

Focus Area 3: Developing Consolidated Recommendations

February 2025 RDI-TPA Meeting

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

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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]**.

Please note: Recommendations 3A through 3E, embedded within the sub-focus areas, were put forward by RDI-TPA Workgroup members in response to other Focal Areas. Upon review, Commission Staff believed these recommendations were more closely aligned with Focus Area 3.

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

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Interim Action 4:

- Standardize the Commission's system for collecting and reporting TPA outcome data. Establish clear metrics to inform policy decisions and support improvements in preparation

Workgroup Recommendations from January 2025 Meeting:

A. Program Continuous Improvement

Recommendation 1:

The RDI-TPA Workgroup recommends that: Program Standard 5A (4) be revised to be more specific about how program should use data to engage in continuous improvement.

This recommendation is necessary because programs need to engage in analysis of their program-specific data in order to better understand areas of programmatic strength and areas for growth and develop plans for moving forward.

Implementation of this recommendation should be addressed by revising Program Standard 5A (4) to state that programs engage course instructors, coaches/university supervisors, and mentor teachers to analyze disaggregated data at least by program, pathway (for example intern, residency, on-campus, virtual), student demographics and by task/rubric to identify areas of strength and areas for growth

Required data for analysis: number pass/no pass; rubric scores; condition codes; number of attempts

For both areas of strength and areas for growth, programs engage in analysis of student work, including formative TPA assignments, to develop an improvement plan
Findings should be triangulated with other sources of data such as exit surveys, student interviews, program assessments, etc.

Recommendation 2:

The RDI-TPA Workgroup recommends that: All individuals involved in supporting candidates in their development as teachers, including course instructors, coaches/university supervisors, and mentor teachers, learn the specifics of the program's adopted TPA model, including understanding the specific tasks

This recommendation is necessary candidates need all individuals who support them to have a well-developed understanding of the TPA tasks and rubrics

Implementation of this recommendation be addressed by engaging course and clinical faculty and mentor teachers in a critical and collaborative analysis of sample candidate TPA submissions from that institution using the adopted TPA model's rubrics

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Recommendation 3:

The RDI-TPA Workgroup recommends that:

[programs be required to address low pass rates/high numbers of condition codes]

This recommendation is necessary because [rationale/reference to evidence]

Implementation of this recommendation to address this by [theory of action—connect action with intended outcome]

Recommendation 3C (added from Focus Area 1-2 recommendations): The RDI-TPA workgroup recommends that programs use the data from the TPA to engage in programmatic continuous improvement, including alignment of academic program 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 3D (added from Focus Area 1-2 recommendations): The RDI-TPA Workgroup recommends CTC develop a system of shared accountability between preparation programs, CTC, and TPA providers for addressing disproportionate TPA success rates. TPA providers are required 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, including but not limited to providing recommendations to programs. This recommendation is necessary because evidence shows that candidates from underrepresented groups face systemic barriers and inequities with the TPA itself that contribute to lower success rates, which TPA providers have a responsibility to address and 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

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.

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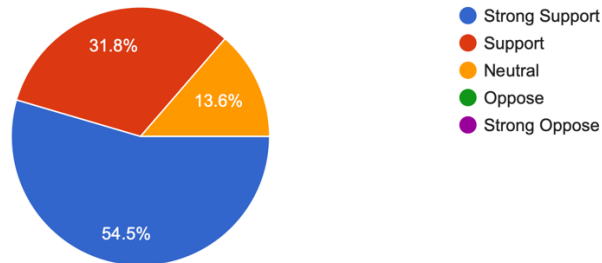
1.05	Revise Common Standard 4 to stipulate the types of data programs must analyze (i.e TPA scores disaggregated by program pathways, candidate demographics, etc; scores on formative TPA assignments, etc.) and at what frequency (at least annually?)
0.95	Programs must engage course and clinical faculty 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).

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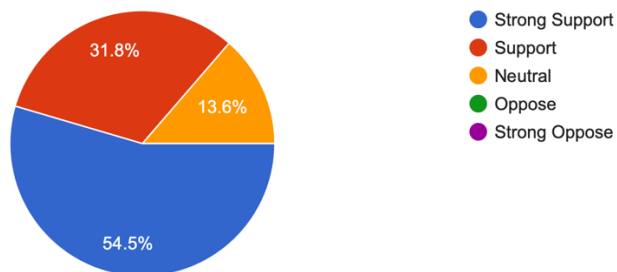
Credentialing programs should specifically review disaggregated data concerning pass/no pass rates for the TPA in order to create improvement plans for embedded TPA support.

