

## RDI-TPA Draft Recommendations with Workgroup Member Scores and Comments Organized by Percent of WG Members who Indicated Support/Strong Support

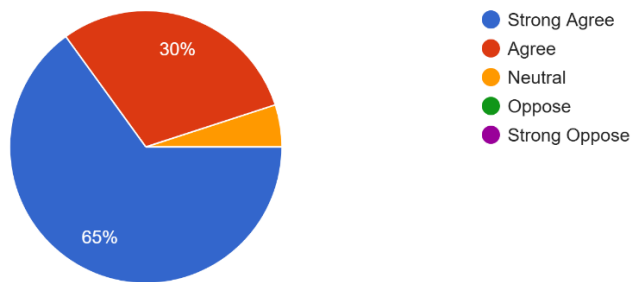
Following the refinement of workgroup recommendations during the March 2025 meeting, RDI-TPA Workgroup members indicated their degree of support with each recommendation using a 5-point Likert scale. The results of this poll, which reflect the votes of 20/22 workgroup members who submitted their responses by the deadline, are integrated in the list of recommendations below, expressed as two measures. The first measure indicates the percentage of workgroup members who expressed support or strong support for a recommendation. The second measure captures the average support, where strong support = 2, support = 1, neutrality = 0, opposition = -1, and strong opposition = -2.

**General Recommendation:** After discussions in the February RDI-TPA Workgroup meeting about the possible implications of Artificial Intelligence on the TPA, workgroup members developed a general recommendation for the Commission, outside the designated Focus Areas.

- The RDI-TPA Workgroup recommends that a separate expert group be created to study AI and the impact of AI on the TPA.  
This recommendation is necessary because programs may or may not have a policy on usage of AI for candidates, but currently the Commission defers to program policy choice on the use of AI. Additionally, AI may change the nature of the TPA tasks. Implementation of this recommendation is intended to create more equity within the system.

% Strong Support/Support	95%
Average Support Score	1.6

20 responses



### WG Member Comments for General Recommendation:

- I am not sure we need a workgroup (financial implications), but it could be important to have experts of AI meet with folks who design assessments to consider how the assessment might need to shift based on advances in AI - both scoring and the actual questions.

- Drawn from csu and uc research centers that have history with AI, assessment, and connection to teacher preparation programs
- I would love to help!
- I agree that there needs to be some deep consideration of AI; whether that needs to be a workgroup or some other entity or pathway I am uncertain.

**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:**

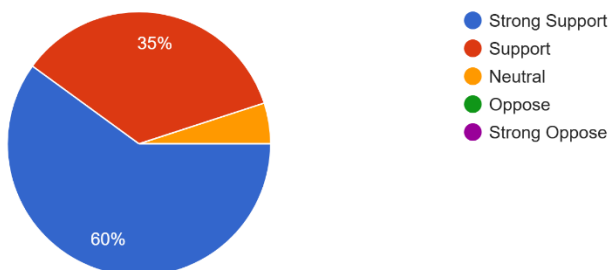
The RDI-TPA Workgroup recommends streamlining the TPA exam structure by reducing the number of pages submitted, streamlining rubric instructions, eliminating duplicate activities, and incorporating contextualized, real-world teaching scenarios, so that candidates can focus on demonstrating their competencies without navigating unnecessary complexity.

This recommendation is necessary because of the excessive time spent on the current expectations of the TPA, expectations 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	95%
Average Support Score	1.55

20 responses



**WG Member Comments for 1A:**

- Candidates often say they end up repeating themselves throughout templates B and C, for instance, of the CalTPA. There is a decent amount of questions that while do not require a repetitive answer and might see nuance, often become a repetitive answer. Eliminating and simplifying the tasks seems appropriate and would make teachers happy as they invest less time in the assessment..
- Such revisions may result in the need for new validity/reliability data.

- I am never in favor of page limits and would prefer that be deleted. This could be a barrier for some TCs that struggle to write concisely and that demand is not appropriate for a TPA. If the other. The other recommended change should achieve the aim of this recommendation.
- I generally support this, though I don't support "reducing the number of pages submitted" until we determine what any redesigned TPA will look like. The spirit of this recommendation might be addressed by recommendations in other focus areas, particularly focus areas 2 and 4.

• **Recommendation 1C:**

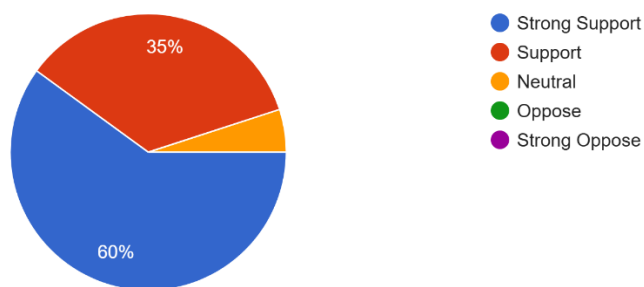
The RDI-TPA Workgroup recommends that candidates have opportunities to submit evidence for the TPA using multiple modalities (audio, visual, written) and collect multiple points of evidence for their teaching.

This recommendation is necessary to make the assessment more accessible and equitable for all candidates to reduce the emphasis on the written components that can create barriers, inequities, and linguistic bias.

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.

% Strong Support/Support	95%
Average Support Score	1.55

20 responses



**WG Member Comments for 1C:**

- move it away from a writing biased assessment - good writers will score better typically than writers who struggle which Disproportionately impacting second language learners
- I think we may want to consider panels as a modality.
- I support the TPA being more inclusive and eliminating barriers to submission and passing. This includes the possibility of multiple modalities.
- I support the ability to demonstrate knowledge in multiple ways, but I don't know what "multiple points of evidence" means.

- **Recommendation 1D:**

The RDI-TPA Workgroup recommends that the lessons required for the TPAs be centered around culturally responsive/sustaining and equity-focused pedagogy within the tasks by:

- Requiring candidates to frame their work through a culturally responsive and sustaining lens.
- Requiring candidates to design and deliver equitable learning opportunities that address systemic/institutional barriers to ensure accessibility for a diverse range of student populations, including multilingual learners, students with exceptional/different abilities, and historically marginalized 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.

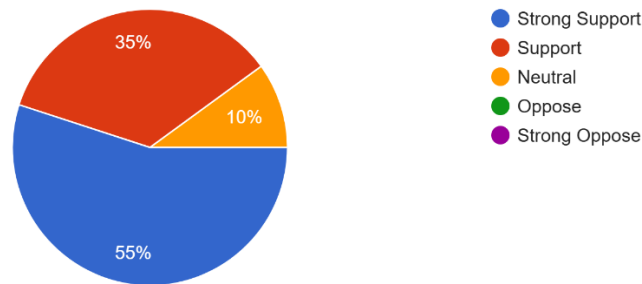
This recommendation is necessary because of the inequities that exist within our current system.

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	90%
Average Support Score	1.45

20 responses



**WG Member Comments for 1D:**

- I am pretty sure this already happens.... So is it needed?
- Such revisions may result in the need for new validity/reliability data.
- I would remove “that the lessons required for the” and just say “that the TPAs are centered...”. There can be many aspects to a TPA in addition to actual lessons that we want to be equity focused.
- This should include an update to Program Standard 5A to codify the requirement

- **Recommendation 1G:**

The RDI-TPA Workgroup recommends that the CTC convene regular statewide

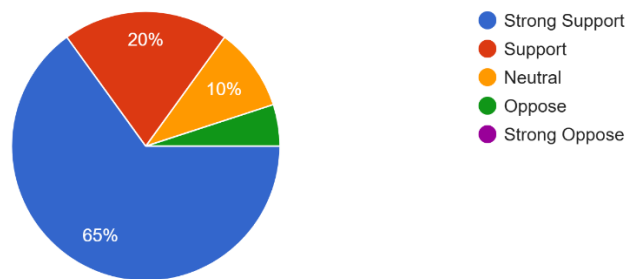
gatherings of the entire preparation community (e.g., teacher preparation program faculty, assessment designers, LEA administrators, mentor teachers, candidates, scorers, etc.) to engage in multi-directional feedback and collaborative learning that informs teacher preparation programs, LEAs, and the 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:

- Review current practices and identify gaps in alignment between the TPA and preparation programs.
- Analyze recent assessment results, including both quantitative and qualitative data.
- Calibrate performance expectations in scoring to ensure consistency and fairness across evaluators.
- Share effective practices and collaboratively develop strategies to improve the TPA, its integration into teacher preparation programs, and LEA clinical experiences.
- Facilitate meaningful contributions from all community members, ensuring diverse perspectives are incorporated into continuous improvement efforts.

