

Focus Area 3: Developing 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.

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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

At the March meeting, WG members will consider members' scores and feedback to the consolidated recommendations 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.

Notes on Data Presentation/Scoring:

- Scoring reflects 20/23 RDI-TPA Workgroup Members support polls received by the deadline.
 - 3 WG members responded to the poll twice
 - most recent submission was used to calculate scores
- Graphs represent total responses received: 23 responses from 20/23 workgroup members

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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)]

Program Continuous Improvement

Recommendation 3A:

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 must be standardized by the CTC across all programs to address inequities in TPA outcomes. This data could include: number pass/no pass; rubric scores; condition codes; number of attempts, candidate artifacts/work, including student's race, ethnicity, language, first-gen, etc.

- Programs to keep teacher candidate artifacts for 5-7 years for data analysis

For both areas of strength and areas for growth, programs engage in analysis of teacher candidate work, including formative TPA assignments, coursework and clinical practice to develop an improvement plan

Findings should be triangulated with other sources of data such as exit surveys, student interviews, program assessments, etc.

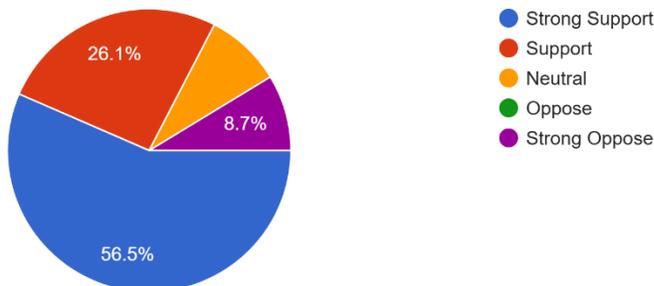
% Strong Support/Support	90%
Average Support Score	1.40

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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 co...s, student interviews, program assessments, etc.

23 responses



WG Member Comments:

- I wonder if we have all the data now, including first gen? I don't know that I have ever seen first gen data on TPA. I wonder what it looks like with the current writing emphasis.
- I particularly oppose this line, "Required data for analysis must be standardized by the CTC across all programs"
- This idea has to be fleshed out a bit more.
- I particularly oppose this line, "Required data for analysis must be standardized by the CTC across all programs"
- This recommendation needs streamlining of the last 4 paragraphs to get at the idea of each which I believe is: 1) all program personnel who support candidates should be engaged in collaborative analysis of data; 2) some of the data required for analysis should set by CTC so there is some standardization across programs; 3) analysis must also occur at the level of candidate work (not just scores); and 4) analysis should include a triangulation with other assessment data within the program.
- This information should be included in the guidance for the initial orientation of the TPA and reviewed during the initial orientation.
- Needs new wording. . . recommending that people "learn" is not enforceable. Should be that they experience PD, or have training, or. . . .

Recommendation 3B:

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, rubrics, and evidence.

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

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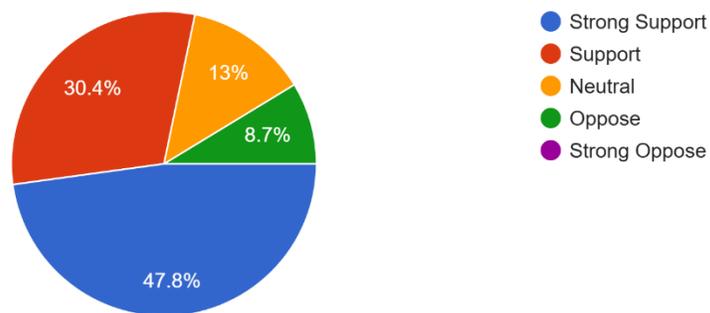
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Implementation of this recommendation be addressed by engaging individuals involved in supporting candidates in a critical and collaborative analysis of sample candidate TPA submissions.

% Strong Support/Support	80%
Average Support Score	1.20

The RDI-TPA Workgroup recommends that: All individuals involved in supporting candidates in their development as teachers, including course instruc...ive analysis of sample candidate TPA submissions.