22 responses



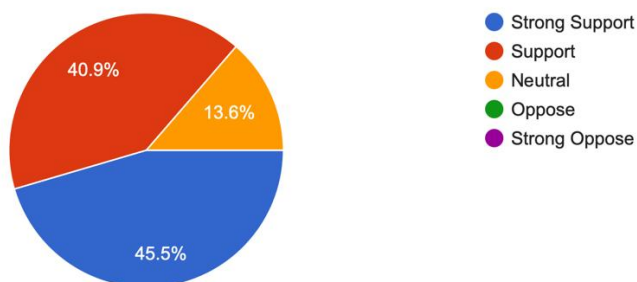
Revise Program Standard 5A (4) to include language requiring programs to engage in regular analysis of TPA data for purposes of program improvement.

22 responses



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

22 responses

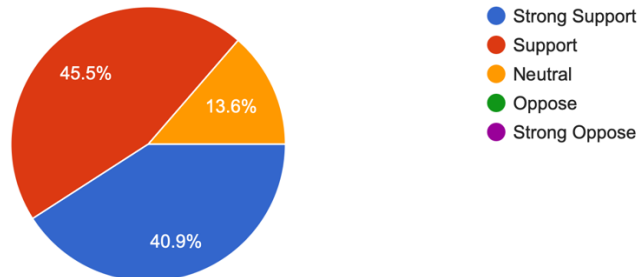


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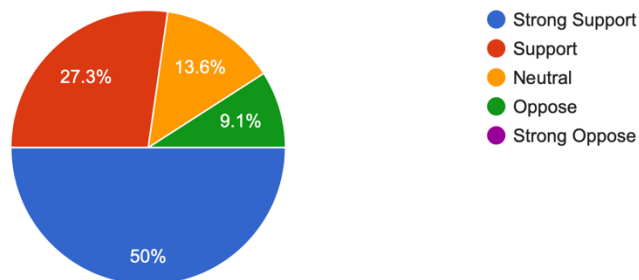
Tighten up the language in the accreditation standards to hold institutions accountable for providing support to all teacher candidates.

22 responses



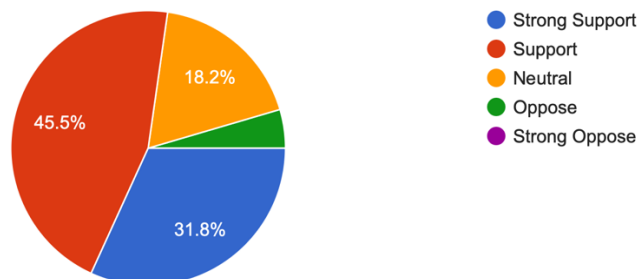
Accreditation decisions should include TPA pass rate data, condition code data, and data related to how programs support candidates.

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

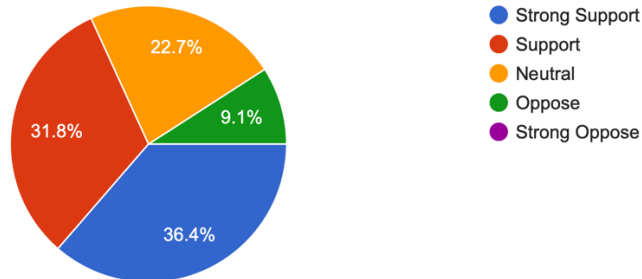


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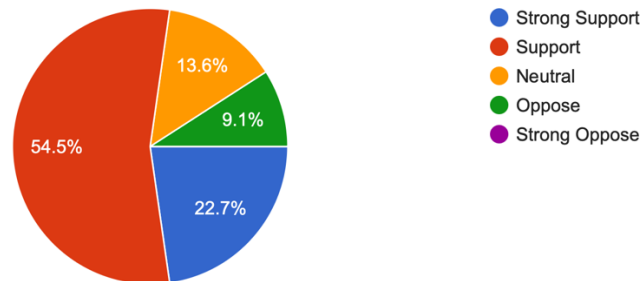
Programs must engage course and clinical faculty in a light scorer training (developed by TPA sponsor) that will help them understand how evidence is scored via rubrics.