% Strong Support/Support	85%
Average Support Score	1.45

20 responses



#### WG Member Comments for 1G:

- I support the concept, but oppose as written. I agree with gatherings that engage different stakeholders for a broader purpose than scorer training or TPA implementation, but I think this recommendation needs more flexibility in how this can be done. As written, this is a major undertaking. It seems to narrow the option to a large statewide convening--a conference of sorts that would require significant financial and staff support.
- **Recommendation 1H:**  
The RDI-TPA workgroup recommends that the CTC develop a continuum of practice

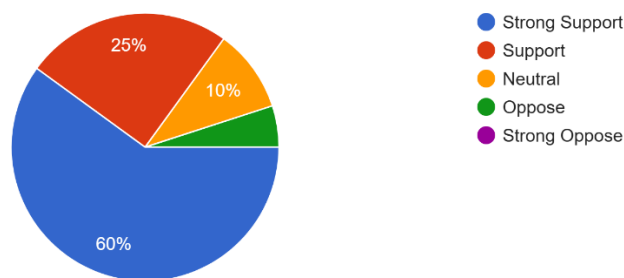
from preservice through in-service that integrates Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs). This continuum should align preservice training, Teacher Performance Assessments (TPAs), and induction expectations to clarify teacher development and support a smooth transition into the profession.

This is necessary because no unified framework currently exists, creating gaps in alignment and making it difficult for candidates and mentors to understand how preservice preparation connects to in-service growth.

This recommendation is intended to strengthen connections between TPA and professional practice, helping candidates and mentors identify where demonstrated competencies fit and develop meaningful growth plans. A well-defined continuum would improve teaching effectiveness and student learning by providing a clearer path for professional development.

% Strong Support/Support	85%
Average Support Score	1.40

20 responses



#### WG Member Comments for 1H:

- Drawing from research on teacher learning progressions and committed to new research-based approaches to empirically investigating “continua” rooted in high leverage pedagogical practices. Too often this work looks like more abstract rubrics and content alignment with standards and less like robust modeling of learning progressions in teachers’ development that is years of service appropriate
- Suggest adding that if the continuum is created, changes to Program Standard 6 will need to include use of the continuum in development of the IDP.
- I find this to perhaps be the most important of all of the Focus Area 1 recommendations.

#### • Recommendation 1F:

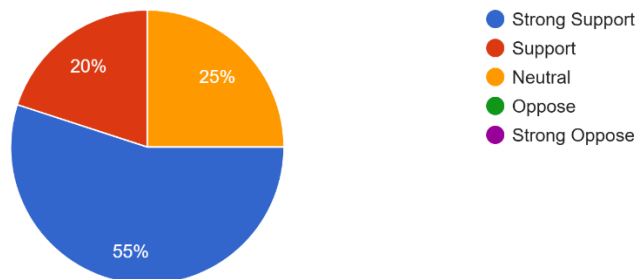
The RDI-TPA Workgroup recommends that the state of CA create a specific loan/grant program to fund candidate TPA fees. If a candidate qualifies and serves as a teacher in CA for a certain number of years, the award becomes a grant. If a candidate does not teach in CA for the identified period, the award 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	75%
Average Support Score	1.3

20 responses



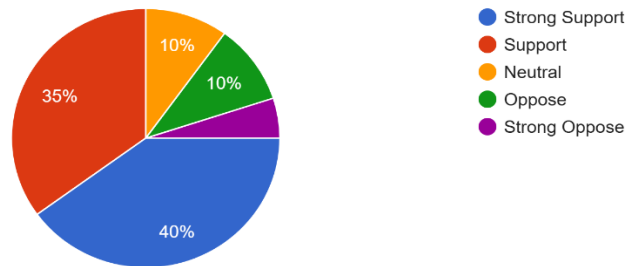
#### WG Member Comments for 1F:

- Feels needed in a teacher shortage, but if we go to locally scored 100% not sure it has a place. If not, this is needed.
  - I am concerned that we are directing money away from classrooms and students.
  - I would prefer that the cost be embedded in the program to mirror the test being embedded in the program.
  - I agree that the fees should be eliminated for candidates and I am not sure if it needs to be this particular solution. I would need to understand more about the nature of funding around these things. Additionally, if the assessment is deeply embedded in the coursework, I wonder in what ways this will be applicable.
  - I support this but want to be sure that our remaining recommendations move forward irrespective of whether the state creates such a program, though I do think it is a good idea. In fact I wonder if we need a sentence to this effect for all recommendations beyond the CTC's control.
- **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. As is the case with the secondary passing rate, 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	75%
Average Support Score	0.95

20 responses



#### WG Member Comments for 1B:

- I do not know if this is universally possible, but I think this is a good idea.
- Not sure how “coursework” could be submitted for TPA scoring—unless the intent is to prescribe and standardize coursework. I’d be opposed to that intent.
- I would like this to specifically call out the need for the submissions to be course assignments which allows for prompt feedback from faculty.
- I support some principles but think this needs some clarity. There are two parts to this recommendation, and should probably be separated out. Part 1 is that the TPA should be broken into multiple segments. I want to be sure this recommendation does not mean a TPA with several separate tasks, therefore losing a holistic assessment of teaching practice. I think this because the process of Teacher Education tends to pull apart elements of teaching for the purpose of learning it (e.g., a lesson planning course, a course on teaching multi-lingual learners, etc), but the actual task of teaching requires the integration of all of these. I think a valid and authentic assessment needs to do that too; Part 2 of this recommendation is that the TPA can be part of coursework. The TPA can already be part of coursework and used for submission. The faculty evaluation of the coursework needs to fall within the guidelines of support, which we are clarifying to ensure it’s educative support.
- I’m confused by this recommendation and it seems to be doing too many things at once. Again, the spirit of this recommendation might be in other focus areas.

- **Recommendation 1E:**

The RDI-TPA Workgroup recommends that assessor training:

- Focus on prioritizing the evaluation of candidate knowledge (what they CAN do) utilizing an asset-based approach.



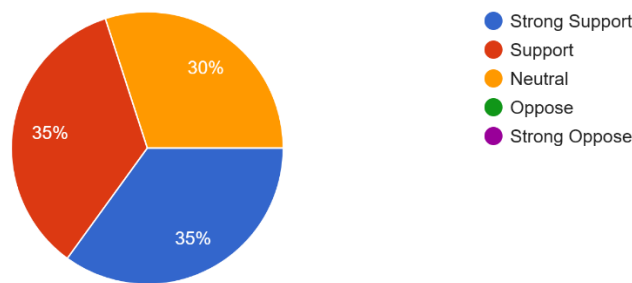
- Deepen assessor knowledge of the specific competencies and contexts they are assessing, including areas such as culturally responsive teaching and ethnic studies

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	70%
Average Support Score	1.05

20 responses



#### WG Member Comments for 1E:

- I do not know that these shifts create any change or impact, and might need rewording.
- This is important and I think the TPAs already do this.
- I'm neutral because I think this already happens in assessor training.

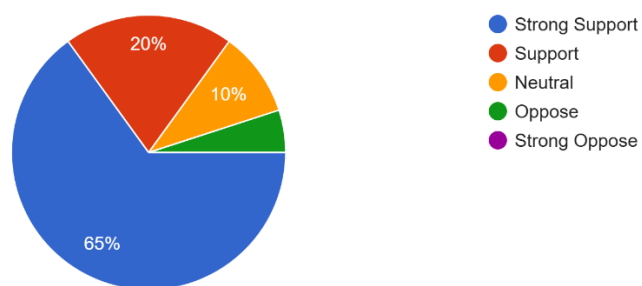
**Focus Area 2 Recommendations:** Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates. [44320.4(c)(2)]

- **Clarification for Focus Area 2:**

The RDI-TPA workgroup recommends embedding formative and final experiences with the TPA in both coursework and clinical work.