23 responses



WG Member Comments:

- Language might need to change. I don't want the law to incorporate anyone who would never interact with an intern about the TPA that becomes a barrier to additional intern support.
- I do have an issue with the one aspect of the wording "learn the specifics" I would recommend changing the word learn to "engage with" or "have an understanding/awareness of"
- Feels duplicative of other items that have been reviewed in other sections. Is it not?
- I oppose as written because Standard 5 has language already: "The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes." If this standard is meant to go beyond what exists, it needs to clarify what that is and why more is needed.
- Course instructors and mentor teachers need specifics about different pieces of the puzzle- they both need a broad understanding of it all, but not of everything.
- This information should be included in the guidance for the initial orientation of the TPA for credential candidates.
- Seems duplicative of previous recommendation above.

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Recommendation 3C:

The RDI-TPA Workgroup recommends CTC develop a system of shared accountability between preparation programs, CTC, and TPA providers to address 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. CTC is required... Preparation programs are required to ...

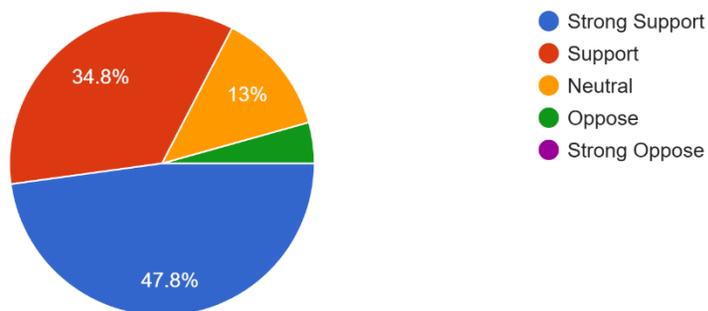
This recommendation is necessary because evidence shows that candidates from underrepresented groups face systemic barriers and inequities with the TPA instrument and process that contribute to lower success rates, which TPA providers and programs have a responsibility to address and perpetuates inequities 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.

% Strong Support/Support	85%
Average Support Score	1.35

The RDI-TPA Workgroup recommends CTC develop a system of shared accountability between preparation programs, CTC, and TPA providers to a... promoting equitable outcomes for all candidates.

23 responses



WG Member Comments:

- Needs more fleshing out
- Once again - needs to be spelled out more. That being said - I like the language about looking at the test results to consider shifts that might address inequities.
- There are well known psychometric procedures, methods, and models for detecting, for example; differential item functioning. The lack of public peer reviewed publication on item bias and scorer bias by Pearson/Evaluation Systems on CALTPA and EDTPA data is frankly shocking. I support scientific research and approaches to test validation. ALL forms of DIF should be disclosed including race/ethnicity DIF studies.

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- I support with major edits/streamlining to get to the basic idea which is I believe is: both TPA sponsors and programs have a responsibility in addressing disparities in scores; Both must conduct analyses where disparities in success rates exist and persist; both must disaggregate analysis by race & ethnicity; both must recommend how disparities could be addressed; and both must make their analyses public and transparent.
- Make sure that local educational agencies are included, especially for teachers who are on internship status.

Improve Candidate Support

Recommendation 3D:

The RDI-TPA Workgroup recommends that programs can provide clear, specific feedback without providing answers - and this can be provided by any educational partners with proper training (e.g. mentors, faculty, peers).

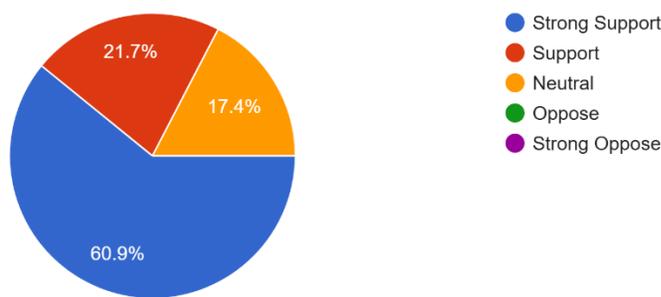
This recommendation is necessary because there is confusion within the system about what feedback can and cannot be provided to candidates on their TPA.

