Focus Area 1: Reviewing/Revising Initial 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 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 were grouped into thematic categories and arrayed in order of priority score. Workgroup members met in groups according to the thematic category and consolidated duplicative recommendations. WG members then developed a concise rationale and theory of action for each recommendation and present it to the whole group for feedback.

Focus Area 1: Reviewing/Revising Initial Recommendations

March 2025 RDI-TPA Meeting

3. Initial Recommendations

During the February 2025 RDI-TPA Workgroup meeting, all consolidated recommendations were further refined based on feedback received in between meetings. The initial list of consolidated recommendations organized by focus area and thematic category was assembled. Workgroup members then prioritized and scored the revised consolidated recommendation.

4. Draft Recommendations

The WG will consider members' scores and feedback to the initial recommendations at the March meeting 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.

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

Focus Area 1: Reviewing/Revising Initial Recommendations

March 2025 RDI-TPA Meeting

Focus Area 1 Recommendations: 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)]

- **Recommendation 1A:** The RDI-TPA Workgroup recommends streamlining the TPA exam structure by reducing the number of pages submitted, streamlining rubric instructions, eliminating duplicate activities, and incorporating contextualized, real-world teaching scenarios, so that candidates can focus on demonstrating their competencies without navigating unnecessary complexity. This recommendation is necessary because the time spent on the current expectations of the TPA which are overwhelming to candidates, high stakes, duplicative, and summative in nature. Reducing the navigational workload allows the assessment to become more authentic as it is contextualized in real world teaching contexts.

% Strong Support/Support	74%
Average Support Score	1.00

- **Recommendation 1B:** The RDI-TPA Workgroup recommends that the TPA be broken into multiple segments, with TPEs specified, that are contained within existing coursework and reflected in the program standards. Coursework that is assigned and evaluated by faculty should be used for the TPA submission. The intent of this recommendation is not to expand coursework or programs, but to revise learning outcomes in the coursework to align with the TPEs and TPA. This recommendation is necessary because current TPA practices cause overwhelming stress for teacher candidates and are duplicative in nature due to the inability to submit coursework. Implementation of this recommendation is intended to reduce the overall stress experienced by the candidate, provide more opportunity for prompt feedback and continuous improvement, develop authentic and meaningful growth opportunities for candidates, and eliminate duplicative experiences.

% Strong Support/Support	74%
Average Support Score	1.00

- **Recommendation 1C:** The RDI-TPA Workgroup recommends that TPAs allow for multiple modalities for submission components. This recommendation is necessary because the expected writing components can be overwhelming for candidates and cause a barrier that creates inequity and racial bias as well as unnecessary stress. Implementation of this recommendation is intended to address the multiple types of learners that exist among teacher candidates. Multiple modalities will address many of the current condition codes and barriers that prohibit candidates from completing the TPA. This allows for accessibility.

Focus Area 1: Reviewing/Revising Initial Recommendations

March 2025 RDI-TPA Meeting

% Strong Support/Support	100%
Average Support Score	1.74

- **Recommendation 1D:** The RDI-TPA Workgroup recommends that candidates have opportunities to submit evidence for the TPA using multiple modalities (audio, visual, written) and collect multiple points of evidence for their teaching. This recommendation is necessary to make the assessment more accessible and equitable for all candidates.

% Strong Support/Support	100%
Average Support Score	1.70

- **Recommendation 1E:** The RDI-TPA Workgroup recommends that TPAs center culturally responsive/sustaining and equity-focused pedagogy within the required tasks by:
  - Requiring candidates to incorporate culturally sustaining practices that are directly responsive to the backgrounds, identities, and cultures of their students and communities in their learning contexts.
  - Requiring candidates to design and deliver equitable learning opportunities that address systemic/institutional barriers to ensure accessibility for diverse student populations, including multilingual learners, students with exceptional/different abilities, and historically underserved groups.
  - Requiring candidates to demonstrate asset-based pedagogical approaches that value and build upon students' strengths, experiences, and community assets/knowledge as central to their teaching practices.
  - Requiring candidates to disaggregate and analyze student data (e.g., by race/ethnicity, language proficiency, and exceptional*needs) to inform instructional practice to provide a high-quality educational experience. This recommendation is necessary because of the inequities that exist within our current system. Implementation of this recommendation is intended to explicitly address the inequity that we know exists in the data of our current system. *Exceptional needs (students on IEPs/504s, gifted)