% Strong Support/Support	85%
Average Support Score	1.45

20 responses



### WG Member Comments for Focus Area 2 Clarification:

- the language might need to be tightened up
- This recommendation needs further clarification to explain what is meant by formative and final experiences.
- Unsure of what this means.
- We need to add recommendation reasoning to this.
- Suggested draft text for the latter part of this recommendation:
  - This recommendation is necessary to address misconceptions that actual TPA tasks cannot be part of course- or field-work; it is also meant to address bad practice, whereby candidates are left on their own to manage and complete the TPA tasks.
  - Implementation of this recommendation can be accomplished through more explicit wording in program and TPA assessment standards, as well as guidance to the field.
- Update Program Standard 5 to include this recommendation
- Recommendation 2C:**

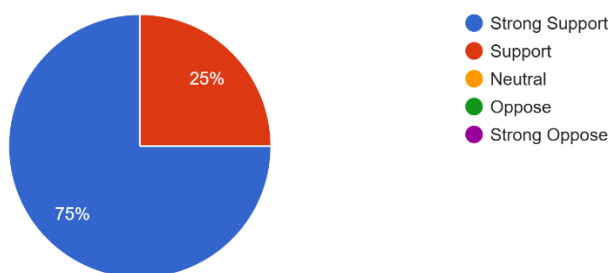
The RDI-TPA workgroup recommends that the TPA assessors provide rubric-specific feedback that highlights the exact criteria met and not met. The group also recommends that feedback be individualized in order to identify for candidates how the criteria was met within their evidence.

This recommendation is necessary because the current overall score and rubric scores do not provide candidates with enough information to determine why they scored as they did and what improvements may be needed for either resubmission or future teaching.

Implementation of this recommendation is intended to address this by giving candidates specific feedback to guide their necessary growth for resubmission or the development of the Individualized Learning Plan to use in the Induction program.

% Strong Support/Support	100%
Average Support Score	1.75

20 responses



#### WG Member Comments for 2C:

- (No comments)
- **Recommendation 2A:**

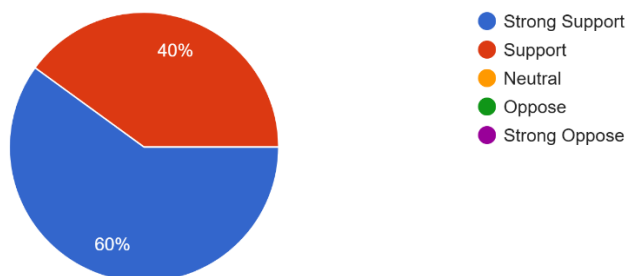
The RDI-TPA Workgroup recommends adding to Program Standard 5B the requirement that programs provide candidates individualized and timely feedback on both formative and final TPA work throughout the process prior to submission. This includes feedback on both pedagogy and submission criteria in order to ensure the process is formative and educative. Therefore, the group also recommends that current guidelines for acceptable support be revised to ensure the entire TPA process is formative and educative.

This recommendation is necessary to help make the TPA process educative for both candidates and the program.

Implementation of this recommendation is intended to address this by allowing programs to provide support throughout the development of the candidates' TPA submission and ensuring programs are responsible for guiding candidates in their improvement.

% Strong Support/Support	100%
Average Support Score	1.6

20 responses



### WG Member Comments for 2A:

- suggest edits that emphasize that this recommendation is meant to strengthen the educative nature of the TPA process, so that it is used as a tool in developing candidates' practice, not just a tool for assessing it.

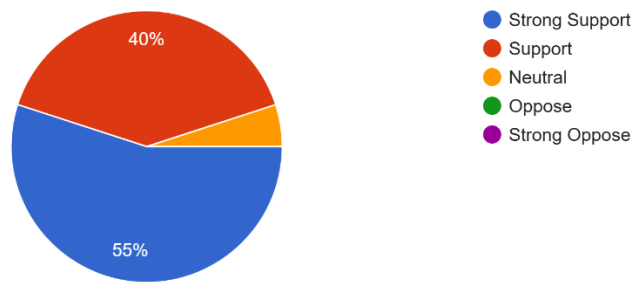
- **Recommendation 2D:**

The RDI-TPA workgroup recommends that the CTC or model sponsors collect exemplary practices for embedding the TPA from preparation programs and regularly provide these practices to programs.

This recommendation is necessary to ensure programs understand the multiple ways they can support candidates through embedding the assessment.

% Strong Support/Support	95%
Average Support Score	1.5

20 responses



### WG Member Comments for 2D:

- This could be combined with other recommendations about informing the field, and creating opportunities for the field to collaborate.

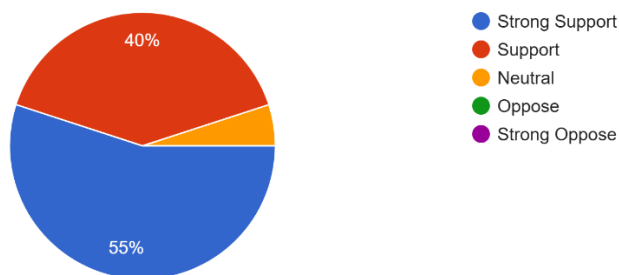
- **Recommendation 2G:**

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 because candidates need all individuals who directly support them to have a well-developed understanding of the TPA tasks and rubrics. Implementation of this recommendation addresses this by engaging individuals involved in supporting candidates in a critical and collaborative analysis of sample candidate TPA submissions.

% Strong Support/Support	95%
Average Support Score	1.5

20 responses



#### WG Member Comments for 2G:

- This already happens, right?
- “Learn” is the wrong word for this directive.
- I prefer that insted of" learn" in the in the first paragraph the same language is used from the second paragraph "have a well-developed understanding of"
- This could be combined with other recommendations on data analysis that involves the whole community of preparation educators.

#### • Recommendation 2B:

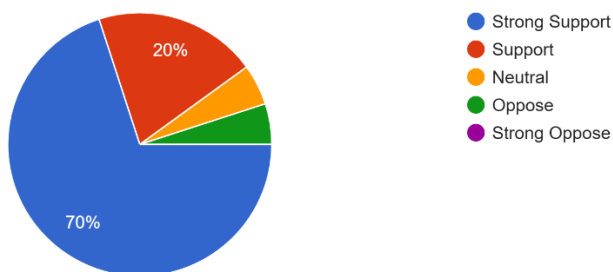
The RDI-TPA workgroup recommends that candidates are notified within a week of submission if they receive a technical condition code. If candidates re-submit within a week of notification, their TPA can be scored within the same scoring window and without incurring additional costs.

This recommendation is necessary because currently too many submissions are returned with condition codes that may be easily corrected and don't reflect the candidate's skill or ability to demonstrate mastery of the TPEs.

Implementation of this recommendation is intended to address this by reducing the number of non-scorable submissions and reducing excessive costs to credential candidates.

% Strong Support/Support	90%
Average Support Score	1.55

20 responses



#### WG Member Comments for 2B:

- Dates might need to adjust?

- Has this been made null with the recent actions to sunset condition codes?
- I don't have enough information about what this would entail to be able to agree or disagree with this.
- I don't see this recommendation as being feasible.

- **Recommendation 2F:**

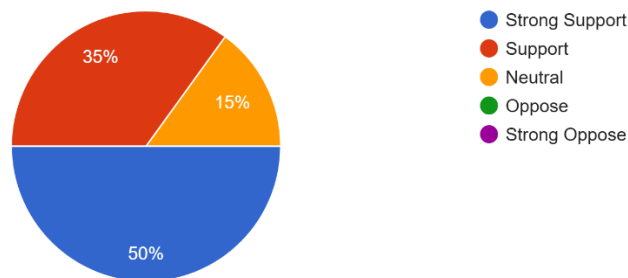
The RDI-TPA Workgroup recommends that programs be allowed to provide clear, specific feedback without providing answers - and that this feedback can be provided by any educational partners with proper training (e.g. mentors, faculty, peers).

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	1.35

20 responses



**WG Member Comments for 2F:**

- I think this is already allowed.
- I wish there were a "very strong support" response - this is at the core of ensuring that a TPA is educative.
- This recommendation should be included as part of the criteria for TPA orientation and/or training (recommendation 2G). Currently programs can provide feedback but have limited consensus on how to provide the feedback.

- **Recommendation 2E:**

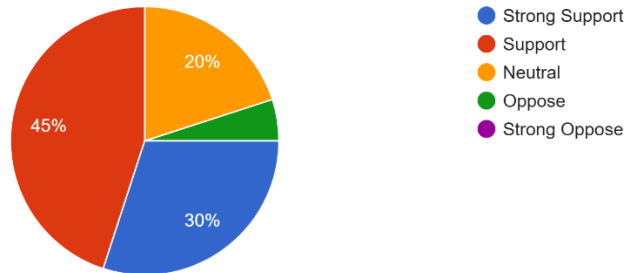
The RDI-TPA workgroup recommends that programs must support candidates with reflective activities based on the feedback received on the TPA to further the candidate's ongoing growth and development, regardless of pass or fail.

