course and clinical faculty in a light scorer training (developed by TPA sponsor) that will help them understand how evidence is scored via rubrics.
0.91	TPA results should be a part of the accreditation cycle, and cut scores of TPA might create pathways for next steps with CTC including when a program is fine, when a program needs to provide additional data, and when there is a red flag and there needs to be remediation with a program. Clear and concise score levels are communicated to programs and participants with this information in mind.
0.77	Consider making TPA data part of the ADS reporting system.
0.73	TPA sponsors must provide programs with an annual (quarterly? bi-annual?) list of condition codes which programs submit as part of their annual accreditation data. Programs with more than x% (5%, 3%, 10%?) of students receiving condition codes will receive stipulations in the accreditation process, and must demonstrate they have/will remediate the problem.
0.68	Programs with low pass rates (low TBD) for two years in a row would need to provide a report to explain why for each candidate who does not pass. When pass rates for the TPA do not match pass rates for assessments formative to the TPA, and/or does not match pass rates for other assessments the program uses to determine readiness to teach, the program must provide an analysis for why this is. Accreditation teams would use this as a data point to determine if program assessments are valid and rigorous enough to determine readiness to teach.

0.41	Add language to the accreditation standards about a minimal passing rate for TPAs.
0.18	Programs must submit reports for all candidates who do not pass (for each time they do not).

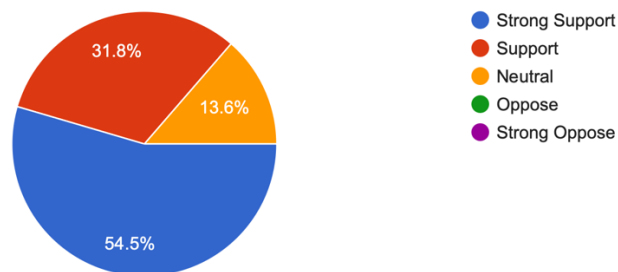
Credentialing programs should specifically review disaggregated data concerning pass/no pass rates for the TPA in order to create improvement plans for embedded TPA support.

22 responses



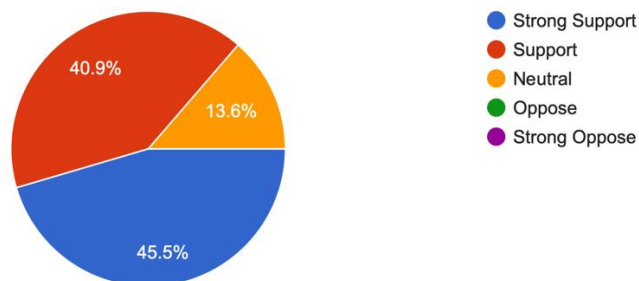
Revise Program Standard 5A (4) to include language requiring programs to engage in regular analysis of TPA data for purposes of program improvement.

22 responses



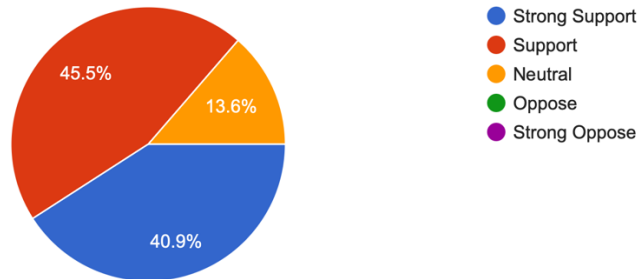
Common standard 4 to include a requirement to address TPA data.

22 responses



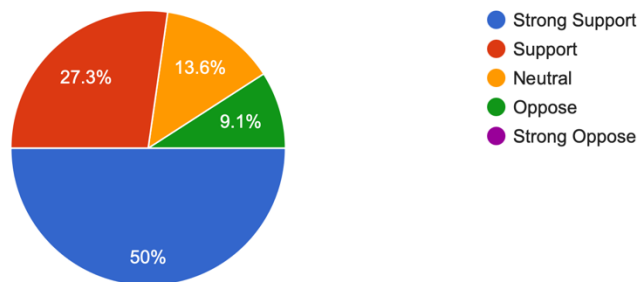
Tighten up the language in the accreditation standards to hold institutions accountable for providing support to all teacher candidates.