22 responses



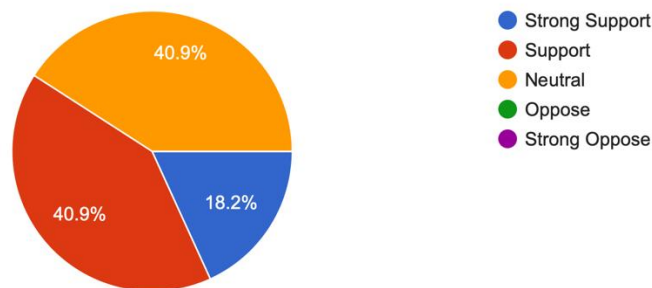
TPA results should be a part of the accreditation cycle, and cut scores of TPA might create pathways for next steps with CTC including when a ...ms and participants with this information in mind.

22 responses



Consider making TPA data part of the ADS reporting system.

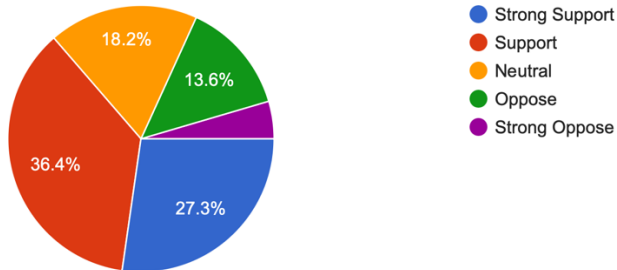
22 responses



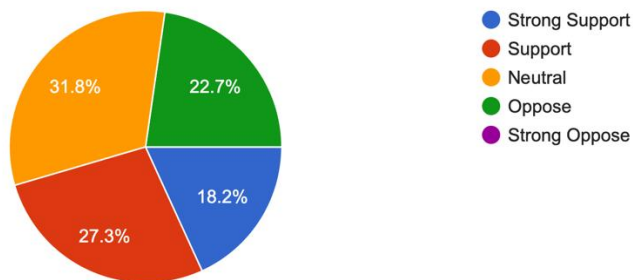
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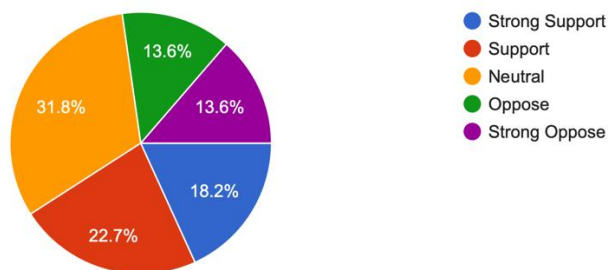
Programs with low pass rates (low TBD) for two years in a row would need to provide a report to explain why for each candidate who does not pass. ... rigorous enough to determine readiness to teach.
22 responses



Add language to the accreditation standards about a minimal passing rate for TPAs.
22 responses



Programs must submit reports for all candidates who do not pass (for each time they do not).
22 responses



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B. Improve Candidate Support

- **Recommendation 1:**

We recommend that programs can provide clear, specific feedback without providing answers - and this can be provided by any educational partners (mentors, faculty, peers).

- **Recommendation 2:**

We recommend that the commission add mentor training about the TPA to the required forms of support.

- **Recommendation 3:**

We recommend a separate group to study internship and the differences in the model and supports as best as possible including recommendations that could change MOUs.

- **Recommendation 4:**

We recommend clarifying acceptable supports and the idea of providing feedback to interns for programs, coaches, faculty, etc in both accreditation and program standards.

- **Recommendation 5:**

We recommend requiring institutions to continue to support candidates that are showing mastery in fieldwork placement, but not on the TPA to help them pass the TPA submission for at least one additional year.

- **Recommendation 6:**

We recommend program standard 5 requires the TPA to be embedded within programs.

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).