Implementation of this recommendation is intended to address this by creating a clear message to programs and participants about the use of feedback on the TPA.

% Strong Support/Support	85%
Average Support Score	1.45

The RDI-TPA Workgroup recommends that programs provide clear, specific feedback without providing answers - and this can be provided by an...participants about the use of feedback on the TPA.

23 responses



WG Member Comments:

- I agree that there should be more clarity and the ability to support a bit more than it seems is allowed. It seems authentic for a teacher to seek counsel/feedback from others as they teach and plan.

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- Feels duplicative of other measures.
- Since this is part of an interim recommendation, is it necessary here? Can staff please advise on this one?
- I don't think this should be a recommendation as it is already an expectation that is not currently measured. I think this is information that should also be covered during the initial orientation of the TPA to ensure effective communication of expectations for all stakeholders.

Recommendation 3E:

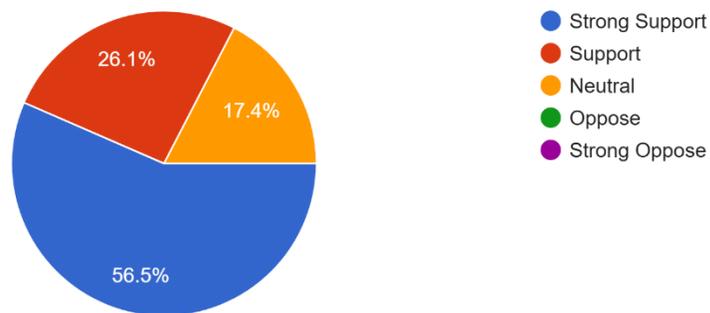
The RDI-TPA Workgroup recommends that the program be required to include mentor and supervisor training specific to the TPA and the TPA's required forms of support.

This recommendation is necessary because there seems to be mixed messages about the TPA for various educational partners.

Implementation of this recommendation is intended to address this by creating a clear message for all educational partners.

% Strong Support/Support	80%
Average Support Score	1.35

The RDI-TPA Workgroup recommends that programs be required to include mentor and supervisor training specific to the TPA and the TPA's required ...ating a clear message for all educational partners.
23 responses



WG Member Comments:

- Feels repetitive to another item above.
- Seems duplicative of other measures.
- Support if this is consolidated with the interim recommendation/action and the recommendation above.
- This information should be included in the guidance for the initial orientation of the TPA for credential candidates and stakeholders.

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Recommendation 3F:

The RDI-TPA Workgroup recommends that a separate expert group be created to study internship and the differences in the intern credentialing model, as related to the TPA, including best practices for supports that would require changes in partner MOUs.

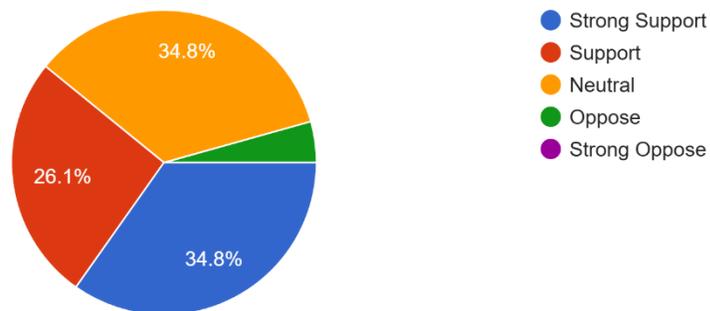
This recommendation is necessary because teacher candidates on internship credentials have difficulty completing/passing the TPA, and oftentimes these teachers are placed in the most underserved areas.

Implementation of this recommendation is intended to address this by determining key shift for teacher interns.

% Strong Support/Support	65%
Average Support Score	1.00

The RDI-TPA Workgroup recommends that a separate expert group be created to study internship and the differences in the intern credentialing model...s this by determining key shift for teacher interns.

