

Focus Area 4: Developing Consolidated Recommendations

February 2025 RDI-TPA Workgroup Meeting

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.

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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 Format: Consolidated Recommendations

As a whole group, we will review the brainstormed recommendations below on slides. Together, we will evaluate each recommendation while also discuss ways to consolidate and revise.

After the initial consolidation, workgroup members will have the opportunity to vote on and rank the consolidated recommendations.

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Brainstormed Recommendations

Please note:

- The recommendation list includes both recommendations pulled from Focus Areas 1 and 2 AND recommendations suggested through the workgroup survey.
 - o Lettered recommendations were pulled from Focus Areas 1 & 2
 - o Numbered recommendations were suggested by workgroup members in response to the Brainstorm Survey
- The recommendations have been grouped into categories to support the consolidation process.

Programs Engage in Local Scoring

Recommendation A:

- 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.

Recommendation E:

- The RDI-TPA workgroup recommends that programs score their candidates’ TPA re-submissions.
- This recommendation is necessary because localized scoring increases programs’ opportunities to 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 F:

- The RDI-TPA workgroup recommends that programs score their candidates’ TPAs.

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- This recommendation is necessary because programs are tasked with the responsibility of ensuring candidates are able to implement the TPEs.
- Implementation of this recommendation is intended to address this by involving the programs and their teacher education faculty in the scoring process in order for them to be aware of where candidates are in their development so they are able to effectively support candidates.

Recommendation 1:

- The RDI-TPA Workgroups recommends that Assessment Design Standards be updated to include local-scoring as a requirement for the TPA.

Recommendation 2:

- The RDI-TPA Workgroups recommends that funding be provided from the state to programs to allow for faculty members who are working with credential candidates to locally score the TPA.

Recommendation 5:

- The RDI-TPA Workgroups recommends that in the spirit of shared responsibility, faculty will embed the TPA tasks throughout coursework, provide timely and meaningful feedback, score the TPA, and further support students who have yet to meet the passing standard. Credential candidates will continue to work towards the passing standard on the TPA during the coursework.

Recommendation 7:

- The RDI-TPA Workgroups recommends that preparation programs engage in local scoring as a formative tool to analyze candidate performance and improve program alignment with TPA expectations.

Recommendation 10:

- The RDI-TPA Workgroups recommends that the local scoring process requires rigorous calibration and/or a central auditing process to ensure reliability in scoring across programs.

Formation of Workgroup/Identification of Barriers to Local Scoring

Recommendation B:

- The RDI-TPA workgroup recommends that work be done to identify barriers and necessary resources to enable programs to score their own candidates' TPAs and explore

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ways to incentivize programs to engage in local scoring. 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 localized scoring increases programs’ opportunities to 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 6:

- The RDI-TPA Workgroups recommends that an audit and needs assessment are conducted to learn why programs do or don't engage in local scoring and identify supports needed for programs to effectively participate in local scoring.

Recommendation 9:

- The RDI-TPA Workgroups recommends that the CTC convenes a work group to identify qualities of “high data use programs” (resources are available in previous studies). When programs are identified as such, they can file 1-3 year plans of the data they wish to collaboratively investigate via a rigorous process.
- This recommendation is necessary because some programs have engaged in local scoring in some capacity of the TPA for years, and after a long period time of doing so, they may want to look at other data as well (or instead). This does not preclude the need for new faculty to engage in scoring – all should. But, it does allow some flexibility for programs that are doing well with respect to how their candidates score, and in how they collaboratively engage in data use.

Local Scoring to Allow for Data Review & Analysis

Recommendation C:

- The RDI-TPA Workgroup recommends that teacher preparation educators and LEA 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.

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- 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 instructional practices that credential candidates are refining in their classrooms.

Recommendation 8:

- The RDI-TPA Workgroups recommends that clear guidelines be established on how preparation programs should use local scoring results to refine their curricula in order to equitably support development of all candidates, especially disproportionately impacted candidates per pass rates.

Faculty Calibration/Orientation to Assessment

Recommendation D:

- The RDI-TPA Workgroups recommend that there is a collaborative scoring overview 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 the programs' own candidate's 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 to 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.

Recommendation 3:

- The RDI-TPA Workgroups recommends that the following be added to Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness1(g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. (and assist in scoring candidate submissions).

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Other:

Recommendation 4:

- The RDI-TPA Workgroups recommends that a TPA Model Sponsor shall be an accredited institution, group of accredited institutions, or the state commission. It shall not include outside vendors who profit from the assessment system. Funding related to the TPA shall be provided by the state inclusive of the assessment, support for candidates, and the scoring of the assessment materials.