

**RDI-TPA Draft Recommendations – Feasibility**  
**Meeting 8 – April 23-24, 2025**

<b>Recommendation</b>	<b>Feasibility</b>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision of the Performance Assessment Design Standards and adoption by the Commission</li> <li>2. Revision and approval of each model sponsor’s TPAs</li> </ol>
<p>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:</p> <ul style="list-style-type: none"> <li>• Requiring candidates to frame their work through a culturally responsive and sustaining lens.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision of the Performance Assessment Design Standards and adoption by the Commission</li> <li>2. Revision and approval of each model sponsor’s TPAs</li> </ol>

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<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>2. Revision of each model sponsor’s TPAs</li> </ol> <p>CTC Staff Note:  edTPA and CalTPA already allow candidates to submit through multiple modalities to at least parts of each assessment (narratives).</p>
<p>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.</p>	<p>Implementation of this recommendation would require</p> <ol style="list-style-type: none"> <li>1. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>2. Revision of each model sponsor’s TPAs</li> <li>3. Revisions to MS/SS/ES Program Standard 5 and PK3 Program Standard 6</li> <li>4. Revisions to program practices, including course assignments and clinical practice evaluations</li> </ol> <p>CTC Staff Comment:  SB 1263 requires the reporting of program’s TPA data. For the sake of comparison, it is important to maintain comparability across programs. Would the use of coursework pre-scoring inhibit this?</p>
<p>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.</p>	<p>Implementation of this recommendation would require funds to support both the labor of organizing the convening and the convening itself.</p>

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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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Development of a system to identify exemplary practices</li> <li>2. Collection of exemplary practices</li> <li>3. Development of a system to share best practices</li> </ol> <p>Implementation of this recommendation may require the allocation of additional resources to allow staff to oversee process.</p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Development of a workgroup made up of PK-12 teachers and teacher educators</li> <li>2. CTC staff to lead the workgroup</li> <li>3. Allocation of resources to support the efforts of the workgroup</li> </ol> <p>CTC Staff Note:  A continuum of practice already exists that aligns the TPEs to the CSTPs</p>
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.	<p>Implementation of this requirement would require:</p> <ol style="list-style-type: none"> <li>1. Allocation of funds from the legislature to support the loans/grants</li> <li>2. Development of a system to administer and monitor grants</li> </ol>
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	Implementation of this recommendation would require changes to the budget through the legislature.

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re-submissions, or calibration training be provided through funding from the state.	
<p>The RDI-TPA Workgroup recommends that assessor training:</p> <ul style="list-style-type: none"> <li>• Focus on prioritizing the evaluation of candidate knowledge (what they CAN do) utilizing an asset-based approach.</li> </ul> <p>Deepen assessor knowledge of the specific competencies and contexts they are assessing, including areas such as culturally responsive teaching and ethnic studies</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>2. Revision of each model sponsor’s assessor training</li> </ol> <p>Implementation of this recommendation <i>may</i> require revisions to each model’s rubrics.</p>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Changes to the scoring process used by each model sponsor</li> <li>2. Updates to each model sponsor’s system for providing scores/feedback to candidates</li> </ol>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Changes to the scoring process used by each model sponsor</li> <li>2. Updates to each model sponsor’s system for providing notifications to candidates</li> </ol>
<p>The RDI-TPA workgroup recommends embedding formative and final experiences with the TPA in both coursework and clinical work.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>2. Revisions/Updates to MS/SS/ES Program Standard 5 and PK3 Program Standard 6 to specify embedding requirements</li> </ol> <p>Implementation of this recommendation may require revisions to each model sponsor’s TPA.</p>