This recommendation is necessary because candidates need feedback to grow, including after the TPA.

Implementation of this recommendation is intended to address this by allowing programs to provide support throughout the development of the candidates' growth, ensuring programs are responsible for guiding candidates in their improvement throughout their role as a beginning teacher.

% Strong Support/Support	75%
Average Support Score	1.0

20 responses



#### WG Member Comments for 2E:

- One thing is missing on this - if the program is not the local scorer - it would be beneficial to have much more detailed feedback so they can help int his capacity.
- This should be combined with 2A
- This is addressed by the recommendation of including TPA in the IDP.  
Additionally, this then makes the TPA take up even more program time.

**Focus Area 3 Recommendations:** 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)]

#### • Recommendation 3H:

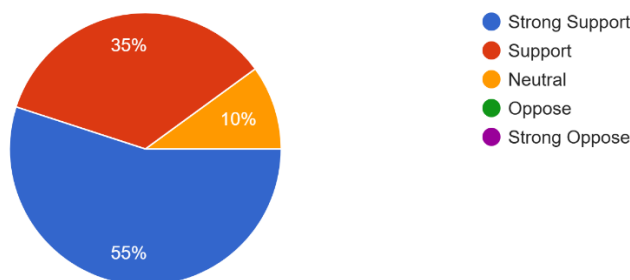
The RDI-TPA workgroup recommends that Program Standard 3D be revised to include the requirement that programs provide evidence of how they are supporting mentor teachers with training and resources for supporting candidates to successfully complete a TPA, which is embedded in the field work experience.

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	1.45

20 responses



#### WG Member Comments for 3H:

- We know this is in program standards, but think the language on this standard needs to be tightened and more specific within program standards.
- Combine with 3J
- This might be able to be merged with recommendation 3C

- **Recommendation 3C:**

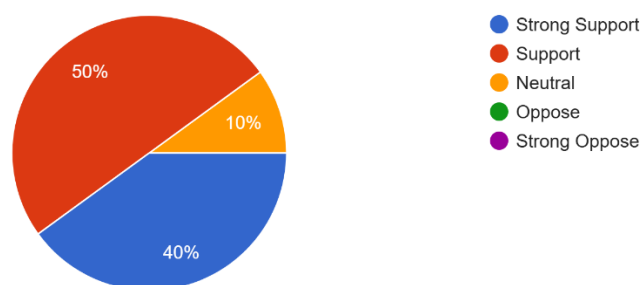
The RDI-TPA Workgroup recommends that Program Standard 3D be revised to include professional development for LEA stakeholders and district employed supervisors/mentor teachers specific to the program's TPA model and required and acceptable forms of support.

This recommendation is necessary because all constituents involved in a candidate's preparation should know and understand how to support the candidate through the performance assessment.

Implementation of this recommendation is intended to address this by creating a common understanding of the TPA for all constituents.

% Strong Support/Support	90%
Average Support Score	1.3

20 responses



#### WG Member Comments for 3C:

- I do worry about the feasibility of this. I think it is important to do... If a site admin has 3-4 interns and/or student teachers at their site from 3-4 different programs, would they go to that training 3-4 times as I imagine programs would



track this data? Would it be on both Cal and edtpa leading to confusion on the models?

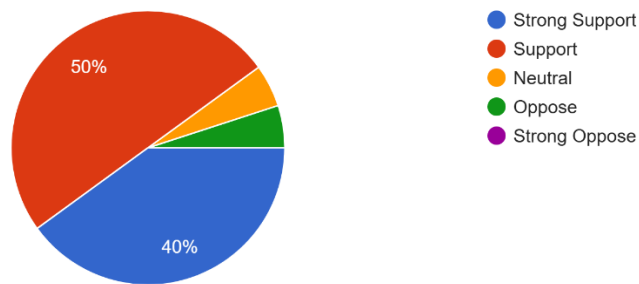
- similar to another recommendation
- I think this recommendation should utilize more of the language of 2G

- **Recommendation 3E:**

The RDI-TPA Workgroup recommends adjusting Program Standard 5B(3) to require institutions to submit documentation on how they will support credential candidates (cost-free?) that have not successfully completed the performance assessment. This recommendation is necessary to make sure candidates receive adequate support for TPA completion even after they have completed other program requirements. Implementation of this recommendation is intended to hold programs accountable in accreditation for supporting candidates through completion of the TPA.

% Strong Support/Support	90%
Average Support Score	1.25

20 responses



**WG Member Comments for 3E:**

- (No comments)

- **Recommendation 3G:**

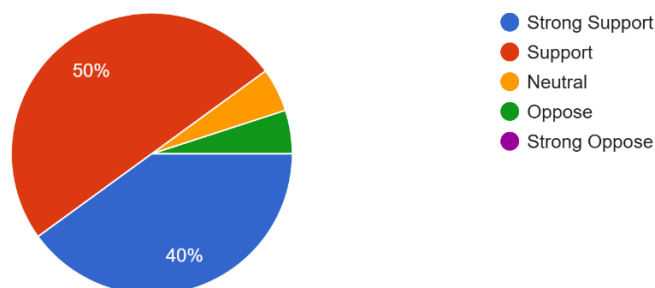
The RDI-TPA workgroup recommends that Program Standard 5 include the requirement for programs to embed the TPA in both fieldwork and coursework assignments. As part of embedding the TPA in fieldwork and coursework, candidates will receive and implement feedback on their teaching and be assessed on their 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	90%
Average Support Score	1.25

20 responses



#### WG Member Comments for 3G:

- I am not understanding why we need both 3F and 3G
- If test is revised with recommendations to be more valid and meaningful then I can move to support this. But the discrepancy between Ed Code and the Program Standard should be reconciled.
- Eliminate or Combine with recommendation 2A
- Also might belong in Focus Area 2.

- **Recommendation 3L:**

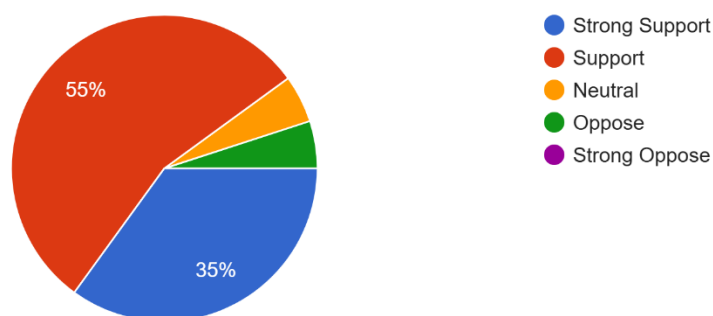
The RDI-TPA Workgroup recommends that program standards be revised to require use of information from the TPA to inform the development of IDP goals to develop an ILP within an induction program.

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	90%
Average Support Score	1.2

20 responses



#### WG Member Comments for 3L:

- this was in a psa but without being tied to a standard it has not been implemented equitably or with fidelity

- This could be moved to Area 2 as it is a program “embedding” practice. It could also be an accreditation requirement. Arguably, all recommendations for program practice should also be part of accreditation. We could then move program practice recommendations to the relevant areas and have a new recommendation in Area 3 as follows: Programs will need to demonstrate via Accreditation how they meet the following RDI-TPA workgroup recommendations for program practice [insert rec numbers].

- **Recommendation 3F:**

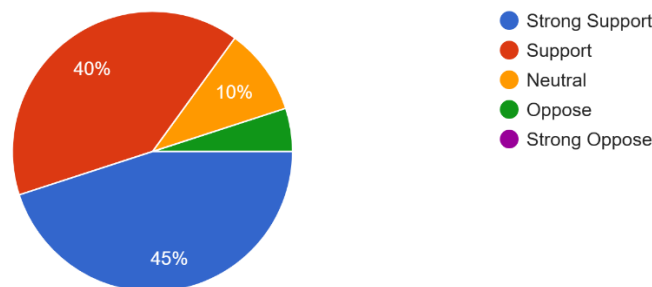
The RDI-TPA Workgroup recommends Program Standard 5 require the TPA to be embedded within programs, as required by Ed. Code 44320.2.

This recommendation is necessary because there is no language in Program Standard 5 which states that programs are required to embed the TPA.