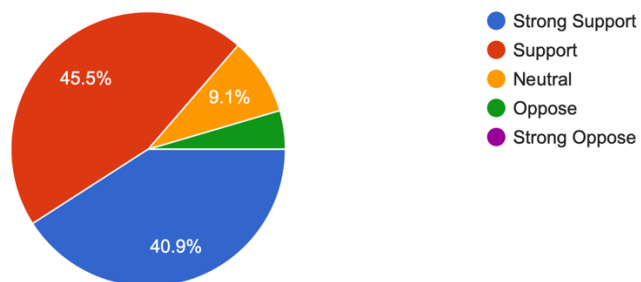
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0.95	Program standards shall be rewritten to ensure students who are struggling receive the continued support from the program until the candidate is able to achieve a passing score. Programs should demonstrate in the accreditation process how they 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).

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

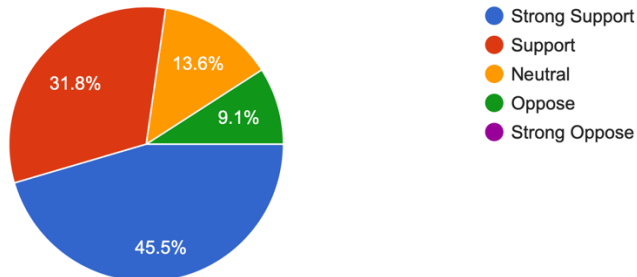
22 responses



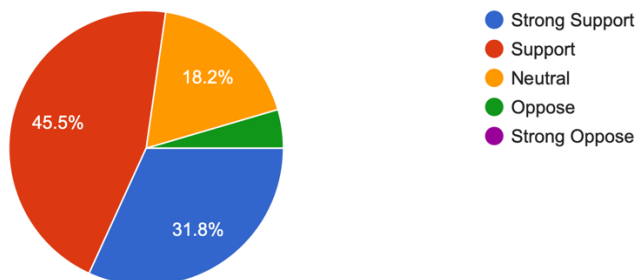
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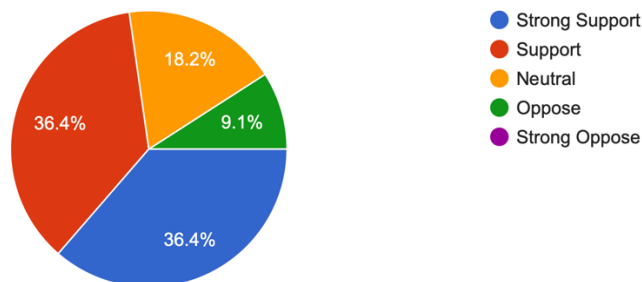
With respect to intern programs, perhaps a requirement that school districts provide X number of days off for interns to complete the TPA. It is com...ve paid time off to study and take licensure exams.
22 responses



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



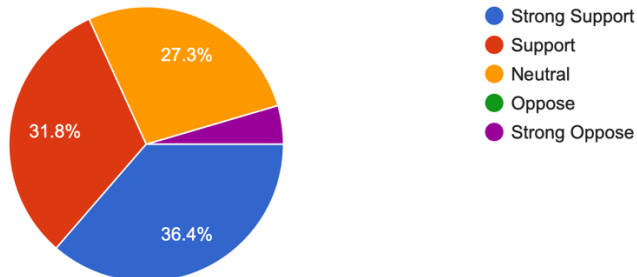
The standards need more specificity with respect to the use of TPA as a formative tool. The standards should specifically link the feedback give...s feedback on the TPA itself (prior to submission).
22 responses



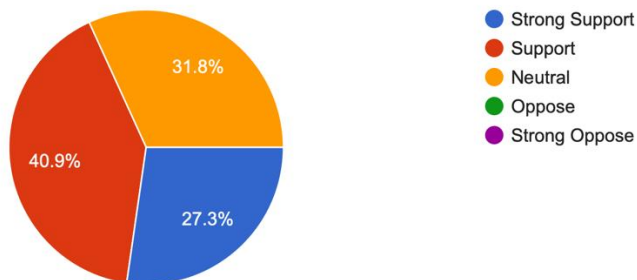
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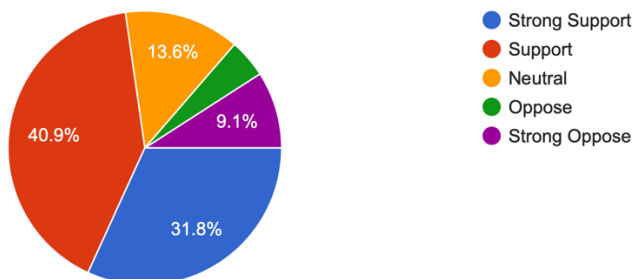
Program standards shall be rewritten to ensure students who are struggling receive the continued support from the program until the candidate is a...are supporting TPA candidates through completion.
22 responses