23 responses



WG Member Comments:

- I came into this thinking interns are different and the test may not be ideal for their situation - and that the data displays that. I still think that there are inequities with the TPA and interns, as in student teaching, while a mentor is instructing, the student teacher could be completing the TPA requirement in the back of the room (I have witnessed this many times). Interns don't have the time and space for this... but I do not know that a work group would be successful in accomplishing anything that could be done in other ways. I wonder if intern programs can generate a list of brainstormed ideas of what could work and then facilitating them to see what does work could do this for cheaper.
There are data points I am extremely interested in seeing including: how many people never take the test instead of fail and from what credential path. I imagine thats a much larger data flag.
- Once again I don't know if an expert group is necessary. I do think right now interns are seeing a low pass rate - and a hidden rate no one tracks - a rate of non submission that is significantly higher. But no one is digging in, and this is just anecdotal data from a few

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intern programs. There should be some data collected with intern programs specifically - and looking at data in new ways because problems do exist that are specific to intern programs with the current model. But I don't know that there is a fix.

- support with editing -- I don't understand last sentence.

Recommendation 3G:

The RDI-TPA Workgroup recommends requiring institutions to create a plan for credential candidates so they can have cost-free, ongoing, and easily accessible support for candidates that are satisfactorily meeting program requirements, but who have not passed the TPA, to help them pass the TPA for up to one additional calendar year from completion of required coursework.

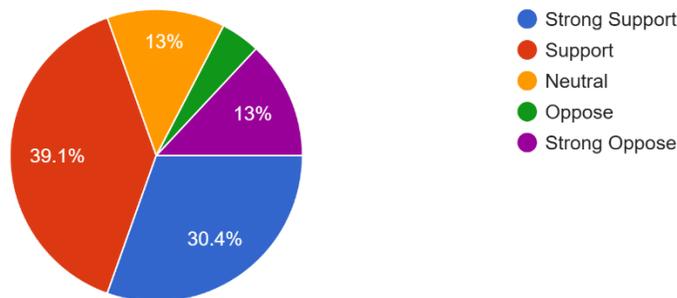
This recommendation is necessary because candidates satisfactorily completed other aspects of the program, demonstrating proficiency, but have not passed the TPA which can create financial hardship for credential candidates.

Implementation of this recommendation is intended to address this by providing instructional support to credential candidates in completing their final credential requirements.

% Strong Support/Support	75%
Average Support Score	0.90

The RDI-TPA Workgroup recommends requiring institutions to create a plan for credential candidates so they can have cost-free, ongoing, and ... in completing their final credential requirements.

23 responses



WG Member Comments:

- The cost free part I do not think would work while meeting edcode for internship, who needs a coach and a mentor while in the program. While our program can handle this, I worry about other programs in the state and what it would do.
- Cost free I think breaks this idea. Staff has to be paid to support candidates. Someone will need to pay for it.

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- AI training on candidate writing responses as part of self and peer assessment routines would address this recommendation. It would also close digital divide and level playing field in less well resourced programs.
- Not fair or appropriate to burden programs with this cost; need source of payment.
- How will this be paid for and staffed?

Recommendation 3H:

The RDI-TPA Workgroup recommends program standard 5 require the TPA to be embedded within programs, as required by Ed. Code 44320.2.

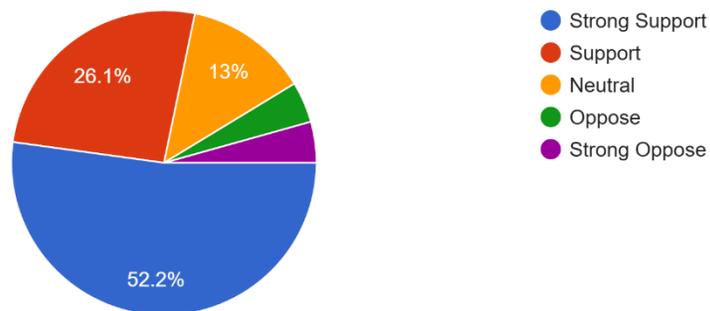
This recommendation is necessary because there is no language in standard 5 that programs are required to embed the TPA.

Implementation of this recommendation is intended to address this by adding the requirement.

% Strong Support/Support	80%
Average Support Score	1.15

The RDI-TPA Workgroup recommends program standard 5 require the TPA to be embedded within programs, as required by Ed. Code 44320.2. This r...ntended to address this by adding the requirement.