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

% Strong Support/Support	85%
Average Support Score	1.25

20 responses



**WG Member Comments for 3F:**

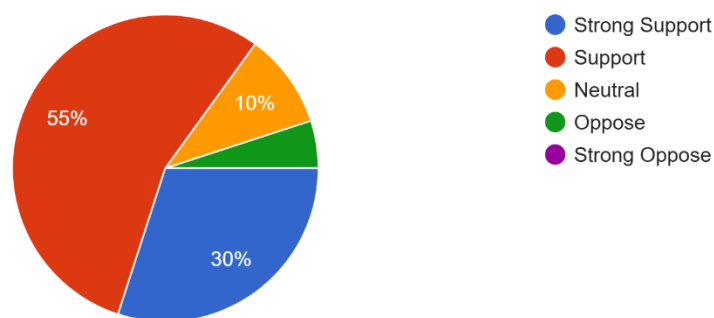
- I am not understanding why we need both 3F and 3G
  - If test is revised with recommendations to be more valid and meaningful then I can move to support this. But the discrepancy between Ed Code and the Program Standard should be reconciled.
  - I strongly support but also think we should add text pertaining to why it is in the accreditation area, as follows: The sentence starting “This recommendation is necessary ....,” add “which made it difficult to adequately address in the accreditation process.” I think it should stay in Area 3 with this addition because it pertains to a problem staff noticed with accreditation and program standard 5.
  - This might belong in Focus Area 2
- **Recommendation 3J:**  
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	85%
Average Support Score	1.1

20 responses



#### WG Member Comments for 3J:

- Redundant
- I think this needs streamlining for focus, and also suggest combining with 3H. Regarding focus – is the focus to better prepare mentors to provide feedback to candidates? Are candidates included in the orientation/activities? What are the recommended opportunities with respect to “scoring”? In addition, I don’t think we need to require something as specific as an “orientation”, or if we do, we need to define what this means (is it a meeting of sorts? Is it a website of resources? Is it a combination?). Finally, this could be moved to Area 2 (as it fits with embedding), however if the intention is that this will strengthen accreditation, then it needs to address how it is used in accreditation.
- This might also fit in Focus Area 2
- **Recommendation 3B:**

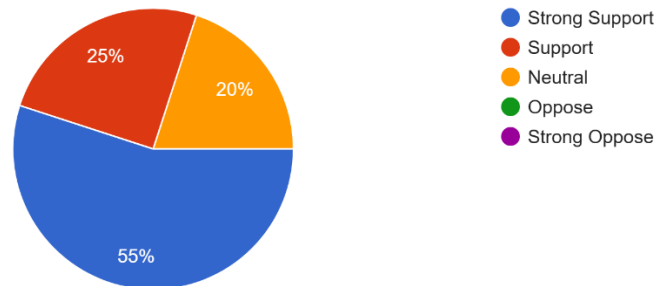
The RDI-TPA Workgroup recommends CTC develop and support a system of shared accountability between preparation programs, CTC, and TPA model sponsors to address disproportionate TPA success rates.

This recommendation is necessary because evidence shows that candidates from underrepresented groups face systemic barriers and inequities with the TPA instruments and processes that contribute to lower success rates, which TPA providers and programs have a responsibility to address, and perpetuate inequities in the teaching profession.

Implementation of this recommendation is intended to address these disparities by fostering transparency; providing actionable data to preparation programs, model sponsors, and CTC; and promoting equitable outcomes for all candidates.

% Strong Support/Support	80%
Average Support Score	1.35

20 responses

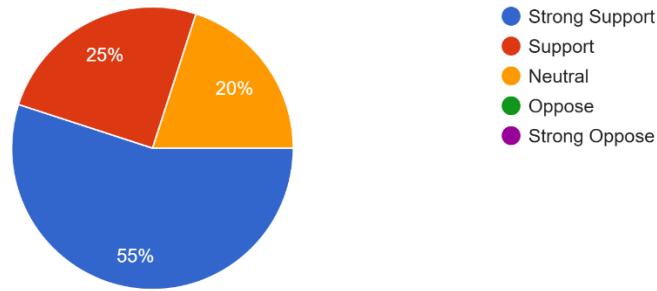


#### WG Member Comments for 3B:

- This is another recommendation where I wish there was a "Very Strong Support" Without addressing and diminishing this disproportionality we would be complicit in maintaining the current biases
- Needs editing for vagueness and for grammatical purposes, as well as a check on what the research supports about inequities in the TPA instrument and process. The actionable components of this need clarification: e.g., what is meant by “system of shared accountability”, what CTC needs to do, what model sponsors and programs need to do, what fostering transparency means, and what actionable data we are recommending. Finally, we should be specific about what the accreditation process needs to do here.
- **Recommendation 3D:**  
The RDI-TPA Workgroup recommends that Program Standard 5(B-1) be updated to include required forms of support (e.g., MOU modification to include release days for TPA completion and submission) specific to the needs of candidates in intern pathways. This recommendation is necessary because teacher candidates on internship credentials have difficulty completing/passing the TPA because of the demands of full-time teaching while also completing a preliminary credential. Implementation of this recommendation is intended to address this by providing targeted support specific to the needs of an intern teacher.

% Strong Support/Support	80%
Average Support Score	1.35

20 responses



**WG Member Comments for 3D:**

- I think this is an embedding issue and should be moved to Area 2. Needs some editing for streamlining. Are there other forms of support besides release days being recommended here?

**Recommendation 3M:**

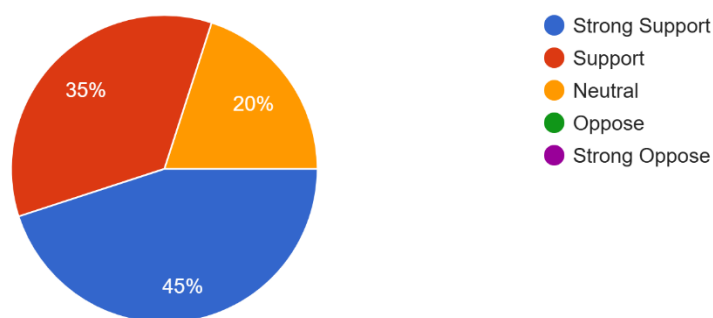
The RDI-TPA Workgroup recommends that Induction Program Standard 3 be revised to include consideration of TPA and IDP information in the development of the ILP and induction goals.

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

20 responses



**WG Member Comments for 3M:**

- Could be moved to Area 2 as it is a program “embedding” practice. And just checking this is not already part of the induction standards?

**Recommendation 3A:**

The RDI-TPA Workgroup recommends that: Program Standard 5A (4) be updated to

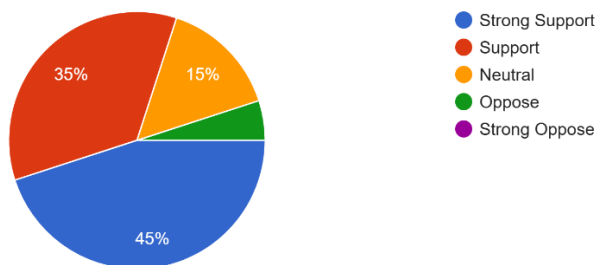
emphasize the ways that programs use qualitative and quantitative data for continuous improvement as part of the accreditation process:

- all program personnel who support candidates should be engaged in collaborative analysis of data;
- some of the data required for analysis should set by CTC so there is some standardization across programs;
- analysis must also occur at the level of candidate work (not just scores); and
- analysis should include a triangulation with other assessment data within the program.

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.

% Strong Support/Support	80%
Average Support Score	1.2

20 responses



#### WG Member Comments for 3A:

- Suggested draft text to add: This would be implemented by revising program standards 5A (4) as well as accreditation processes so that programs must demonstrate how they are carrying out this recommendation, what they are finding, and how they are using these findings

#### • Recommendation 3I:

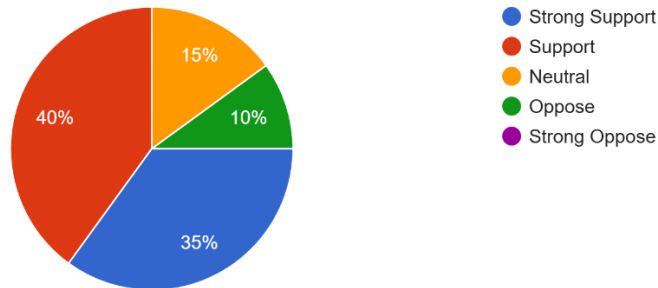
The RDI-TPA workgroup recommends that Program Standard 5 be revised to require programs to monitor, gather data, and analyze data related to results that come from embedding the assessment in both coursework and clinical practice and utilize learning from the multiple constituents who participate in 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 and to improve communication across segments and within the field.

