

## **RDI-TPA Draft Recommendations**

### **Recommendations Only • Grouped by Theme**

Following the development of the Draft Recommendations, Commission Staff removed the rationale and theory of action from each recommendation and then grouped the recommendations by theme rather than focus area.

#### **Changes to Exam:**

- 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.
- 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.
- 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.
- 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.

**CTC Supports for Programs:**

- 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.
- 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.
- 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.

**Additional Funding:**

- 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.
- 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.

**Scoring:**

- 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

**Assessor Feedback to Candidates:**

- 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.

- 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.

#### **Program Practices:**

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

- 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.

#### **Updates to Program Standard 5:**

- 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.

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

### **Updates to Program Standard 3**

- 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.
- 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.
- 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.

### **CTC Supports/Actions:**

- 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.
- 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.
- 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.

- The RDI-TPA Workgroup recommends that a separate expert group be created to study AI and the impact of AI on the TPA.
- 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.
- The RDI-TPA Workgroup recommends that a TPA Model Sponsor shall be an accredited institution, group of accredited institutions, or the state commission.

### **Local Scoring**

- 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
- The RDI-TPA Workgroup recommends that the local scoring process include rigorous calibration and a central auditing process to ensure reliability in scoring across programs.
- The RDI-TPA workgroup recommends that programs meet inter-rater reliability standards set by CTC and double score their candidates' TPA re-submissions.
- 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.