22 responses



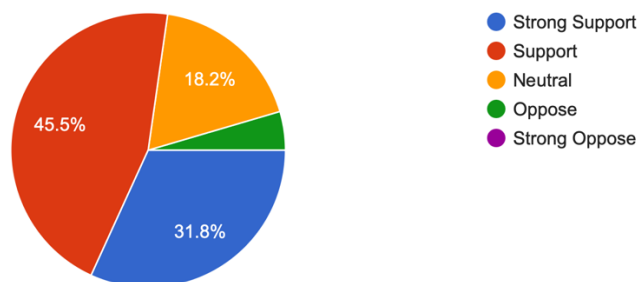
Accreditation decisions should include TPA pass rate data, condition code data, and data related to how programs support candidates.

22 responses



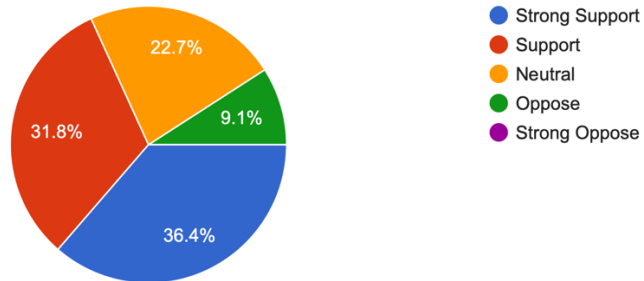
Revise Common Standard 4 to stipulate the types of data programs must analyze (i.e TPA scores disaggregated by program pathways, candidate demo... etc.) and at what frequency (at least annually?)

22 responses



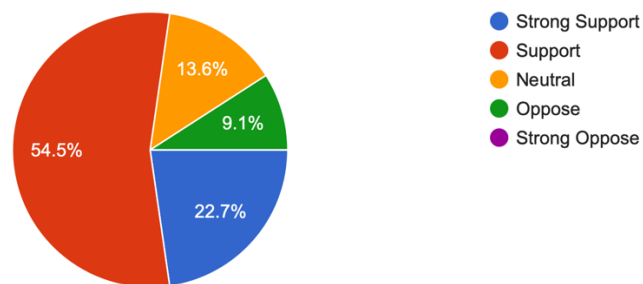
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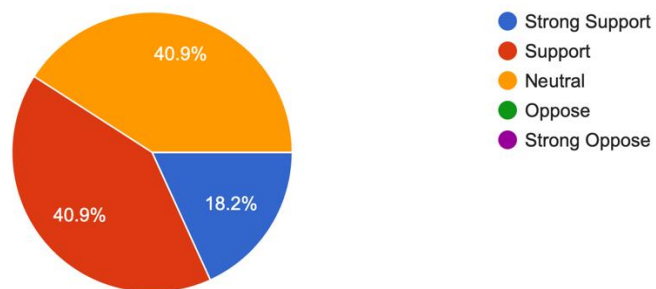
TPA results should be a part of the accreditation cycle, and cut scores of TPA might create pathways for next steps with CTC including when a ...ms and participants with this information in mind.

22 responses



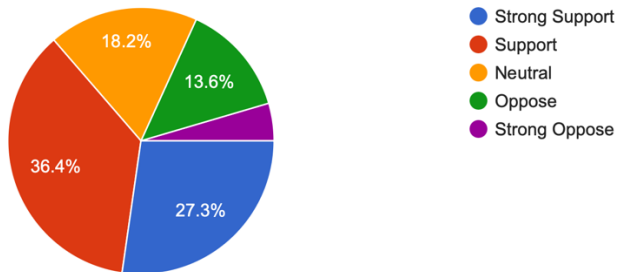
Consider making TPA data part of the ADS reporting system.