% Strong Support/Support	75%
Average Support Score	1.0

20 responses



### WG Member Comments for 3I:

- I am unclear about what this recommendation is trying to do. If it's about using data for continuous improvement, there are other recommendations about that. Is it about local scoring? Embedding?

### Recommendation 3K:

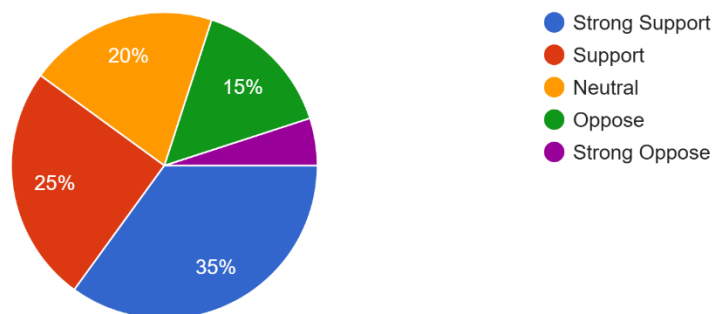
The RDI-TPA Workgroup recommends the CTC update their webpage to include the TPA passing rates for each teacher preparation program, information on the type of TPA offered by each program, and required TPA-related documents, such as rubrics and task descriptions. Programs should explicitly link to this 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	60%
Average Support Score	0.7

20 responses





### WG Member Comments for 3K:

- There are so many variables that underpin the passing rates of institutions that without other mandatory data for context , the passing rate could at best be misleading.
- This may have several unintended adverse consequences.
- This is critical for transparency and critical choice making for candidates.

**Focus Area 4:** Recommendations for how programs can engage in local scoring of the assessment to inform program improvement. [44320.4(c)(5)]

- **Recommendation 4D:**

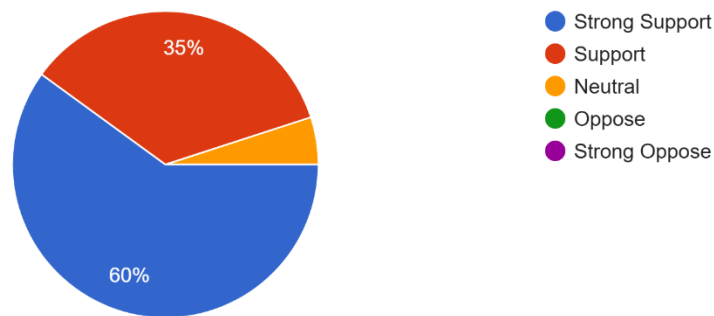
The RDI-TPA Workgroups recommend that the local scoring process include rigorous calibration and a central auditing process to ensure reliability in scoring across programs.

This recommendation is necessary because it is important that the process be a strong one so that the schools, CTC, and legislators can rely on the outcomes.

Implementation of this recommendation is intended to address this by providing opportunities for collaboration in training and scoring, scoring common sets of work, meeting inter-rater reliability standards set by the CTC, and scorer calibration.

% Strong Support/Support	95%
Average Support Score	1.55

20 responses



### WG Member Comments for 4D:

- I do think this recommendation could be included within 4A or 4B

- **Recommendation 4E:**

The RDI-TPA workgroup recommends that the CTC works to identify barriers and necessary resources and supports to enable programs to engage in local scoring. Some mitigation of barriers and supports might include 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’

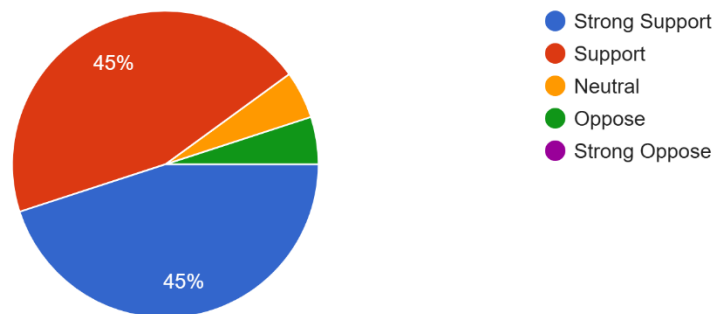
opportunities to engage with the quality of their candidates' submissions. Local scorers have better knowledge of the specific context in which the candidates are teaching. Implementation of this recommendation is intended to address this by requiring programs to engage in scoring their candidates' submissions as a way to learn more specifically about the programs' areas of strength and areas for growth.

This recommendation is necessary because candidates have 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. This is intended to address disproportionate candidate experience and opportunities for systemic improvement.

% Strong Support/Support	90%
Average Support Score	1.30

20 responses

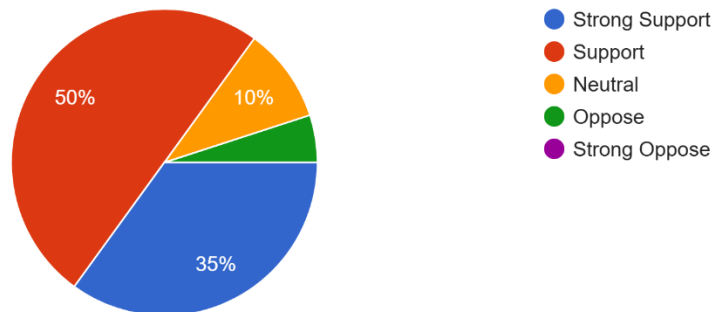


#### WG Member Comments for 4E:

- There are several recommendations for CTC to support learning in the field around scoring, data analysis, and TPA implementation. I think we need to look at all of these and combine it into one recommendation that is feasible.
- Recommendation 4B** (*if we assume the TPA is an embedded assignment, this would be unnecessary*):  
The RDI-TPA workgroup recommends that programs meet inter-rater reliability standards set by CTC and double 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. This supports candidates by ensuring the scorers are aware of the relevant context of the assessment and ensuring alignment between formative feedback and the expectations of the assessment.

% Strong Support/Support	85%
Average Support Score	1.15

20 responses

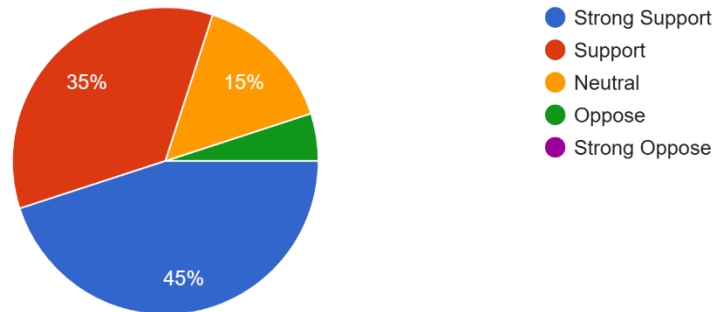


#### WG Member Comments for 4B:

- Once again, this will be a lift to help programs understand how to do this.
- With this recommendation, I'm wondering how faculty will be prevented from just passing along candidates who are not prepared to teach. Programs already have a measure of flexibility to account for "Local scorers hav[ing] better knowledge of the specific context in which the candidates are teaching" in the secondary passing standard.
- **Recommendation 4H:**  
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 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 programs to conduct, monitor, and support this activity.

% Strong Support/Support	80%
Average Support Score	1.2

20 responses



#### WG Member Comments for 4H:

- Redundant
- Uses very similar language as recommendation 3J with respect to an orientation, and needs focus. Did this replace recommendation 11 in Handout 3A-1 from the March meeting? I prefer recommendation 11 which I'm pasting here:
  - 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.
- This recommendation seems to be covered by other similar recommendations and maybe belongs in Focus Area 2
- **Recommendation 4I:**

The RDI-TPA Workgroup recommends that the following be added to Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness 1(g): The TPA model sponsor must provide additional materials to programs, including passing examples for each credential area for all sections of the test, examples of common condition code issues, and examples of both successful/non successful responses, in order to help all educators involved in the preparation of credential candidates become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics so that they can effectively assist candidates to prepare for the assessment and assist in scoring candidate submissions with local scoring.