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
22 responses

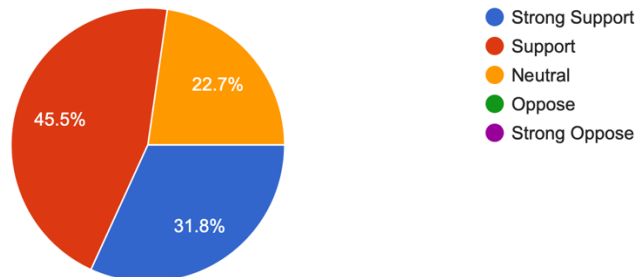


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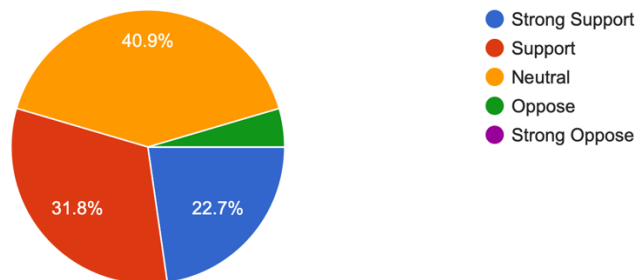
More explicit language in the accreditation standard (program quality /relevance) regarding program support for candidates during TPA.

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).

22 responses



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C. Improve Direction to Programs for Embedding

Recommendation 1: The RDI-TPA workgroup recommends that program and/or common standards direct programs to monitor and report on the ways in which they are embedding the assessment in both coursework and clinical practice. This recommendation is necessary to ensure that feedback opportunities are provided to candidates throughout a program. Implementation of this recommendation is intended to address this by requiring programs to create key formative assessments and set expected program outcomes so that preparation for and feedback on the TPA is embedded throughout the program.

Recommendation 2: The RDI-TPA workgroup recommends that programs provide mentor teachers with information, tools, and resources for supporting candidates to successfully complete a TPA. This recommendation is necessary because in order to truly embed the assessment in clinical practice, those most familiar with the clinical context must be prepared to support candidates within that context. Implementation of this recommendation is intended to address this by providing more direction for programs to more closely align their clinical practice with TPA recommendations.

Recommendation 3: The RDI-TPA workgroup recommends an element of local scoring. This recommendation is necessary to support embedding the assessment throughout coursework and clinical practice. Implementation of this recommendation is intended to address this by involving multiple constituents across the program and field in the work of the TPA and to improve communication across segments and within the field.

Recommendation 4: The RDI-TPA workgroup recommends that model sponsors support programs to embed the TPA by providing exemplars and opportunities for cross-segmental/cross-institutional collaboration. This recommendation is necessary to support programs as they develop policies and procedures for embedding the assessment. Implementation of this recommendation is intended to address this by building capacity for systems of continuous improvement and learning across institutions.

Recommendation 3A (added from Focus Area 1-2 recommendations): The RDI-TPA workgroup recommends that Program Standard 5 includes embedding the TPA in both fieldwork AND coursework with the option to use the TPA templates for these assignments. 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 3B (added from Focus Area 1-2 recommendations): The RDI-TPA Workgroup recommends that the CTC examine the current credential program standards, in particular Standard 5, to evaluate the 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 ensure

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program accountability, thereby reassuring the public and the professional community that the TPA is a critical part of teachers' career-long learning progression and reducing financial costs for candidates.

Recommendation 3E (added from Focus Area 1-2 recommendations): The RDI-TPA Workgroup recommends positioning the TPA as one of multiple measures of candidate readiness, allowing candidates to demonstrate mastery through other 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.

