

Focus Area 4: 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 articulated initial ideas verbally or submitted recommendation ideas through a form. Each idea was 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), and WG members had the opportunity to provide additional feedback.

2. Consolidated Recommendations

Brainstormed recommendations were grouped into thematic categories and arrayed in order of priority score. Workgroup members meet in groups according to the thematic category to consolidate duplicative recommendations. WG members review feedback, make revisions, and develop a concise rationale and theory of action for each recommendation and present it to the whole group for feedback. Workgroup members will then prioritize and score the revised consolidated recommendation.

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3. Initial Recommendations

Working in a small group, workgroup members will review the scores on the consolidated recommendations along with any feedback and make necessary revisions. Revised recommendations will then be presented to the whole group for consideration.

4. Draft Recommendations

The WG will prioritize the initial recommendations. 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 20/23 RDI-TPA Workgroup Members support polls received by the deadline.

Local Scoring Characteristics Established at February Workgroup Meeting:

Local Scoring includes people familiar with the geographic, cultural, and social contexts; people working within close proximity of the candidates whose work is being scored

Local scoring is important because it:

- Provides immediate feedback and can assist with the eliminating condition codes
- Provides continuity of experience for candidates
- Is formative nature for programs
- Allows for scorers to understand contexts and environments of classroom
- Provides possibility of responsiveness to the contexts of the candidate (linguistic, geographic, cultural)
- Can potentially reduce costs and eliminate error codes for candidates

The process of calibration engages program faculty in understanding critical concepts of teaching; developing a shared language; developing shared understanding of what constitutes evidence of high-quality teaching

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Programs Engage in Local Scoring

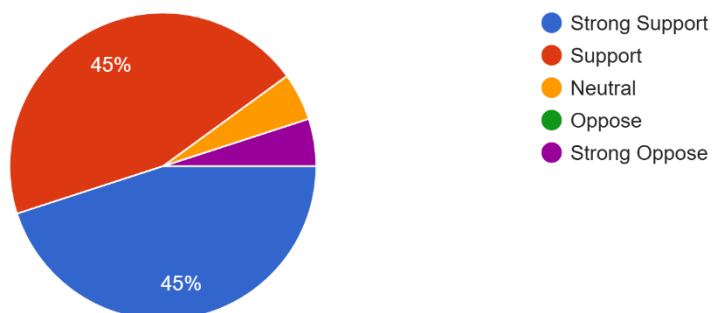
Recommendation 1:

- 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.

% Strong Support/Support	90%
Average Support Score	1.25

Recommendation 1: • The RDI-TPA workgroup recommends that a portion of the TPA be locally scored and that the TPA model sponsors provide re...udy their program's impact on candidate practice.

20 responses



WG Member Comments:

- I agree with the spirit of this recommendation, but worry that in practice a lot of the scoring will be outsourced to people who aren't program faculty (e.g., grad students, mentor teachers, etc.) thus not really enlightening nor informing practice anymore than what is already happening.
- I do not believe that scoring a portion of the results is enough for an institution to understand that gravity of the requirement for candidates. If we recommend this, then candidates should only need to complete a portion of the TPA.
- change "a portion" to "all," indicate that live panel reviews replace portions that can be replicated by AI
- Amend with "...recommends that at least a portion..." to ensure that it is understood that all candidates can be locally scored if the program chooses to do so (i.e., we are not changing current policy which allows for that, we are simply saying that all programs must score a portion at least).
- Should indicate a source of compensation for scorers.

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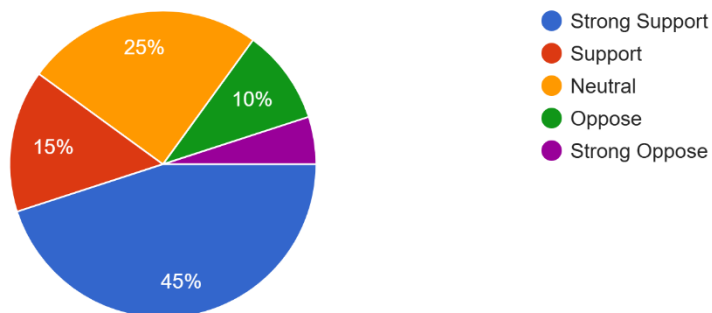
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Recommendation 2:

- 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.