23 responses



WG Member Comments:

- Please ask staff to weigh in on whether wording is adequate for the revision needed in standard 5A
- Incorporate this into previous recommendation above about revision of standard 5.
- Need to demonstrate meaningful changes to TPA that improve its validity and educativeness in order to make the assessment more authentic to the work of teaching than its current state, to warrant a requirement.

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Improve Directions to Programs for Embedding

Recommendation 3I:

The RDI-TPA workgroup recommends that Program Standard 5 includes the requirement for programs to embed the TPA in both fieldwork and coursework assignments. As part of embedding the TPA in fieldwork and coursework, candidates will receive and implement feedback on their teaching and be assessed on their implementation of feedback.

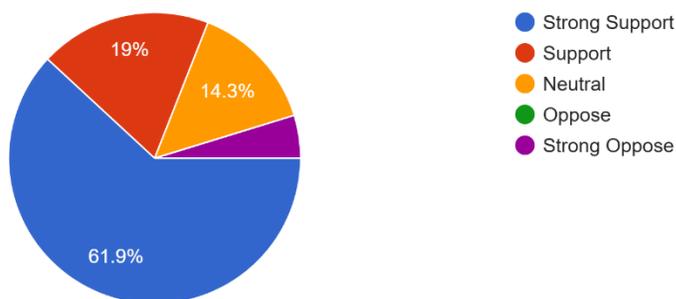
This recommendation is necessary to ensure that embedding is part of program standards and not just in statute so that programs will demonstrate evidence of how they are embedding the TPA during accreditation.

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.

% Strong Support/Support	80%
Average Support Score	1.30

The RDI-TPA workgroup recommends that Program Standard 5 includes the requirement for programs to embed the TPA in both fieldwork and ...k on the TPA is embedded throughout the program.

21 responses



WG Member Comments:

- Does this repeat a previous recommendation?
- While I support the idea that the standard include more specific language on embedding, I am a little confused about what is embedded, and what the feedback is (i.e., is the feedback specific to TPA requirements or teaching in general?)
- Curriculum is prerogative of faculty, not the state.
- Could support if the assessment is demonstrated to be an asset to the teacher prep program.

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Recommendation 3J:

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. In order for this to be possible, the TPA must be embedded in the coursework and fieldwork.

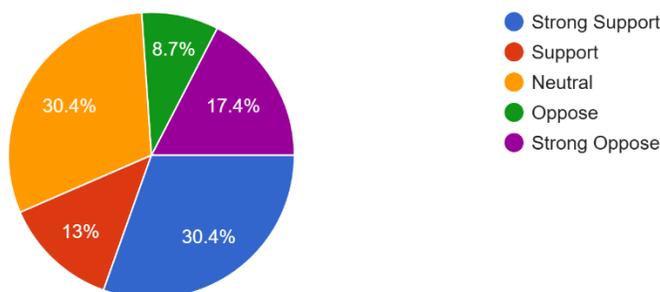
This recommendation is necessary because relying solely on the TPA may not fully capture a candidate's readiness, especially when considering diverse preparation pathways, candidates with learning differences, and individual strengths.

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.

% Strong Support/Support	45%
Average Support Score	0.45

The RDI-TPA Workgroup recommends positioning the TPA as one of multiple measures of candidate readiness, allowing candidates to demonstrate their teaching competencies.

23 responses



WG Member Comments:

- There was a lot of conversation on this, and I still don't understand the point in this. The way this is phrased makes it sound like a TPA score doesn't matter. Then what is the point in candidates wasting money on the test? And then... What is the point of the test?
- I believe this statement expands the secondary pass rate to include all candidates who do not achieve the primary pass rate.
- I am unclear on what this actually means in terms of whether this would no longer require a TPA
- I am still a bit unclear about the spirit of this one as the TPA is already one of multiple requirements to earn a credential. I know we discussed this in person so seems like some strengthening of the intent would help. Can the TPA be replaced by coursework (for example)?