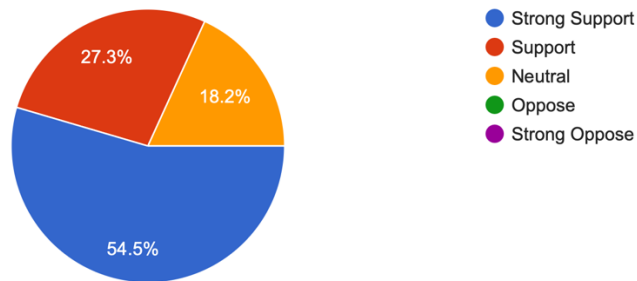
Score	Brainstorm Ideas
1.36	The degree to which preparation program's chosen TPA is supported and embedded in coursework and clinical work will be measured and reported in the accreditation process.
1.23	Add language about embedding the TPAs into clinical practice and related coursework explicitly.
1.09	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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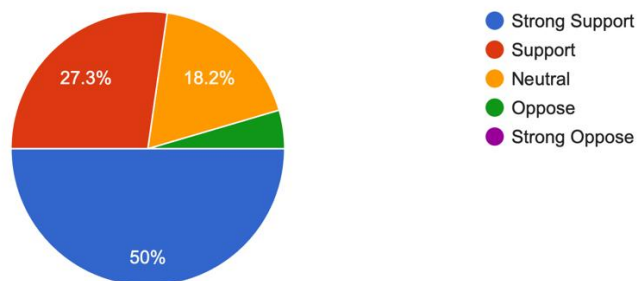
The degree to which preparation program's chosen TPA is supported and embedded in coursework and clinical work will be measured and reported in the accreditation process.

22 responses



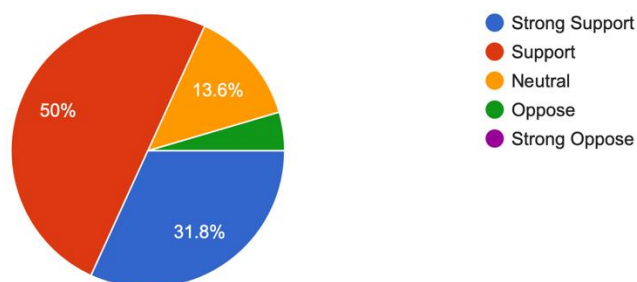
Add language about embedding the TPAs into clinical practice and related coursework explicitly.

22 responses



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

22 responses

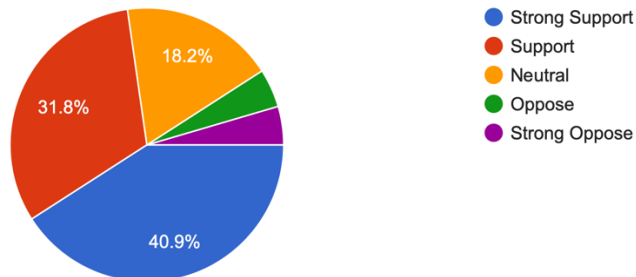


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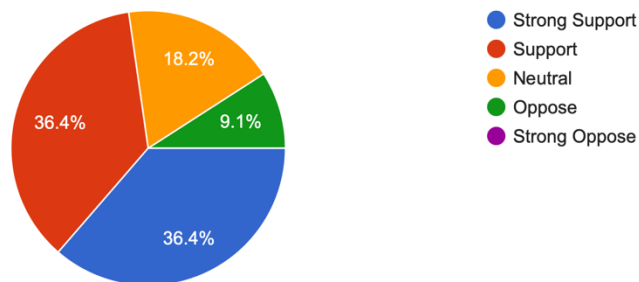
Rewrite the program standards to explicitly direct programs to embed the TPA during the program. The standards should be updated to include extensi...es provided by the programs and their instructors.