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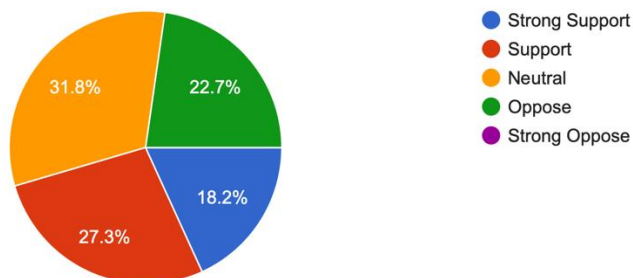
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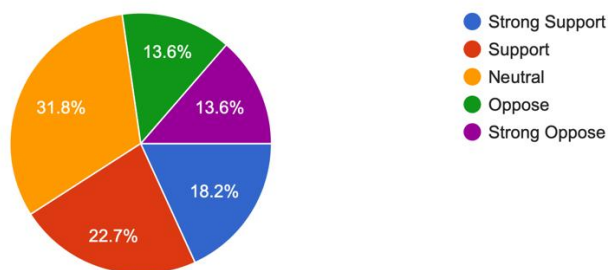
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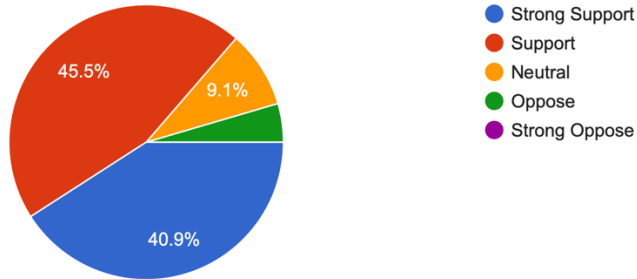


B. Improve Candidate Support

Score	Brainstorm Ideas
1.23	Revise PS 5 to include providing mentor teachers with information about TPA tasks, rubrics, and scoring and how they can support candidates through the process.
1.14	With respect to intern programs, perhaps a requirement that school districts provide X number of days off for interns to complete the TPA. It is common practice in many professions that employees have paid time off to study and take licensure exams.
1.05	Review program standard 5B under "acceptable but not required" forms of support to determine if some of those should be required supports.
1	The standards need more specificity with respect to the use of TPA as a formative tool. The standards should specifically link the feedback given to a candidate through coursework and clinical work to the TPA, as well as feedback on the TPA itself (prior to submission).
0.95	Program standards shall be rewritten to ensure students who are struggling receive the continued support from the program until the candidate is able to achieve a passing score. Programs should demonstrate in the accreditation process how they are supporting TPA candidates through completion.
0.95	Workgroup regarding Intern specific TPA candidate supports.
0.82	Programs are required to keep contact information for candidates who did not pass and demonstrate consistent efforts for remediation support to pass the TPA
0.73	More explicit language in the accreditation standard (program quality /relevance) regarding program support for candidates during TPA.
0.73	RE: embedding the TPA: Within program standards there is requirements that programs develop formative experiences to prepare for the TPA, but not language about embedding the process of completing the TPA. While I'm not sure of the appropriate language/specification for a new standard, the point would be to eliminate candidates completing and submitting the TPA on their own. Some programs have cohorts of candidates who are working towards the same submission date, and have a process of supports for that (e.g., a class, designated preparation time with peers, a faculty advisor).

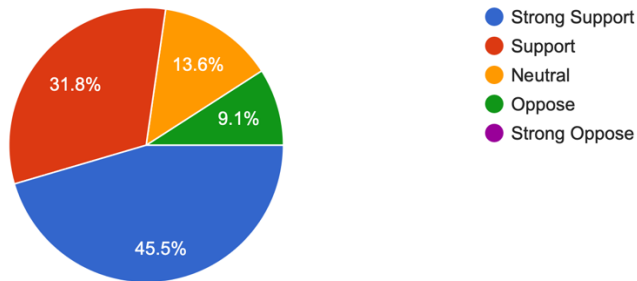
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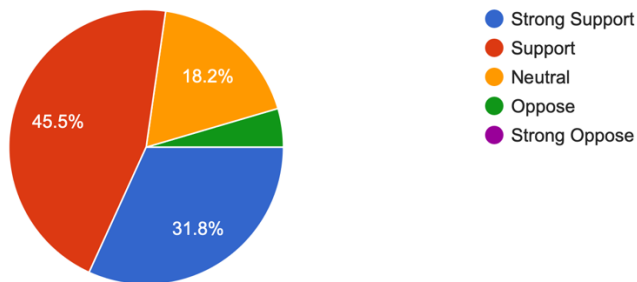
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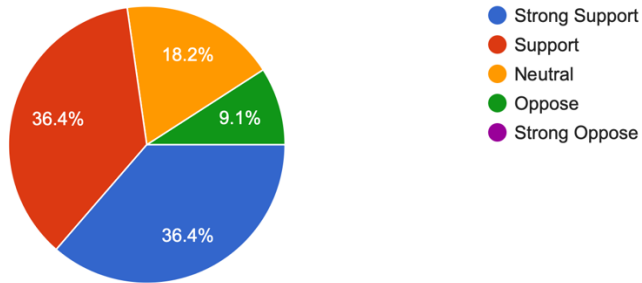
Review program standard 5B under "acceptable but not required" forms of support to determine if some of those should be required supports.