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- I worry about the language of this measure and it does not sound like even those who are putting it forward are clear of their intentions.
- I am unclear on what the repercussions of this would be - If this is saying that candidates do not need to pass a TPA then it needs to be clearly stated
- This begs question: how will TPA be weighted? And will it be THE tool used by STATE/CTC to warrant readiness to teach?
- This seems to dilute the TPA - either keep it or leave it.
- The TPA is already just one assessment in a system of assessments that programs use for preparing and recommending candidates for credentials. All assessments are documented in the accreditation process. If I am missing the intent of this standard, I think it needs clarification.
- This seems redundant as the TPA is already one of multiple measures it has just not been operationalized this way in many contexts.
- I think to earn a license people should need to pass a TPA
- Implementation of this would effectively eliminate TPA.
- This needs clarity on whether or not it's saying that TPA is not just required to take but required to pass or not.

Recommendation 3K:

The RDI-TPA workgroup recommends that program standard 3D be revised to include the requirement that programs provide evidence of how they are supporting mentor teachers with training and resources for supporting candidates to successfully complete a TPA which is embedded in the field work experience.

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.

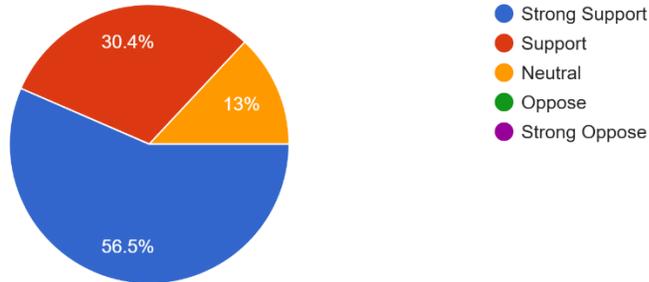
% Strong Support/Support	90%
Average Support Score	1.50

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The RDI-TPA workgroup recommends that program standard 3D be revised to include the requirement that programs provide evidence of how...their clinical practice with TPA recommendations.

23 responses



WG Member Comments:

- [No comments]

Recommendation 3L:

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.

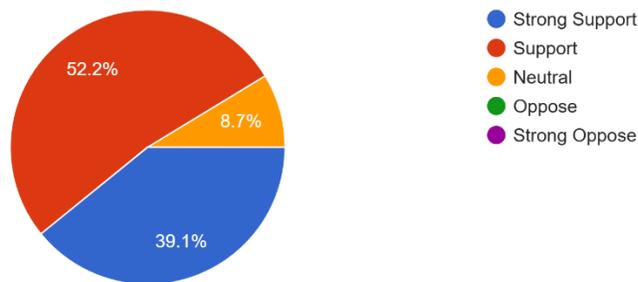
This recommendation is necessary to support programs as they develop policies and procedures for embedding the assessment.

Implementation of this recommendation is intended to address this by building capacity for systems of continuous improvement and learning across institutions.

% Strong Support/Support	90%
Average Support Score	1.30

The RDI-TPA workgroup recommends that model sponsors support programs to embed the TPA by providing exemplars and opportunities for cross-se...ous improvement and learning across institutions.

23 responses



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WG Member Comments:

- I want more specific language - it would be cool to have more exemplars. Otherwise, this is something that already happens.
- This happens but to be honest, exemplars are not plentiful. We need more examples.

Recommendation 3M:

The RDI-TPA workgroup recommends that program standard 5 be revised to require programs to monitor, gather data, and analyze data related to results which come from embedding the assessment in both coursework and clinical practice and utilize learning from the multiple constituents who participate in the local scoring experience to improve embedding practices in the coursework and fieldwork.

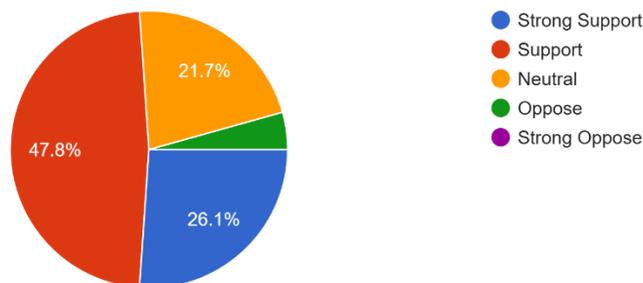
This recommendation is necessary to ensure that data is used to provide continuous feedback to programs to be utilized for program improvement as it relates to embedding the TPA into coursework and fieldwork.