% Strong Support/Support	60%
Average Support Score	0.85

Recommendation 2: • The RDI-TPA workgroup recommends that programs score their candidates' TPA re-submissions. • This recommendation is ne...programs' areas of strength and areas for growth.
20 responses



WG Member Comments:

- Shouldn't these be the double scored candidates? Instead of saying let's let test bias happen?
- Same concern as above: I agree with the spirit of this recommendation, but worry that in practice a lot of the scoring will be outsourced to people who aren't program faculty (e.g., grad students, mentor teachers, etc.) thus not really enlightening nor informing practice anymore than what is already happening.
- This is critical because the experts working in the program know the candidate and the classroom contexts better than anyone else.
- As written, I think there are a few problems with making this a mandate. 1) if we ultimately require that local scoring include only a portion of the TPA, then all programs would need faculty trained separately on scoring the whole TPA. 2) I worry that re-scoring would bias the scorer's stance, and would recommend that re-submissions are double-scored -- by program faculty and a central system.

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- There needs to be language that involves a collaborative process between TPA sponsor scorers and programs so that programs are aware of the feedback given related to the need for re-submission.
- I think we may want to consider safeguards to prevent preparation programs from passing all resubmissions in order to protect their organization's pass rates.

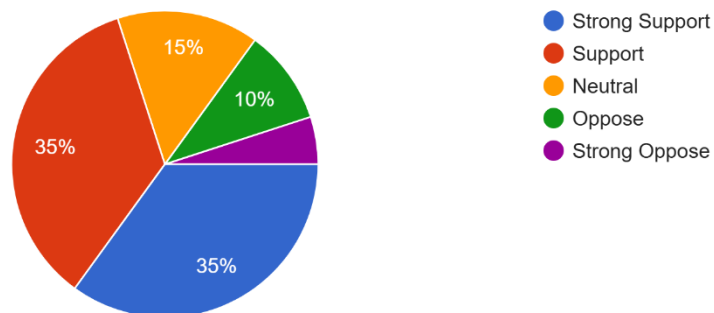
Recommendation 3:

- The RDI-TPA workgroup recommends that Assessment Design Standards be updated to include local-scoring as a requirement for the TPA.
- This recommendation is necessary because programs are tasked with the responsibility of ensuring candidates are able to implement the TPEs. Additionally, engaging in local scoring serves as a formative process to analyze candidate performance and improve program alignment with TPA expectations
- 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.

% Strong Support/Support	70%
Average Support Score	0.85

Recommendation 3: • The RDI-TPA workgroup recommends that Assessment Design Standards be updated to include local-scoring as a requiremen...so they are able to effectively support candidates.

20 responses



WG Member Comments:

- indicate county office of education can score in collaboration with teacher ed faculty to build capacity
- As it is currently written, I don't support the notion of local-scoring only. I would support this recommendation if it is combined with recommendation 1 for streamlining, and does not require "all" be locally scored but a "portion" as defined in 1

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- Could be a viable option if other issues related to assessment validity and program infrastructure that allows for effective local scoring practices.

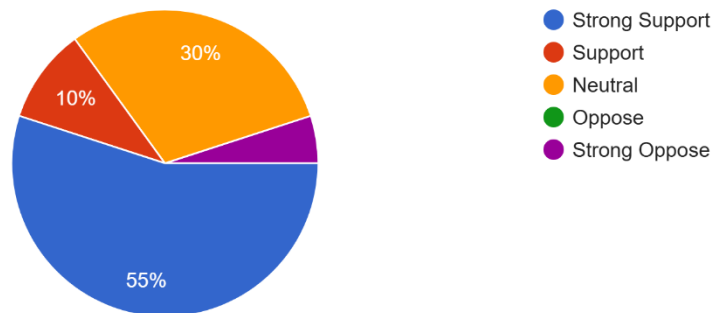
Recommendation 4:

- The RDI-TPA Workgroups recommend 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.

% Strong Support/Support	65%
Average Support Score	1.10

Recommendation 4: • The RDI-TPA Workgroup recommends that funding be provided from the state to programs to allow for faculty members who ...th credential candidates to locally score the TPA.

20 responses



WG Member Comments:

- I do not know where funding should come from. That will be barrier for whatever happens next.
- not sure about it only being faculty or whether it meant to include others
- In my view, this is a must in any of the aforementioned recommendations move forward.
- I am not comfortable with the general nature of this proposal.
- While I think there should be some sort of funding structure designated to local scoring, I worry that a recommendation that it be state funded could hamper our efforts if funding is not forthcoming. With SB2042 we saw that when state funding did not follow, institutions chose not to engage in the TPA mandate for years. I would rather support a small workgroup that gathers evidence for how programs structure local scoring of TPAs and other credential portfolios, for example, to better inform how a funding structure with both program and state input could be created.
- Funding could come from external TPA model sponsors as well.