22 responses



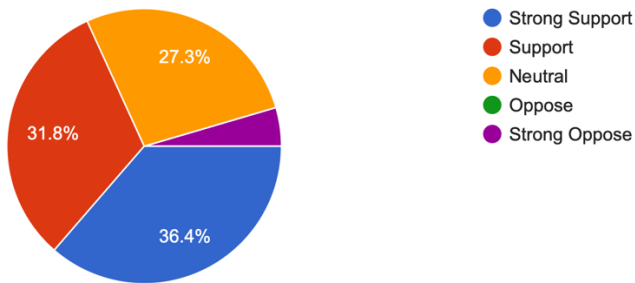
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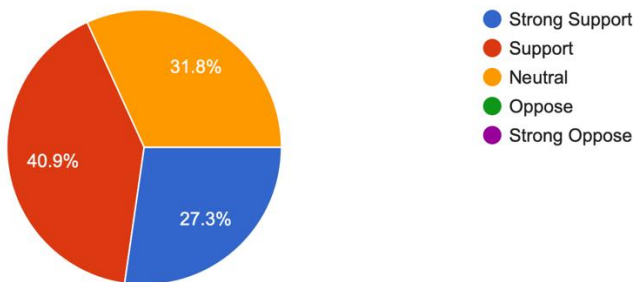
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22 responses



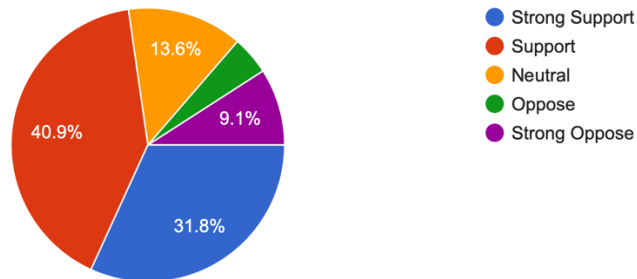
Workgroup regarding Intern specific TPA candidate supports.

22 responses



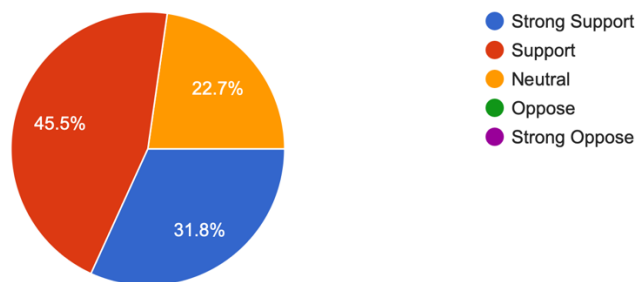
Programs are required to keep contact information for candidates who did not pass and demonstrate consistent efforts for remediation support to pass the TPA

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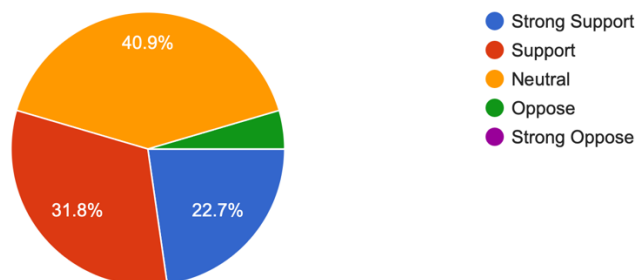
More explicit language in the accreditation standard (program quality /relevance) regarding program support for candidates during TPA.

22 responses



RE: embedding the TPA: Within program standards there is requirements that programs develop formative experiences to prepare for the TPA, but no...ed preparation time with peers, a faculty advisor).