Implementation of this recommendation is intended to address this by requiring programs to evaluate data from key formative assessments to set expected program outcomes so that preparation for and feedback on the TPA is embedded throughout the program, to improve communication across segments and within the field.

% Strong Support/Support	80%
Average Support Score	1.10

The RDI-TPA workgroup recommends that program standard 5 be revised to require programs to monitor, gather data, and analyze data related to ...ommunication across segments and within the field.

23 responses



WG Member Comments:

- Feels redundant to above and is less broad
- I believe this is duplicative again.
- This could be consolidated with other similar recommendations

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Improve Communication Across Segments

Recommendation 3N:

The RDI-TPA Workgroup recommends that Program Standard 5 be revised to include an orientation to engage credential candidates, including interns and their administrators; mentor teachers; and credential candidate supervising staff and faculty with meaningful professional learning opportunities specific to the TPA tasks, rubrics, and scoring and how they can be supported/support candidates through the process.

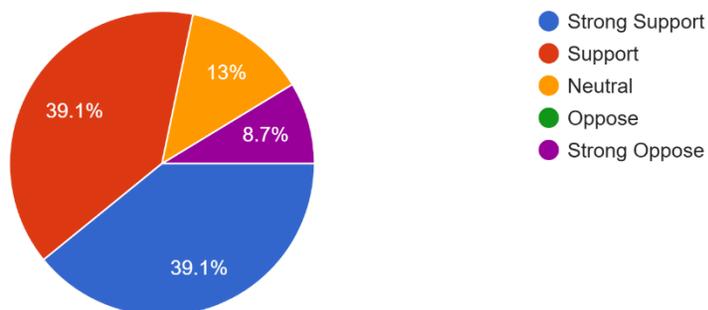
This recommendation is necessary because credential candidates are entitled to continuous feedback and opportunities for reflection. Also, this may allow educators to create meaningful connections between praxis and assessment and to offer opportunities to reflect on candidate growth before submitting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

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

% Strong Support/Support	80%
Average Support Score	1.15

The RDI-TPA Workgroup recommends that Program Standard 5 be revised to include an orientation to engage credential candidates, including interns a...ctly to support, feedback, and revision of the TPA.

23 responses



WG Member Comments:

- I worry about including Admin in TPA training and the ability to do this reasonably well. I also worry about the impact of getting mentors for this unless we can adjust the 10 hours to incorporate this as part of the hours.
- I worry about the practicality of getting admin from each school site to do this.
- I believe standard 5 already has this in it, but perhaps there is a strengthening required. If staff can weigh in on what is and is not there, that would be helpful.
- this seems similar to another suggestion above

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Recommendation 30:

The RDI-TPA Workgroup recommends the CTC update their webpage to include the TPA passing rates for each teacher preparation program, information on the type of TPA offered by each program, and required TPA-related documents, such as rubrics and task descriptions. Programs should explicitly link to this data within their applicant portals or websites.

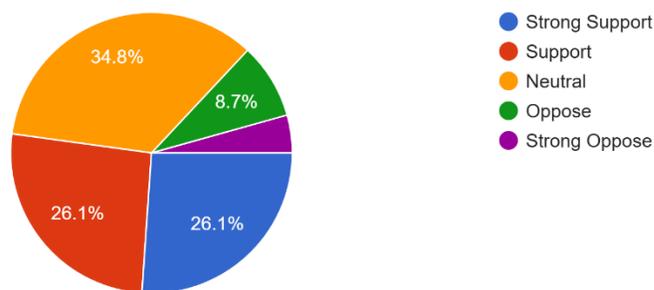
This recommendation is necessary because by presenting this information clearly and transparently, candidates can better evaluate which program and pathway align with their professional goals and needs.