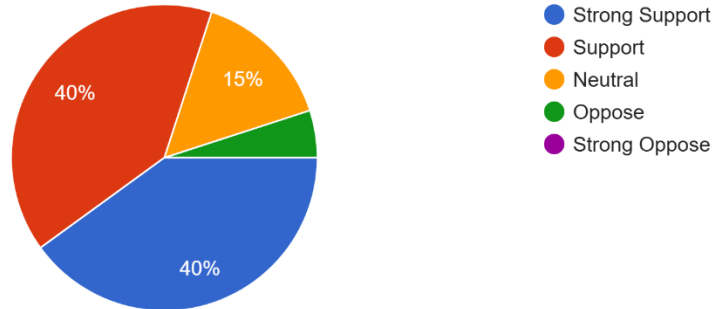
This recommendation is necessary to support programs in embedding the TPA within

their program and provide more quality support for candidates while being more transparent on expectations to pass the TPA.

Implementation of this recommendation is intended to address this by requiring model sponsors to provide differentiated and more specific materials to programs and candidates.

% Strong Support/Support	80%
Average Support Score	1.15

20 responses



#### WG Member Comments for 4I:

- I suggest we combine this with 4H and 3J and move all to Area 2.

#### Recommendation 4A:

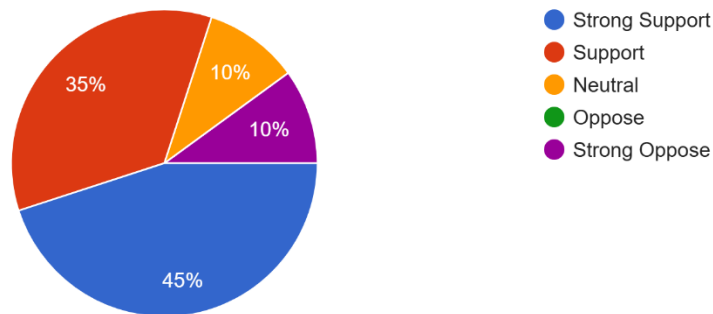
The RDI-TPA workgroup recommends that programs should engage in a method of local scoring that aligns to program improvement needs and candidate needs for support. The workgroup recommends there be some flexibility in what local scoring looks like as long as it meets criteria for local scoring that includes: Collaboration in training and scoring, scoring common sets of work, meeting inter-rater reliability standards set by the CTC, scorer training.

Some options might include:

- Instructors score the tasks that are embedded in their courses
- TPPs score a percentage of their candidate's submissions
- TPPs score a percentage of their assessment tasks
- TPPs score 100% of the assessment for 100% of their candidates

% Strong Support/Support	80%
Average Support Score	1.05

20 responses



#### WG Member Comments for 4A:

- There will be a lot of guidance needed and roles spelled out for this to happen well.
- Local scoring should be 100% local.
- I do not believe that local scoring is effective if it does not include 100% of the TPA. With that said, faculty should be scoring the portions of the TPA that they teach or are experts in.
- I think this depends on what embedded looks like.
- Suggested draft text for remaining parts of recommendation:
  - This is necessary because The process of collaborative, in-person calibration engages program faculty in using rubrics, and evidence of practice (e.g., candidates' lesson plans, video, reflections), to develop shared understandings of critical concepts of teaching; it helps people develop a shared language to talk about their work; and to develop shared understandings of what constitutes evidence of the high-quality teaching they want to see used in their programs and schools.
  - When collaboration involves people with different expertise and experience working on the same set of TPAs, they help each other grow by sharing their expertise of what they see in the work.
  - Finally, few course instructors get to see their candidates apply what they've learned in the practice of teaching; and few site supervisors get insights into what their colleagues hoped to see. Sharing perspectives can lead to developing stronger connections across these practices.
  - Implementation of this recommendation is intended to address this by requiring programs to engage in a method of local scoring as outlined by the CTC, and as adapted to their program needs.
- **Recommendation 4G:**

The RDI-TPA Workgroup recommends that Program Standard 5 be revised to include the requirement that programs engage in local scoring as a way to look at student work in the disaggregate in order to better understand disproportionate pass rates. Programs will use the findings to refine their curricula in order to equitably support the

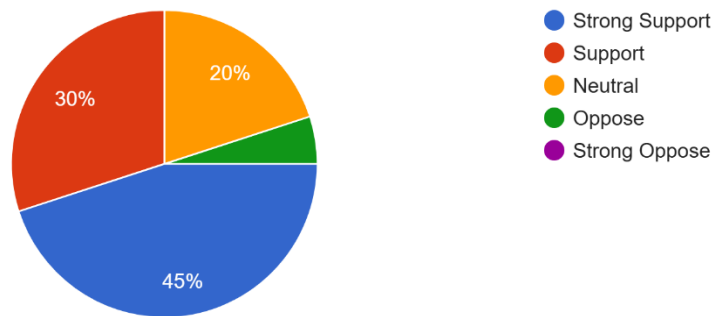
development of all candidates, especially candidates who are disproportionately impacted by low pass rates.

This recommendation is necessary to build capacity for all constituents to understand and support candidates disproportionately affected by lower TPA pass rates.

Implementation of this recommendation is intended to address disproportionate candidate experience and to develop opportunities for systemic improvement.

% Strong Support/Support	75%
Average Support Score	1.15

20 responses



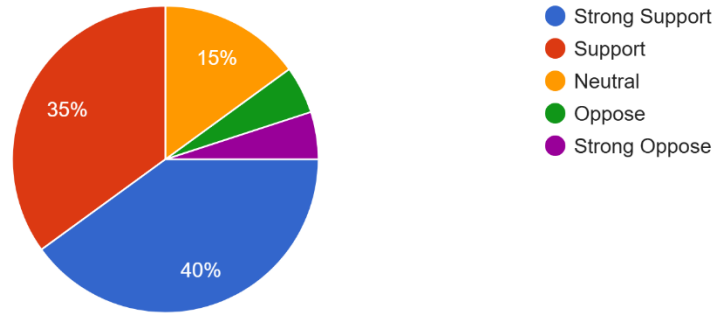
#### WG Member Comments for 4G:

- Problems with lurking variables, spurious inferences, and confounding of causal with correlational models have not been adequately studied. Too often the explanations offered for lower pass rates do not reside in the categorical data (eg racial/ethnic) but more likely in lurking variables (eg program levels of support, levels of curriculum embeddedness, consistent application of feedback) which are unaccounted for when we state implicitly or explicitly why passing rates are lower or higher for any subgroup of the TC population.
- We need to better understand why local scoring is not happening before requiring it.
- Though I'm a little unclear of what the actions are here with respect to scoring, it seems to overlap with local scoring of re-submissions (recommendation 4B). The data analysis portion seems to overlap with recommendations 3B & 3E. So I suggest we combine this recommendation with the others and be sure to include language that addresses analysis in the disaggregate, to address disproportionate pass rates.
- **Recommendation 4C:**  
The RDI-TPA Workgroup assumes that there may be costs associated with locally scoring work embedded in the program. The RDI-TPA Workgroup recommends that additional costs related to inter-rater reliability, validity, collaboration, scoring re-submissions, or calibration training be provided through funding from the state.  
This recommendation is necessary because the candidates should not be required to shoulder the entire financial burden.

Implementation of this recommendation is intended to address this by ensuring adequate funding is available to support both candidates and programs.

% Strong Support/Support	75%
Average Support Score	1.0

20 responses



#### WG Member Comments for 4C:

- What are the ramifications of this?
- I would like to better understand funding structures and the implications of this, but agree that funding should not come from programs
- We have no control over this, and if it is a recommendation that does not come to fruition, it could kill the good work we've done here. Better to recommend a repository of resources, and opportunities to learn from the field about ways to support local scoring via structural changes in programs and funding through multiple possible sources (of which state funding could be one).
- Though likely not realistic, I strongly support this recommendation. We cannot continue to have unfunded mandates.
- I think the burden of responsibility should come from the TPA model sponsor to support the inter-rater reliability and validity of their TPA. The fees paid to the third party should be used towards facilitating clear understanding for those choosing the TPA model.

- **Recommendation 4F:**

*\*\*If 4A-1 is adopted, this is not needed.*

The RDI-TPA Workgroup recommends that Program Standard 5 be revised to include the requirement that teacher preparation educators and LEA partners (e.g., cooperating teachers, administrators, district coaches, etc.) collaboratively engage together in scoring candidate TPA work.

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.