22 responses



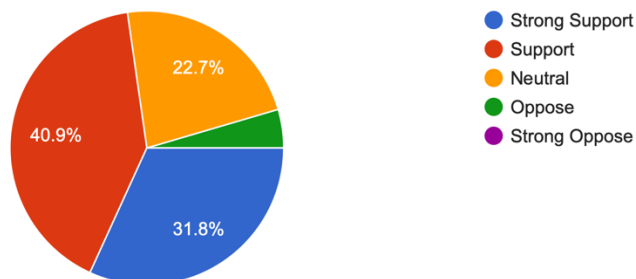
Include an item within 5A that addresses embedding the TPA within the program so that candidates are expected to and provided the support to complete the TPA during the program

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

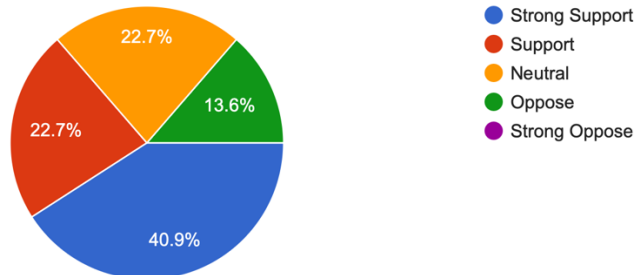


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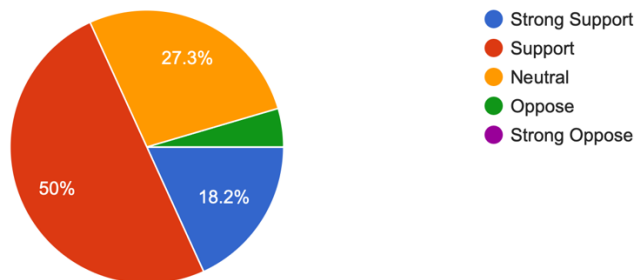
Program standards shall be updated to specify that the TPA is a formative tool that is embedded in programs and completed by candidates during their coursework.

22 responses



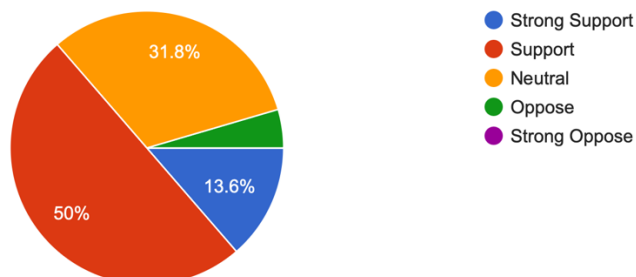
Add more specificity to PS 5B (2) to clarify types of formative assessments that should be integrated within both coursework and clinical practice.

22 responses



More explicit language in the accreditation standards regarding student teaching logistics (placement, mentor support, program collab with s...student teaching coordination for TPA completion.

22 responses



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D. Improve Communication Across Segments and with the Field

Recommendation 1:

The RDI-TPA Workgroups recommends that Program Standard 5 be revised to include engaging credential candidates, mentor teachers, and credential candidate supervising staff and faculty with meaningful professional learning opportunities about TPA tasks, rubrics, and scoring and how they can support candidates through the process.

This recommendation is necessary because credential candidates are entitled to continuous feedback and opportunities for reflection. Also, this may allow educators to create meaningful connections between praxis and assessment and to offer opportunities to reflect on candidate growth before submitting the assessment.

Implementation of this recommendation is intended to address this by connecting the candidate more explicitly to support, feedback, and revision.

Please note that this should include intern credential candidates.

Recommendation 2:

The RDI-TPA Workgroups recommends the CTC develop a user-friendly and accessible source to assist potential teacher candidates in making informed decisions about their credentialing journey. This webpage should include the TPA passing rates for each teacher preparation program, information on the type of TPA offered by each program, and requiring TPA-related documents, such as rubrics and task descriptions, to prioritize clear and intentional communication expressly for reader comprehension. Programs should explicitly share this data with applicants.

This recommendation is necessary because by presenting this information clearly and transparently, candidates can better evaluate which program and pathway align with their professional goals and needs.

Implementation of this recommendation is intended to address this by creating clear, accessible, publicly available data for all stakeholders.

Please note that programs may include descriptions to justify data.

Recommendation 3:

The RDI-TPA Workgroups recommend that information from the TPA be used to inform the development of IDP goals.

This recommendation is necessary because it will support the formative nature of the TPA.

Implementation of this recommendation is intended to address this by creating space for continual professional growth.