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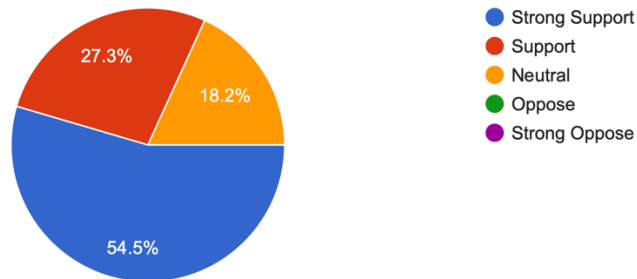


C. Improve Direction to Programs for Embedding

Score	Brainstorm Ideas
1.36	The degree to which preparation program's chosen TPA is supported and embedded in coursework and clinical work will be measured and reported in the accreditation process.
1.23	Add language about embedding the TPAs into clinical practice and related coursework explicitly.
1.09	Potential addition to program standard 3 to include formative TPA experiences in clinical practice.
1	Rewrite the program standards to explicitly direct programs to embed the TPA during the program. The standards should be updated to include extensive support of candidates provided by the programs and their instructors.
1	Include an item within 5A that addresses embedding the TPA within the program so that candidates are expected to and provided the support to complete the TPA during the program
1	Possible change to program standard 5 to include language around programs embedding TPA into coursework and fieldwork. Though it is implied, it should be specified.
0.91	Program standards shall be updated to specify that the TPA is a formative tool that is embedded in programs and completed by candidates during their coursework.
0.82	Add more specificity to PS 5B (2) to clarify types of formative assessments that should be integrated within both coursework and clinical practice.
0.73	More explicit language in the accreditation standards regarding student teaching logistics (placement, mentor support, program collab with schools and districts etc.) - Specific to placement and clinical practice/student teaching coordination for TPA completion.

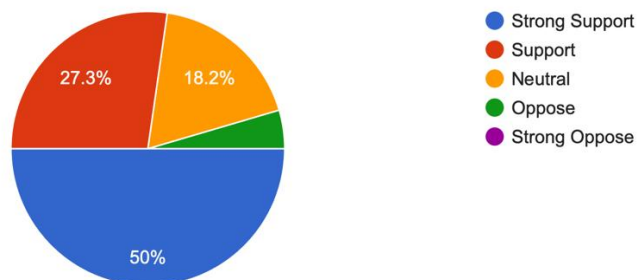
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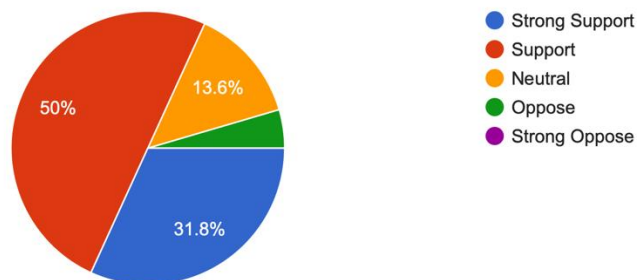
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22 responses

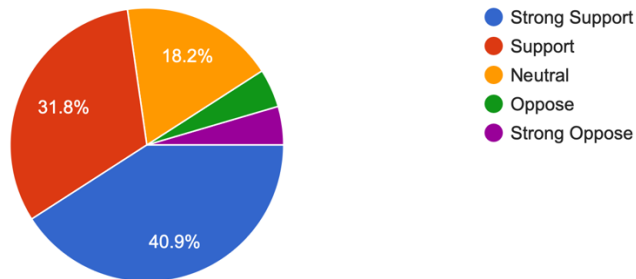


Potential addition to program standard 3 to include formative TPA experiences in clinical practice.

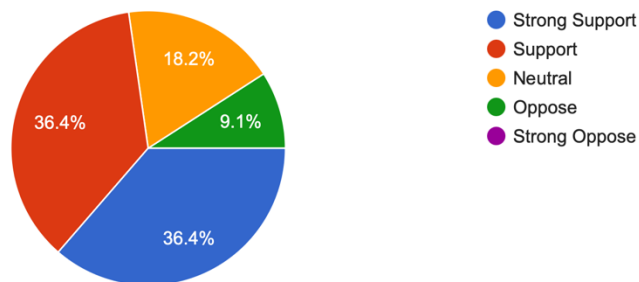
22 responses



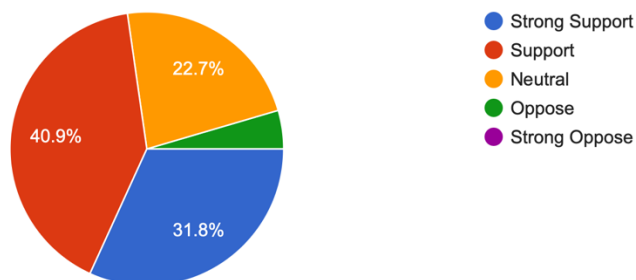
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22 responses