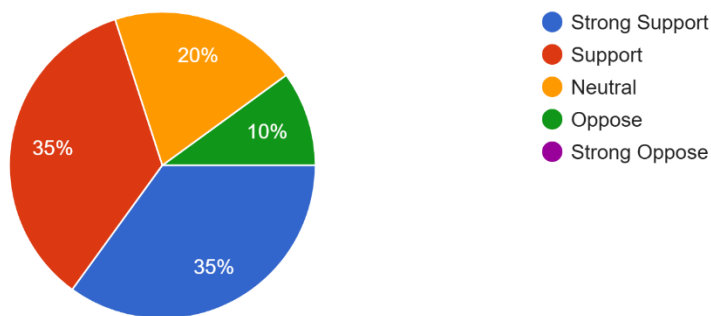
Implementation of this recommendation is intended to address the disconnect that currently exists between IHE/LEA programs and school-based practitioners by creating authentic opportunities to collaboratively review TPA data, inform practices in teacher



preparation programs, and enhance the instructional practices that credential candidates are refining in their classrooms.

% Strong Support/Support	70%
Average Support Score	0.95

20 responses



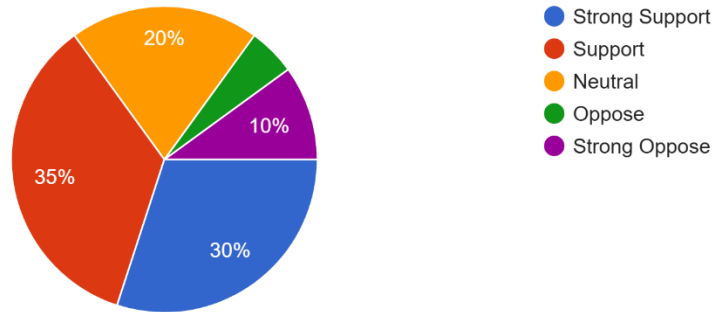
#### WG Member Comments for 4F:

- not sure that district coaches and certainly not administrators should be required to engage in scoring work
- I do not know if it is appropriate to burden all of the stakeholders in the scoring process. It is only supportive of candidates if it is the actual people that are working with the candidate. Otherwise, it is too burdensome for the other people involved in the process who likely have full time responsibilities.
- I strongly support an option where teacher educators in higher education and P-12 schools come together to collaboratively engage in data review of new teachers' teaching. There are many ways to do this, and there is a great deal of research and evidence that this is a far better use of people's time than information sessions. Everyone walks away learning something valuable. I suggest recommendation 11 from March meeting Handout 3A-1 replace this and recommendation 4H below.
- **Recommendation 4A-1:**  
If the RDI-TPA workgroup assumes that the TPA will be embedded (the TPA assignments will be course assignments) throughout the credential program coursework:  
The workgroup recommends that faculty and/or instructors responsible for said course will be responsible for feedback and scoring the assessment components that are embedded in their course. Faculty and/or instructors would collaborate in training and scoring, score common sets of work, meet inter-rater reliability standards set by the CTC, and participate in scorer training.  
This recommendation is necessary because it provides immediate feedback to candidates and can assist with eliminating condition codes, is formative in nature for programs and candidates, allows for scorers to understand contexts and environments of classroom, and provides possibility of responsiveness to the contexts of the candidate (linguistic, geographic, cultural).

Implementation of this recommendation is intended to address this by having faculty and instructors score the component of the TPA that is assigned in their course.

% Strong Support/Support	65%
Average Support Score	0.7

20 responses



#### WG Member Comments for 4A-1:

- If faculty and instructors are scoring the component of the TPA that is in their course, what does “collaboration in training and scoring” look like? Who does it involve? I am opposed to this being the only form of local scoring, because we lose the benefits of cross-context collaboration and learning. For example, when course instructors work with school site supervisors to calibrate on common sets of work—this is where the magic happens in teacher educators’ growth and learning. This is where people co-construct practices, bridge gaps for candidates, and create more cohesive programs for candidates. If faculty are only scoring within their courses, I think it perpetuates the silos. I preferred the previous set of recommendations where one was about faculty scoring within their courses, along with others that offered additional ways to do local scoring (such as in 4A).
- It is unclear how this recommendation would play out. Will faculty across multiple institutions give the same course assignments? How will faculty and supervisors who teach other courses be engaged in scoring and giving feedback?

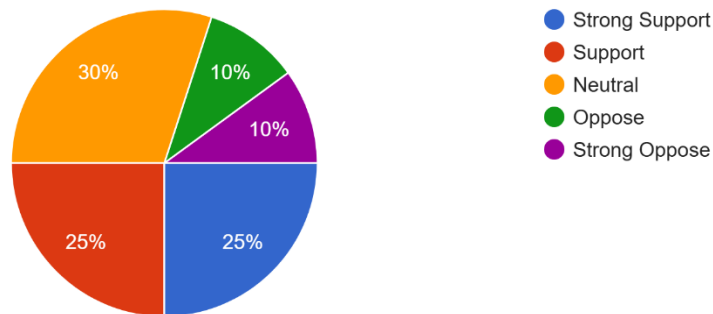
#### • Recommendation 4J:

The RDI-TPA Workgroup recommends that a TPA Model Sponsor shall be an accredited institution, group of accredited institutions, or the state commission.

This recommendation is necessary because a focused, local, non-profit assessment reflects the values of the TPA

% Strong Support/Support	50%
Average Support Score	0.45

20 responses



#### WG Member Comments for 4J:

- I wasn't there for this discussion
- I support ending the EdTPA.
- This recommendation would solve the problem of an outside company profiting from teacher candidates in California. This would not prohibit the use of an outside company to house the assessment or provide the program needed to submit evidence and components of the TPA. I strongly support the separation of the model sponsorship and a profit based company.
- I oppose this requirement, as programs have a choice in the TPA they use. If that choice is publicly available (as we suggest for the CTC website), the candidates and others have a choice as well. I am concerned with narrowing the field too much. In what CA has now, TPA instruments are designed by groups of educators/CTC, and it is only the scoring and data collection/reporting that is managed by a testing company. It is a lot of work to develop a TPA and maintain a TPA process of scoring, data collection and reporting. Few higher ed institutions have the capacity to do so for a TPA that can be used beyond their own institution. I am concerned that if an institution does not want to use the CTC sponsored model, we could have a proliferation of single institutions creating their own TPA. I don't think this serves the state well either, as comparability across programs becomes extremely problematic.

**Focus Area 5:** Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion. [44320.4(c)(3)]

- **Recommendation 5A:**

The RDI-TPA Workgroup recommends that the existing CalTPA survey be reviewed and revised to ensure that it gathers relevant and meaningful data about each of the RDI-TPA Workgroup Focus Areas. This survey would include both close-ended and open-ended items and be incorporated within each of the approved TPA models.

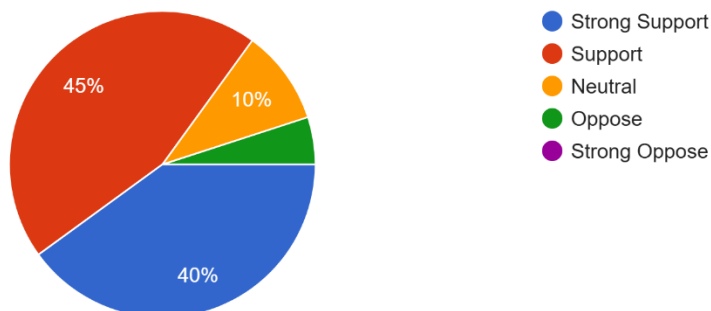
This recommendation is necessary because understanding candidates' perspectives can identify gaps in preparation and inform improvements in both teacher preparation

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 identifying preparation practices to ensure better support for future candidates.

% Strong Support/Support	85%
Average Support Score	1.2

20 responses



#### WG Member Comments for 5A:

- Something about when this survey is taken is important to add - right now the time data is collected is far too late as we gather survey data only from those who succeeded in the TPA. Something on timing should be added to this.
- We can't "survey" user experience alone. We should survey teaching faculty, staff and coordinators as well as mentor cooperating teachers in the field about impact and consequences (negative, positive or neutral) about ALL TPA models.
- We should keep record of the questions formed by the group because some of the questions were formulated with intention toward meaningful data insights and comparison.
- I like the way that this recommendation narrowed down the needs for the survey.
- I would like this recommendation to include that the survey can be used for all TPA models. As it reads now, it looks like it only addresses CalTPA. I would also like to be sure that the same survey questions are used across models so that we can determine how particular models impact candidate development.
- I support this recommendation but I think there needs to be more specificity on the length of survey and should include a disclaimer to the candidate that their responses will not affect their TPA score.