Focus Area 3: Developing Consolidated Recommendations

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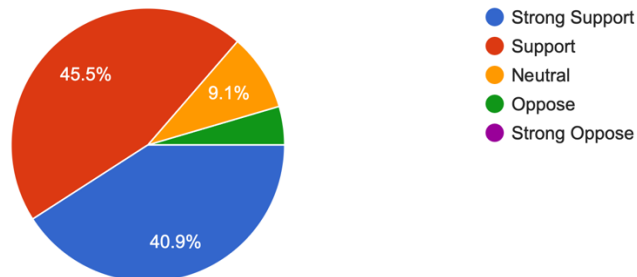
Score	Brainstorm Ideas
1.23	Revise PS 5 to include providing mentor teachers with information about TPA tasks, rubrics, and scoring and how they can support candidates through the process.
1.18	Induction standard (3?) to include use of TPA data in goal setting in Induction.
1.14	Strengthen the accreditation 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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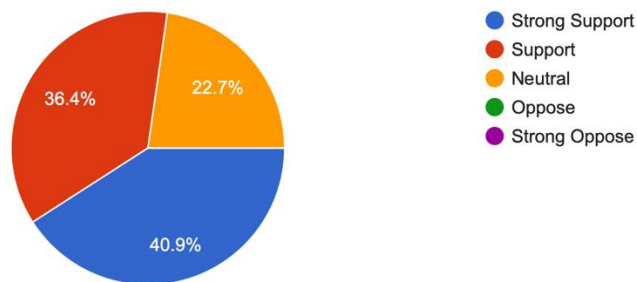
Revise PS 5 to include providing mentor teachers with information about TPA tasks, rubrics, and scoring and how they can support candidates through the process

22 responses



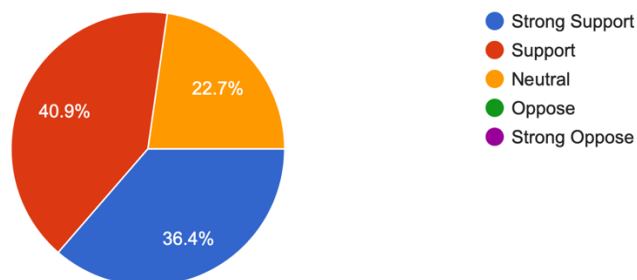
Induction standard (3?) to include use of TPA data in goal setting in Induction.

22 responses



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22 responses

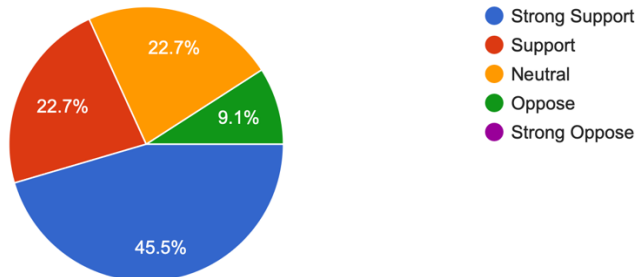


Focus Area 3: Developing Consolidated Recommendations

February 2025 RDI-TPA Meeting

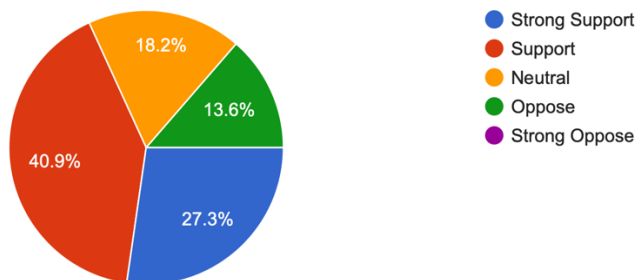
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22 responses



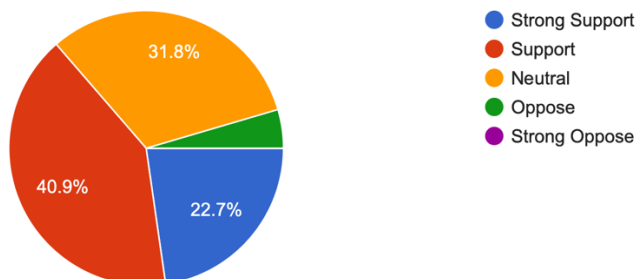
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22 responses



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



Focus Area 3: Developing Consolidated Recommendations

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Revise IDP requirements to include TPA scores

22 responses