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	<p>CTC Staff Suggestion:            Combine with MS/SS/ES Program Standard 5 and PK3 Program Standard 6 recommendations.</p>
<p>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).</p>	<p>Implementation of this recommendation would require changes to program practices</p> <p>Implementation of this recommendation may require updates to MS/SS/ES Program Standard 5</p> <p>CTC Staff Suggestion:            Combine with MS/SS/ES Program Standard 5 and PK3 Program Standard 6 recommendations.</p>
<p>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.</p>	<p>Implementation of this recommendation would require changes to program practices</p> <p>Implementation of this recommendation may require updates to MS/SS/ES Program Standard 5 and PK3 Program Standard 6</p> <p>CTC Staff Suggestions:</p> <ul style="list-style-type: none"> <li>• Combine with MS/SS/ES Program Standard 5 and PK3 Program Standard 6 recommendations.</li> <li>• Provide additional clarity on what is meant by reflective activities.</li> </ul>
<p>If the RDI-TPA workgroup assumes that the TPA will be embedded (the TPA assignments will be course assignments) throughout the credential program coursework:</p> <p>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</p>	<p>Implementation of this recommendation would require changes to program practices</p> <p>Implementation of this recommendation may require updates to MS/SS/ES Program Standard 5 and PK3 Program Standard 6</p> <p>CTC Staff Question for Consideration and Suggestion:</p>

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<p>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.</p>	<ul style="list-style-type: none"> <li>• Perhaps this could be an example of an approach programs should take rather than a prescription for all programs: How might we ensure candidate support while creating opportunities for local flexibility and innovation?</li> <li>• Combine with MS/SS/ES Program Standard 5 and PK3 Program Standard 6 recommendations.</li> </ul>
<p>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.</p>	<p>Implementation of this recommendation would require changes to program practices</p> <p>Implementation of this recommendation may require updates to MS/SS/ES Program Standard 5 and PK3 Program Standard 6</p> <p>CTC Staff Suggestion:            Combine with MS/SS/ES Program Standard 5 and PK3 Program Standard 6 recommendations.</p>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Changes to program practices</li> <li>2. Updates to Acceptable Support documentation</li> </ol> <p>Implementation of this recommendation may require:</p> <ol style="list-style-type: none"> <li>1. Updates to Performance Assessment Design Standards</li> <li>2. Revision and approval of each model sponsor’s TPAs</li> </ol> <p>Concern from CTC Staff:            If “the entire TPA process is formative and educative,” does that mean it is not still summative? That would likely require a change to Ed Code.            If the intent of the recommendation is that the process for acceptable support is formative and educative, the</p>

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	language of the recommendation should focus on support only.
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to collect and review program-provided documentation</li> </ol> <p>Feedback from CTC Staff: A universal documentation requirement may create unnecessary workload for programs. Perhaps all programs must specify how they will support, which is verified as part of normal accreditation. In the cases where a program has low pass rates, a more focused review could potentially be done as part of the technical assistance required by <a href="#">44320.2(d)(9)</a></p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol> <p>CTC Staff Clarification Question: Would candidates still submit a final TPA for scoring?</p>
The RDI-TPA Workgroup recommends Program Standard 5 require the TPA to be embedded within programs, as required by Ed. Code 44320.2.	Implementation of this recommendation would require:

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	<ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6 with clear language of what constitutes embedding</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol> <p>CTC Staff Suggestion:  Combine this recommendation with other MS/SS/ES Program Standard 5 and PK-3 Program Standard 6 recommendations focused on embedding.</p>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6 or program-specific Preconditions</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol> <p>Implementation of this recommendation may require programs to allocate additional funds to support planning for and providing orientation sessions.</p>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Program collaboration with local districts to determine what additional supports to implement and how to implement them</li> <li>3. Revisions to program MOUs for interns</li> <li>4. Creation of a system to monitor or Updates to accreditation review processes</li> </ol>

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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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 6 and PK-3 Program Standard 9</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol> <p>Implementation of this recommendation may require programmatic allocation of additional funds to support local scoring activities.</p> <p>CTC Staff Suggestion:            Perhaps local scoring could be modified to “examination of student responses” and connected to technical assistance required by <a href="#">44320.2(d)(9)</a></p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Incorporation into the accreditation review process</li> </ol>