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22 responses

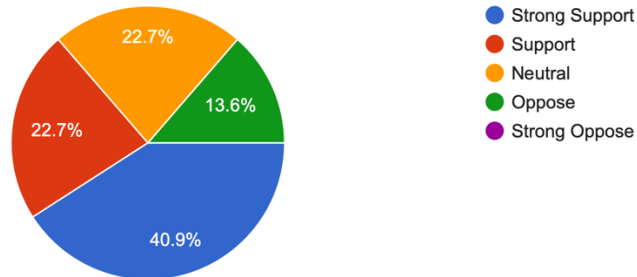


Possible change to program standard 5 to include language around programs embedding TPA into coursework and fieldwork. Though it is implied, it should be specified.
22 responses



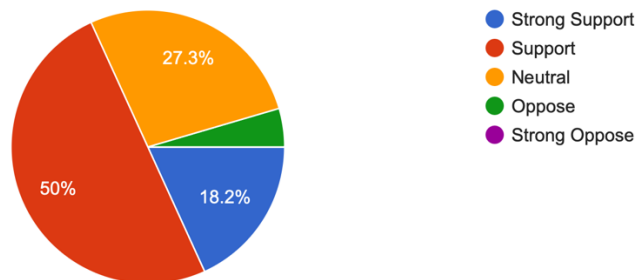
Program standards shall be updated to specify that the TPA is a formative tool that is embedded in programs and completed by candidates during their coursework.

22 responses



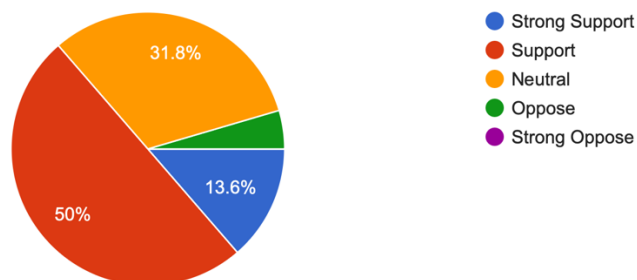
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22 responses



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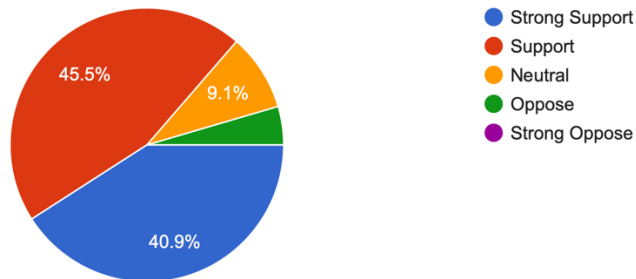


D. Improve Communication Across Segments and with the Field

Score	Brainstorm Ideas
1.23	Revise PS 5 to include providing mentor teachers with information about TPA tasks, rubrics, and scoring and how they can support candidates through the process.
1.18	Induction standard (3?) to include use of TPA data in goal setting in Induction.
1.14	Strengthen the accreditation system by requiring TPA-related documents, such as rubrics and task descriptions, to prioritize clear and intentional communication expressly for reader comprehension. The goal should be to ensure programs and candidates can easily understand and apply the expectations, reducing confusion and improving alignment with preparation program goals, which can positively contribute to embedding (currently, documents seem to haphazardly or intentionally obscure or convolute expectations).
1.05	<p>Implementation: Develop a user-friendly and accessible web page designed to assist potential teacher candidates in making informed decisions about their credentialing journey.</p> <p>This webpage should include:</p> <p>The TPA passing rates for each teacher preparation program.</p> <p>Information on the type of TPA offered by each program.</p> <p>By presenting this information in a clear and transparent manner, candidates can better evaluate which program and pathway align with their professional goals and needs. This approach not only supports candidates in making strategic choices but also encourages programs to maintain high standards of support and success for their candidates.</p>
0.82	Consider a more standardized approach to IIDP ... right now everyone does something different regarding documentation etc. In order to ensure that the TPA is a focus point for candidate development moving into practice and induction.
0.82	Design: Revise the current Preliminary Multiple Subject and Single Subject Credential Program Standard 5 to the following language: The program provides initial orientation for preparation program candidates to ensure all programs credential candidates understand their role and expectations regarding Standard 5 and all of its components. Standard 5 components include 5A: Administration of the TPA, 5B: Candidate Preparation and Support, and 5C: Assessor Qualifications, Training, and Scoring Reliability. This orientation would mirror the existing practice for clinical practice orientations and emphasize the TPA's significance as a critical component of earning a credential prior to beginning their coursework.
0.45	Revise IDP requirements to include TPA scores

