Notes + Process:
- Commissioners overwhelmingly expressed their support for the work of the workgroup and the proposed Interim Actions
- The comments below are from recorded notes during their discussion
  - Many expressed support for ideas already mentioned by colleagues; these comments were not noted

Commissioner Responses/Recommendations by Category:
- Program Accountability (5)
- Local Scoring (5)
- Program Resources/Capacity (5)
- Embedded/Feedback (5)
- CSP/Asset-Based/Focus on Equity (2)
- Validity/Authenticity (2)
- Transparency of data (2)
- Surveys (2)
- Continuum (2)

Category	Commissioner	Comment
Program Accountability		
	Simmons	- Programs need actionable data to be able to inform continuous improvement efforts - Just as candidates are expected to use data as part of their TPA, programs should be expected to do the same
	Brown	- More specific language within PS5 - Calls to use the data for continuous improvement
	Hill	What does it mean to embed TPA accountability within accreditation?
	Pavri	Recommendations 2A + 2B:

		○ How will the Commission monitor how programs are supporting candidates?
	Olmos	● If TPA pass rates are not already part of the accreditation process, they should be

Local Scoring

	Simmons	● If it's too much for faculty, maybe faculty are being asked to do too much and should be relieved of other responsibilities
	Francois	● Need to explore/flesh out what local scoring actually looks like and explore all options 　○ Score by segment–UC/CSU/Independents 　○ Score by region
	Brown	● What might local scoring mean ● How might it help build relationships between faculty and the TPA
	Hill	● Concerns about bias ● Concerns about faculty workload
	Grenot-Scheyer	● What will local scoring look like?

Embedded in Programs/Feedback to Candidates

	Francois	● What got right: The focus on calling for and clarifying feedback for candidates and providing that feedback throughout
	Brown	● Need for feedback to be timely and actionable
	Hill	● What does it actually mean to embed the TPA within the program? What does that actually look like?
	Grenot-Scheyer	● What will it mean for the TPAs to be embedded within the programs
	Sandy	● The law calls for TPAs to be fully embedded

Program Resources/Capacity		
	Francois	- Work to center equity and CSP costs money - How should programs finance that work? - How reasonable is this, really, given our current financial situation?
	Hill	Concerns about faculty workload
	Pavri	- For the reforms at the program level: Who will do the work at the program level? - Concern about faculty being uncompensated for their work scoring
	Grenot-Scheyer	Concerns about the impact on programs
	Lit	Generating a long list of tasks for programs and/or staff may undercut the intentions of the recommendations
CSP/Asset-Based/Focus on Equity		
	Francois	What got right: - Rec 1 focus on centering CSP and equity - Concern that the diversity in the theoretical frameworks that undergird programs attention to csp and equity will lead to these just becoming more buzzwords
	Brown	Idea that resonated with me: - Prioritize what candidates can do–asset-based - Aligns with what teachers are asked to do in their classrooms
Validity/Authenticity		
	Pavri	- Would be beneficial to speak to the validity and authenticity of the tasks themselves - How well is the TPA aligned with what the candidates do every day?

	Lit	• Offered a reminder about the value of authentic performance assessments
		   ○ Provide the opportunity to demonstrate and deepen understandings of the knowledge and actions needed for teaching
		   ○ Example: National Boards

Surveys		
	Francois	• Concern for candidate feedback fatigue; candidates continually being asked to provide their thoughts/feedback
	Brown	• Need to be able to show how the responses to the surveys are being considered and used to take action
Transparency of Data		

	Simmons	• Sharing of scores:
		   ○ Not sufficient to provide score just to programs; need more transparency
		   ○ Public needs to know the information, too–for example, LEA personnel when making decisions about which IHEs to partner with for placing student teachers, potential applicants, etc.
		   ○ Suggestion of creation of a dashboard that includes pass rates with opportunity to disaggregate data by pass rate, area, pathway, etc.

	Olmos	• Agree with the need for transparency in the pass rates for potential applicants • Could the data be included within the Educator Roadmap?
Continuum		
	Simmons	• Creation of Continuum: ○ Concern about becoming too granular
	Hill	• Highlighting the potential to incorporate TPA scores within IDP

Other Comments		
	Simmons	- Statewide Meetings - Consider modeling after BTSA clusters
		Costs should be included within programs
	Francois	- TPA provided a system of common things to think about; a common language - It helped to elevate the profession - But the high stakes nature and cost have tarnished what could have been transformative work
		- Highlight EdTrust comment: - TPA as a tool to support teachers' development and growth rather than a system that blocks
		Appreciate candidates who shared their experiences
	Brown	Terms that resonated with: Reduce unnecessary complexity
	Hill	Like the idea to highlight exemplary practices
		Need to take the time to do this work right
		Need to ensure have clear definitions
		Love the idea of partnering with LEAs
	Pavri	- Need to clarify roles/responsibilities: - What is Pearson's role/responsibility? - What is the program's role/responsibility?
	Hill	- Agree with: - Eliminating the condition codes - Updating the support guidelines
	Lit	- Request that the Final Recommendations be: - Focused - Streamlined - Actionable

		○ Tied to the Charge ○ Prioritized
		● TPA should be one key measure of readiness
		● Need to continue to pay attention to the "pain points": ○ High-stakes nature of ○ High cost ○ Lack of feedback
	Davis	● Should not create a system of loans
		● Question regarding remediation support: Does a candidate have to go back to their preparation program for that additional support or can they go to another institution?