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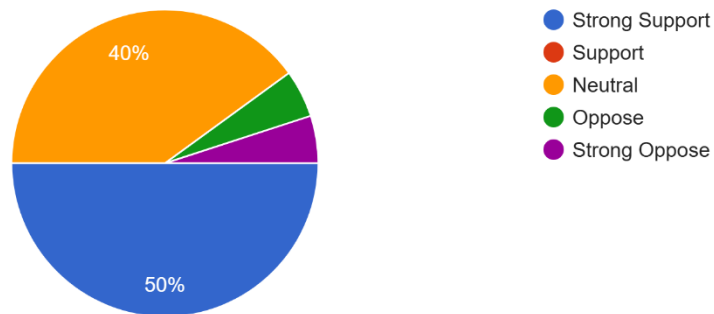
Recommendation 5:

- The RDI-TPA Workgroups recommend that in the spirit of shared responsibility, faculty 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.

% Strong Support/Support	90%
Average Support Score	0.85

Recommendation 5: • The RDI-TPA Workgroup recommends that in the spirit of shared responsibility, faculty embed the TPA tasks through...assing standard on the TPA during the coursework.

20 responses



WG Member Comments:

- If scoring can happen in conjunction with local county offices of education
- This recommendation includes too many things at once to determine.
- This recommendation has many components that would be more actionable if broken out and combined with others here. The concepts in it are very important and remind us that we want to be sure our set of recommendations include what's here: 1) a system of shared responsibility; 2) feedback; 3) support for candidates who have not passed.
- Recommendation needs to be more explicit about how this will be done or else state that it recommends a workgroup be commissioned to do this work.
- This is already in place.....

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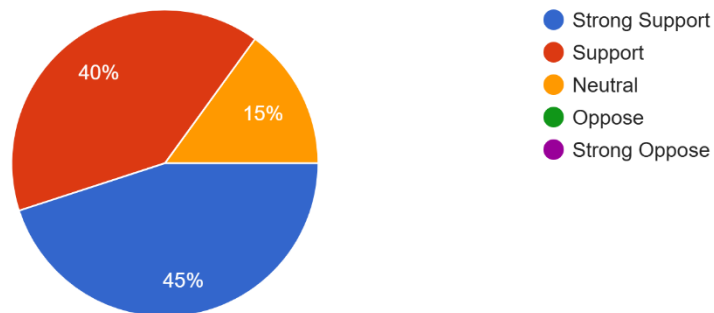
Recommendation 6:

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

% Strong Support/Support	85%
Average Support Score	1.30

Recommendation 6: • The RDI-TPA Workgroup recommends that the local scoring process include rigorous calibration and/or a central auditing process to ensure reliability in scoring across programs.

20 responses



WG Member Comments:

- Yes - I heard a few times on Friday that COEs should do double scoring. I imagine COEs would be willing to, but like everything else, funding will be an issue as this will create a need to staff new positions for the amount of scoring that will be needed: also, it leads me wondering who will double score COEs submissions?
- And the CTC set criteria for rater reliability studies including in different phases, from pilot to implementation.
- Local county offices of education could support this work.
- This is one of the most critical components to local scoring and I would amend this to say "...rigorous calibration and a central auditing process.." (i.e., get rid of the "or")
- Too vague

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Formation of Workgroup/Identification of Barriers to Local Scoring

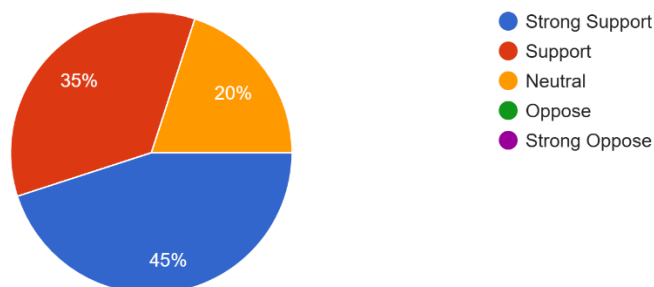
Recommendation 7:

- The RDI-TPA workgroup recommends that work be done to identify barriers and necessary resources and supports to enable programs to engage in local scoring and explore 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. 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	80%
Average Support Score	1.25

Recommendation 7: • The RDI-TPA workgroup recommends that work be done to identify barriers and necessary resources and supports to enable pr...programs’ areas of strength and areas for growth.
20 responses



WG Member Comments:

- I imagine the biggest barrier is training and access right now. If it becomes a requirement, there will be a need for lots of training.
- I would love to help with this work.
- This could be combined with a suggestion I made in recommendation 4 to identify fiscal supports for local scoring (both in-kind & additional funding sources).