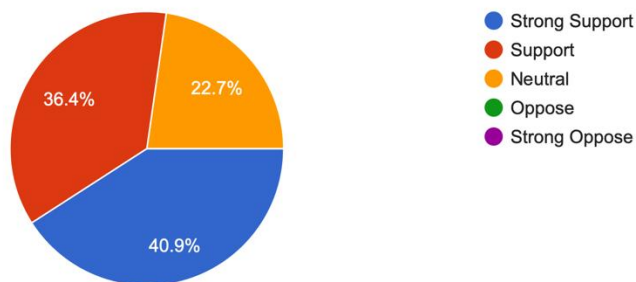
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22 responses



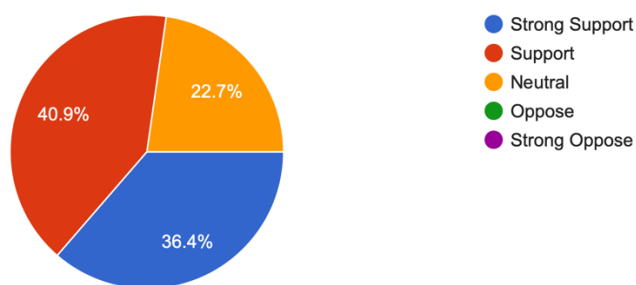
Induction standard (3?) to include use of TPA data in goal setting in Induction.

22 responses



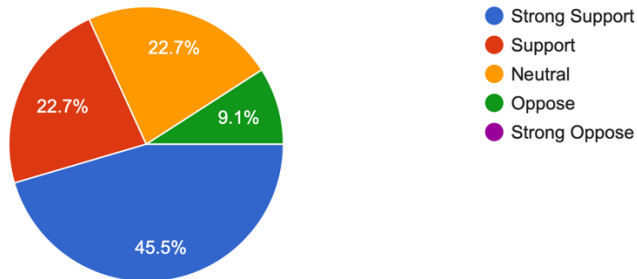
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22 responses



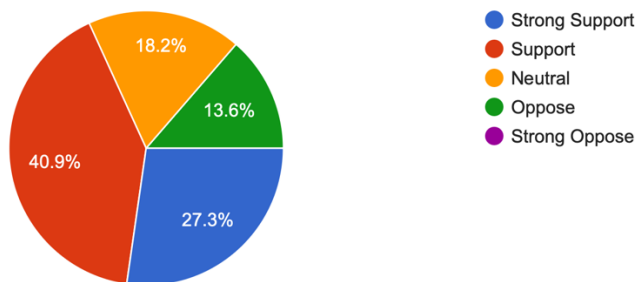
Implementation: Develop a user-friendly and accessible web page designed to assist potential teacher candidates in making informed decisions a...ards of support and success for their candidates.

22 responses



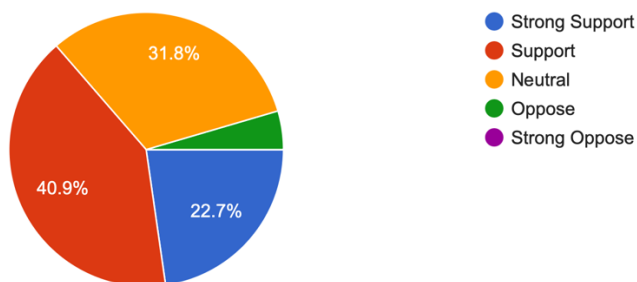
Consider a more standardized approach to IIDP ... right now everyone does something different regarding documentation etc. In order to ensure th...te development moving into practice and induction.

22 responses



Design: Revise the current Preliminary Multiple Subject and Single Subject Credential Program Standard 5 to the following language: The program p... a credential prior to beginning their coursework.

22 responses



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22 responses

