

## Focus Area 5: Developing Consolidated Recommendations

March 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 submit recommendation ideas through a form to be considered by the Workgroup.

#### 2. Consolidated Recommendations

Brainstormed recommendations will be reviewed by the Workgroup. Members will consolidate recommendations and develop a concise rationale and theory of action during the March meeting.

#### 3. Initial/Draft Recommendations

Following the discussion, workgroup members will then prioritize and score the revised consolidated recommendations to develop Initial Recommendations. The Initial Recommendations will be presented to the Commission at their April 2025 meeting.

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### **4. 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.

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### Recommendation Pulled from Focus Area 1 and 2 Recommendations:

- **Recommendation 5A:** The RDI-TPA Workgroup recommends including a reflection question in the TPA to gather candidate feedback on the support they received in their prep programs. This recommendation is necessary because understanding candidates' perspectives can identify gaps in preparation and inform improvements in both teacher preparation programs and the TPA itself. Implementation of this recommendation is intended to address alignment issues by using candidate feedback as a means of improving the implementation of the TPA and accountability for TPA model sponsors and prep programs, and preparation practices to ensure better support for future candidates.

% Strong Support/Support	91%
Average Support Score	1.43

### Recommendations/Suggestions from Survey:

#### Recommendation/Suggestion 5B:

- I wonder if the Pre-completer TPA survey should include what program they are from? I also wonder why mentors are not reached out to for intern programs for the mentor survey. Finally, I wonder why we need the program completer survey at all if we have the survey when the TPA is given... So I guess I largely have questions, and less recommendations.

#### Recommendation/Suggestion 5C:

- The surveys for program completers should have a write in response to the question of what was the most supportive in terms of the TPA process and completion. In this sense, programs and people who support the TPA process can analyze this list for the highest leverage practices and minimize other practices that program completers view as not as supportive.

#### Recommendation/Suggestion 5D:

- All TPA models should have a pre-submission survey similar to the CalTPA survey because program completer surveys might not reflect data from candidates who have not completed the program because they didn't get enough support on the TPA. Some of the questions in the CalTPA survey seem redundant. Survey should be revisited and streamlined.  
Once the RDI-TPA workgroup finishes making recommendations, it might be helpful for the survey to be refined and related to some of the other focus areas. For example there might be a question related to how well programs are embedding or a question related to how formative the assessment felt.

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### **Recommendation/Suggestion 5E:**

- How well did the TPA align with the actual demands of classroom teaching? / How well did your teacher prep program align with the actual demands of classroom teaching?

### **Recommendation/Suggestion 5F:**

- What were the biggest challenges in completing the TPA? (Check all that apply)
  - Understanding the expectations (e.g., components, rubrics)
  - Time required to complete the assessment
  - Video recording and submission logistics
  - Writing requirements (e.g., reflections, rationales)
  - Financial burden (e.g., fees for submission or retakes)
  - Other (Open-ended response)

### **Recommendation/Suggestion 5G:**

- With the support of A.I., program completer surveys could begin incorporating more meaningful open-ended questions to generate and analyze themes.