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	Implementation of this recommendation may require programmatic allocation of additional funds to support local scoring activities.
<p>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:</p> <ul style="list-style-type: none"> <li>• all program personnel who support candidates should be engaged in collaborative analysis of data;</li> <li>• some of the data required for analysis should be set by CTC so there is some standardization across programs;</li> <li>• analysis must also occur at the level of candidate work (not just scores); and</li> <li>• analysis should include a triangulation with other assessment data within the program.</li> </ul>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 5 and PK-3 Program Standard 6</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Updates to accreditation review processes</li> </ol>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES Program Standard 6 and PK-3 Program Standard 9</li> <li>2. Changes to program practices</li> </ol>
<p>The RDI-TPA workgroup recommends that Program Standard 3D be revised to include the requirement that programs provide</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES/PK3 Program Standard 3</li> </ol>

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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.	<ol style="list-style-type: none"> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Incorporation into the accreditation review processes</li> </ol> <p>Implementation of this recommendation may require programmatic allocation of additional funds to develop and provide support for mentor teachers.</p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Updates to MS/SS/ES/PK3 Program Standard 3</li> <li>2. Changes to program practices</li> <li>3. Creation of a system to monitor or Incorporation into the accreditation review processes</li> </ol> <p>Implementation of this recommendation may require programmatic allocation of additional funds to develop and provide support for mentor teachers.</p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Creation of a task force/workgroup to develop a system of shared accountability between preparation programs, CTC, and TPA model sponsors</li> <li>2. Identification of members of task force/workgroup</li> <li>3. Development of process for analyzing TPA success rates</li> <li>4. Development of support for programs</li> <li>5. Allocation of resources, including staff, to support this ongoing work</li> </ol>
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	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Development of a public-facing dashboard to share TPA data.</li> </ol>

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rubrics and task descriptions. Programs should explicitly link to this data within their applicant portals or websites.	<p>2. Mechanism to require programs to link data to their websites/applicant portals</p> <p>CTC Staff Response:            In response to Interim Action 4, CTC Staff are currently developing a system to share TPA outcome data with programs</p>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. CTC staff to               <ol style="list-style-type: none"> <li>a) Engage with programs to learn about barriers to local scoring</li> <li>b) Identify possible resources to support local scoring</li> </ol> </li> <li>2. Allocation of resources to the labor involved with these efforts</li> </ol>
The RDI-TPA Workgroup recommends that a separate expert group be created to study AI and the impact of AI on the TPA.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. CTC staff to develop and convene a workgroup to study the impact of AI on the TPA</li> <li>2. Allocation of resources to support the workgroup</li> </ol>
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.	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Review of existing CalTPA survey</li> <li>2. Development of a revised survey that aligns with language of 44320.4(c)(1)</li> <li>3. Inclusion of survey within each TPA model</li> <li>4. Development of plan for collection, analysis, and use of survey results</li> </ol>
The RDI-TPA Workgroup recommends that a TPA Model Sponsor shall be an accredited institution, group of accredited institutions, or the state commission.	<p>Implementation of this recommendation would require a revision of Ed Code 44320.2</p>

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<p>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.</p> <p>Some options might include:</p> <ul style="list-style-type: none"> <li>• Instructors score the tasks that are embedded in their courses</li> <li>• TPPs score a percentage of their candidate’s submissions</li> <li>• TPPs score a percentage of their assessment tasks</li> </ul> <p>TPPs score 100% of the assessment for 100% of their candidates</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Creation and adoption of requirement that programs engage in local scoring</li> <li>2. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>3. Revision and adoption of each model sponsor’s TPA</li> </ol>
<p>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.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Creation and adoption of requirement that programs engage in local scoring</li> <li>2. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> <li>3. Revision and adoption of each model sponsor’s TPA</li> </ol>
<p>The RDI-TPA workgroup recommends that programs meet inter-rater reliability standards set by CTC and double score their candidates’ TPA re-submissions.</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Creation and adoption of requirement that programs engage in local scoring</li> <li>2. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> </ol>
<p>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,</p>	<p>Implementation of this recommendation would require:</p> <ol style="list-style-type: none"> <li>1. Revision and adoption of the Performance Assessment Design Standards by the Commission</li> </ol>

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<p>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.</p>	<ol style="list-style-type: none"> <li>2. Collection of model resources by each TPA model sponsor</li> <li>3. System for dissemination of resources to programs</li> </ol>