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Local Scoring to Allow for Data Review & Analysis

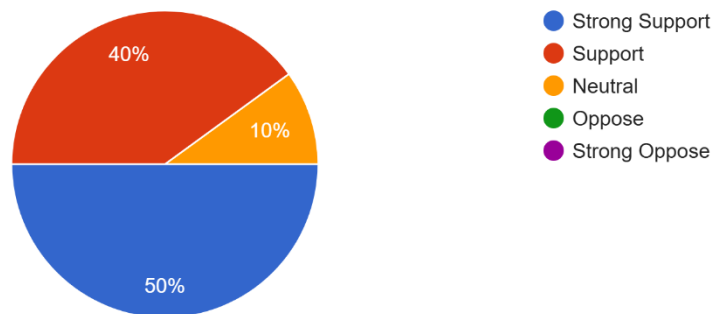
Recommendation 8:

- 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.
- 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.

% Strong Support/Support	90%
Average Support Score	1.40

Recommendation 8: • The RDI-TPA Workgroup recommends that teacher preparation educators and LEA administrators and teachers collaboratively...ential candidates are refining in their classrooms.

20 responses



WG Member Comments:

- The logistics of this worries me, and the idea of the fact this could marry credentialing program and Human Resources for interns - two things that we usually keep separate. But I do think it will have positive impact if crafted carefully.
- not sure re including Administrators

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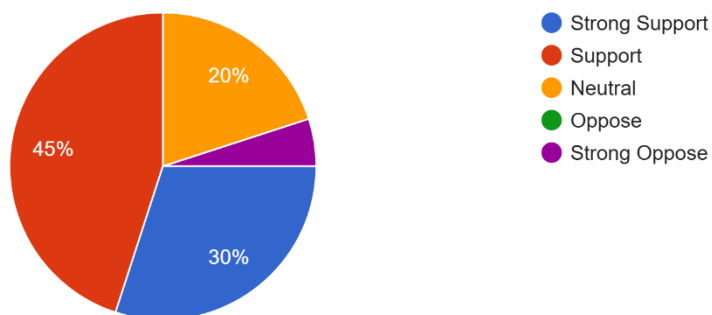
Recommendation 9:

- The RDI-TPA Workgroup 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.

% Strong Support/Support	75%
Average Support Score	0.95

Recommendation 9: • The RDI-TPA Workgroup recommends that clear guidelines be established on how preparation programs should use local scor...oportionately impacted candidates per pass rates.

20 responses



WG Member Comments:

- Use of raw score data may or may not be stable, accurate or reliable enough to warrant curricular interventions. These data are noisy. Without adequate scaling techniques or the use of well known psychometric algorithms and techniques, one should exercise caution when interpreting ordinal data. Cf. DUCKOR ET AL 2014
- This feels very general.
- There are recommendations to this effect in Focus area 3, so they should be streamlined

Recommendation 10:

- The RDI-TPA Workgroup 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.

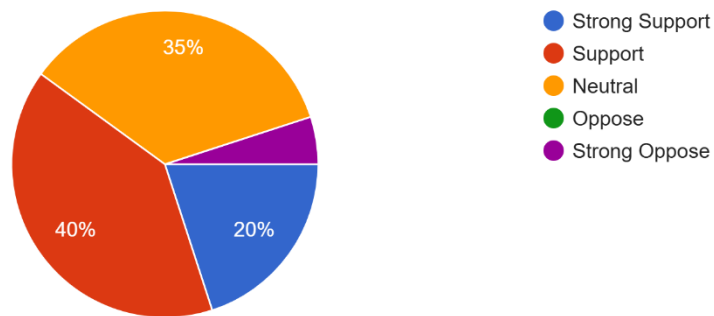
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% Strong Support/Support	60%
Average Support Score	0.70

Recommendation 10: • The RDI-TPA Workgroup recommends that the CTC convenes a work group to identify qualities of “high data use progra... and in how they collaboratively engage in data use.

20 responses



WG Member Comments:

- No work group needed. This sounds expensive, but truly the point of this almost sounds like identifying quality programs to steal from them. That doesn't need to cost money or time. Data exists to make this happen now.
- I've read this a few times and don't think I'm clear about this recommendation. I also don't recall what we discussed regarding this recommendation. Maybe it's just me....
- I wonder what incentive campuses would have to participate.
- This may be too specific but the basic idea is that programs who demonstrate they do collaborative scoring of the TPA well, can use other data instead as long as their plans are approved by CTC (perhaps in the accreditation cycle).