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

% Strong Support/Support	55%
Average Support Score	0.65

The RDI-TPA Workgroup recommends the CTC update their webpage to include the TPA passing rates for each teacher preparation program, informati...sible, publicly available data for all stakeholders.

23 responses



WG Member Comments:

- This already exists. I guess the addition is we link to CTC, which I feel helps transparency. But I am not sure how to link to CTC data in a clean way without the user having to select the program, and to be honest, finding that is not intuitive - but once you figure it out it is good.
- The current placement of this information is not effective. It is almost impossible for an user who knows that the information is there to find the pass rates. For someone shopping for a program, it is impossible. This information needs to be accessible.
- If this recommendation included a requirement to included specific information on context of the pass rate I would be supportive
- I think this happens. And to be honest, the data is not easy to use on the ctc site, and I am not sure I can even link to my program data without the user having to click multiple times to gather it. I am not opposed to programs linking to the TPA data page, but I think it would be good to update the website to make it a bit easier to use and find.

Focus Area 3: Developing Initial Recommendations

March 2025 RDI-TPA Meeting

- I've never supported league tables, data walls, etc and any other form of horse racing with summative data to compare teachers, classrooms, or schools. TPA is no exception. These policy games typically lead to perverse incentives and unintended negative consequences.
- It would be helpful to have CTC data people weigh in on how this could be done better, as some of it exists now (it's just difficult to find).
- Maybe we can have programs publish this. However, I am concerned about the consequences and potential adverse behaviors related to this potential "public shaming."

Recommendation 3P:

The RDI-TPA Workgroup recommends that information from the TPA be used to inform the development of IDP goals to develop an ILP within an induction program.

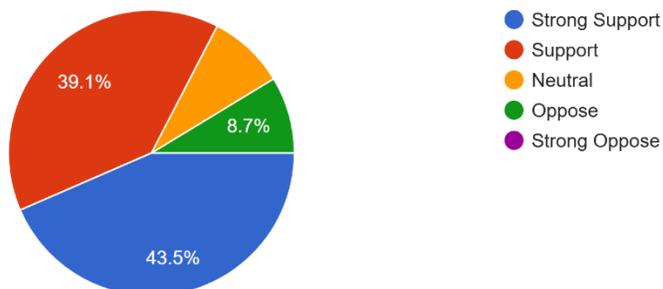
This recommendation is necessary because it will support the formative nature of the TPA.

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

% Strong Support/Support	85%
Average Support Score	1.25

The RDI-TPA Workgroup recommends that information from the TPA be used to inform the development of IDP goals to develop an ILP within ... creating space for continual professional growth.

23 responses



WG Member Comments:

- Not sure how to do this well. Plus this is the law already. Feels redundant to include.
- I think this is already a requirement.
- Can staff let us know if this is already in standards?
- Strongest support.
- Is this already the goal?

Focus Area 3: Developing Initial Recommendations

March 2025 RDI-TPA Meeting

Recommendation 3Q:

The RDI-TPA Workgroup recommends that induction program standard 3 be revised to include consideration of TPA and IDP information in the development of the ILP and induction goals.

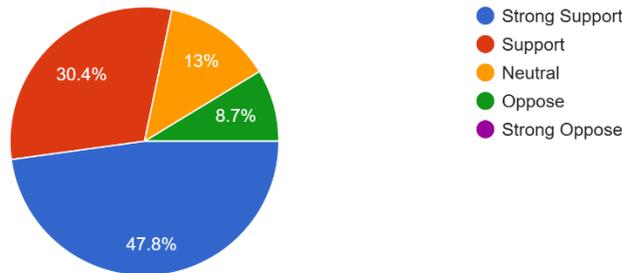
This recommendation is necessary because it will support the formative nature of the TPA throughout preservice and induction.

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

% Strong Support/Support	80%
Average Support Score	1.25

The RDI-TPA Workgroup recommends that induction program standard 3 be revised to include consideration of TPA and IDP information in the dev... creating space for continual professional growth.

23 responses



WG Member Comments:

- Not sure how to do this well. Plus this is the law already. Feels redundant to include.
- Once again - is it not already?
- Can staff let us know if this is already in standards?
- Strongest support.