% Strong Support/Support	92%
Average Support Score	1.48

- **Recommendation 1F:** The RDI-TPA Workgroup recommends that assessor training prioritize evaluating candidate knowledge (what they CAN do) over penalizing problematic errors and revise scoring practices to focus on what can be assessed without the use of condition codes. Additionally, assessors should receive training to deepen their knowledge of the specific competencies and contexts they are assessing, including areas like culturally responsive teaching and ethnic studies. This recommendation is necessary because rigid scoring practices, limited content knowledge, and condition codes often penalize candidates unfairly, diverting attention

from core teaching competencies. Implementation of this recommendation is intended to address this by ensuring a fairer and more accurate evaluation of candidates, emphasizing substantive teaching skills over superficial compliance.

% Strong Support/Support	78%
Average Support Score	1.17

- **Recommendation 1G:** The RDI-TPA Workgroup recommends that the state of CA create a specific loan/grant program to fund the candidate TPA fees. If the candidate qualifies and serves as a teacher in CA for a certain number of years, the award becomes a grant. If the student does not teach in CA for the identified period, the award will be treated as a loan and must be repaid. This recommendation is necessary because the assessment fee can be a burden and a barrier for credential candidates. Implementation of this recommendation is intended to address this barrier by covering the immediate cost while preliminary credential candidates are students and incentivizing remaining in the profession.

% Strong Support/Support	92%
Average Support Score	1.57

- **Recommendation 1H:** The RDI-TPA Workgroup recommends that the CTC convene regular statewide gatherings of the entire preparation community (e.g., teacher preparation program faculty, assessment designers, LEA administrators, mentor teachers, candidates, scorers, etc.) to engage in multi-directional feedback and collaborative learning that informs teacher preparation programs, LEAs and the assessment itself. This recommendation is necessary because the current practice lacks sufficient stakeholder perspectives and scope of improvement. Diverse collaboration is essential for fostering continuous improvement in both program practices and assessment design, ensuring alignment with real-world teaching and equity-focused practices. Implementation of this recommendation is intended to address this by creating structured opportunities for stakeholders to:
    o Review current practices and identify gaps in alignment between the TPA and preparation programs.
    o Analyze recent assessment results, including both quantitative and qualitative data.
    o Calibrate performance expectations in scoring to ensure consistency and fairness across evaluators.
    o Share effective practices and collaboratively develop strategies to improve the TPA, its integration into teacher preparation programs, and LEA clinical experiences.
    o Facilitate meaningful contributions from all community members, ensuring diverse perspectives are incorporated into continuous improvement efforts.

Focus Area 1: Reviewing/Revising Initial Recommendations

March 2025 RDI-TPA Meeting

% Strong Support/Support	96%
Average Support Score	1.57

- **Recommendation 1I:** The RDI-TPA Workgroup recommends that the CTC develop a continuum of practice from preservice through in-service. The continuum should integrate TPEs and CSTPs to capture the trajectory of preservice through inservice practice to the skills and behaviors that lead to successful student learning and to a successful teaching career. We recommend that there is an exploration of the connection between the TPA rubrics and the continuum of practice so that the continuum would guide the connection between the TPAs and the ILP and help candidates and mentors know where the practice demonstrated on the TPA falls on the continuum. This recommendation is necessary because at this time a continuum does not exist that integrates the TPEs with CSTPs which causes a breakdown in understanding the full spectrum of a teacher's development. This continuum would ensure that a preservice program's curriculum and tasks, including the TPEs and TPA align with the expectations at the end of the preparation program as well as the expectations of the induction programs. This recommendation is intended to address this by ensuring that the TPA rubrics are aligned more closely with the continuum so that it would be easier for candidates and mentors to develop growth plans within preservice and in-service practice.

% Strong Support/Support	83%
Average Support Score	1.43