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Faculty Calibration/Orientation to Assessment

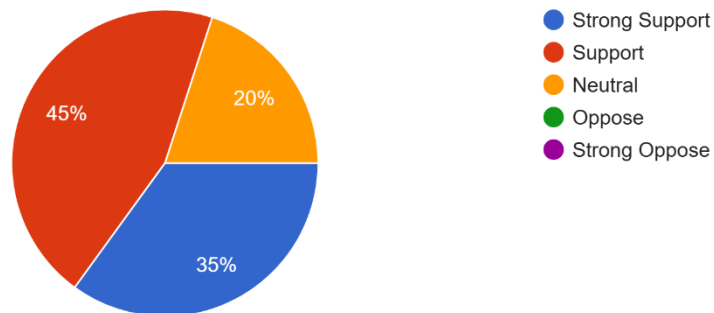
Recommendation 11:

- The RDI-TPA Workgroup recommends 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 candidates' 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.

% Strong Support/Support	80%
Average Support Score	1.15

Recommendation 11: • The RDI-TPA Workgroup recommends that there is a collaborative scoring overview required for all educators involved in the p...uct/support this training via gatherings, materials.

20 responses



WG Member Comments:

- This is a lot of people for training. I partially worry on the impact of mentors and the willingness of teacher mentors to work in this role as we continue. To require more trainings. How often does training need to happen? Once a year? Once a decade? For ongoing mentors?

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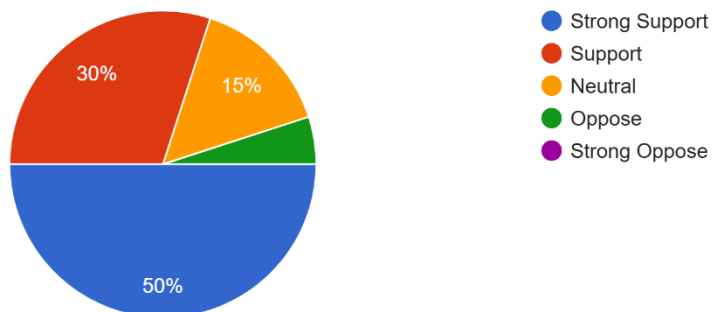
Recommendation 12:

- The RDI-TPA Workgroup 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).

% Strong Support/Support	80%
Average Support Score	1.25

Recommendation 12: • The RDI-TPA Workgroup recommends that the following be added to Required Elements for Assessment Design Standard ...t. (and assist in scoring candidate submissions).

20 responses



WG Member Comments:

- Clarification is needed to clearly identify who the "model sponsor" is.
- When writing final recommendations this should clarify it is the part in parentheses that's added to the current language in 1g.

Requirement for Local Model Sponsors

Recommendation 13:

- The RDI-TPA Workgroup 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.

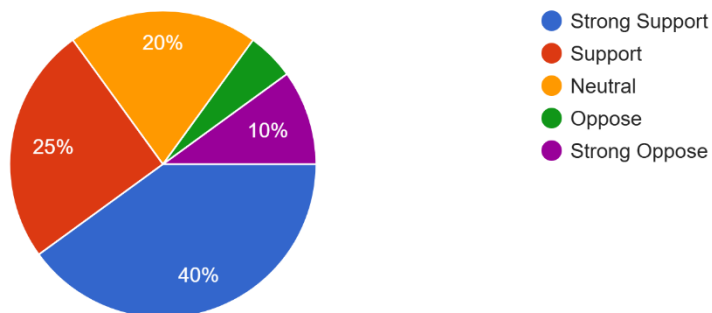
% Strong Support/Support	65%
Average Support Score	0.80

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Recommendation 13: • The RDI-TPA Workgroup recommends that a TPA Model Sponsor shall be an accredited institution, group of accredited institutions, and the scoring of the assessment materials.

20 responses



WG Member Comments:

- I don't know the impact of this. I do believe we should go to local scoring. If that happens, I imagine this is what takes effect?
- It is imperative that outside vendors are not profiting from teacher candidates.
- I don't know that we want to make this a requirement, as programs have a choice in the TPA they use. What I wish is for student fees to be used solely for their process of learning-to-teach rather than for the profit of other entities. Therefore, from this standpoint this recommendation could include not-for-profit entities that might be a part of this process. Also, I am concerned with narrowing the field too much. It is a lot of work to develop a TPA and maintain a TPA process of scoring, data collection and reporting, etc.. Few higher ed institutions have the capacity to do so. I am also concerned about single institutions creating their own TPA. Creating a TPA for a single program's use is far easier than one many programs to use. I don't think we are well served to have a different TPA for every program in the state--something we may need to address in this workgroup.
- I am not opposed to outside vendors but there should strong checks and balances and an accountability to ethical treatment of candidates and fiscal contributions back into the credentialing system on behalf of their user (teacher candidates).