3F

Information/Action

Educator Preparation Committee

Final Recommendations of the Workgroup to Review the Design and Implementation of the Teaching Performance Assessments and Updates on the Approved Interim Actions

Executive Summary: This agenda item presents final recommendations from the Workgroup to Review the Design and Implementation of the Teaching Performance Assessments (RDI-TPA) for possible adoption by the Commission. This item also includes updates on Commission-approved interim actions to address near-term improvements identified by the RDI-TPA Workgroup.

Recommended Action: Staff recommends that the Commission (1) receive the final report and recommendations of the Workgroup to Review the Design and Implementation of Teaching Performance Assessments, (2) adopt the workgroup's recommendations as the foundation for implementation plan development, and (3) direct staff to develop an implementation plan that includes a feasibility analysis and identifies options for operationalizing the recommendations according to statutory requirements.

Presenters: Adam Ebrahim, Chief Deputy Director, and Juliet Wahleithner, Special Consultant, Office of Policy and Continuous Improvement; Mandy Redfern and Ursula Estrada-Reveles, Co-Chairs, RDI-TPA Workgroup

Strategic Plan Goal

Continuous Improvement
- **Goal 7**. The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
    - Q. Use data to inform Commission and staff decision-making and continuous improvement.

Final Recommendations of the Workgroup to Review the Design and Implementation of the Teaching Performance Assessments and Updates on the Approved Interim Actions

Introduction

This agenda item presents final recommendations from the Workgroup to Review the Design and Implementation of the Teaching Performance Assessments (RDI-TPA), based on the workgroup's formal charge and Education Code section 44320.4. It also provides an update on the implementation of Interim Actions previously approved by the Commission to address concerns raised by the Workgroup. This set of recommendations is organized by the five focus areas identified in the Workgroup's charge, which reflect the core elements of Education Code section 44320.4. Together, these areas guided the Workgroup's inquiry and shaped the structure of the recommendations that follow.

Table 1: RDI-TPA Workgroup Five Focus Areas

Five Focus Areas Identified in Education Code section 44320.4
Education Code 44320.4 identifies five specific areas for which the RDI-TPA Workgroup was to make recommendations. These five focus areas are as follows: 1. An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers. [44320.4(c)(1)]   2. Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates. [44320.4(c)(2)]   3. Recommendations to strengthen the accreditation system to ensure programs embed the assessment in coursework and clinical work, offer sufficient clinical and pedagogical support, and support candidates to pass the assessment. [44320.4(c)(4)]   4. Recommendations for how programs can engage in local scoring of the assessment to inform program improvement. [44320.4(c)(5)]   5. Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion. [44320.4(c)(3)]

The item includes relevant background information and is organized into three parts: **Part I** presents the final recommendations with data on member support and representative comments; **Part II** updates progress on Commission-adopted Interim Actions for immediate or near-term assessment system improvements; and **Part III** outlines staff's overall recommendation and proposed next steps.

Background

In August 2024, the Commission adopted a charge directing a workgroup to review the design and implementation of Commission Teaching Performance Assessments, in anticipation of the passage of Senate Bill 1263. The Governor subsequently signed the bill, activating the new

statute that matched the Workgroup charge. The Commission also approved a scope and sequence for the Workgroup meetings, along with a roster of 24 members, evenly divided among classroom teachers, teacher educators, and performance assessment experts. Appendix A of this item includes details of the adopted charge, member roster, member demographics, and Workgroup scope and sequence.

The RDI-TPA Workgroup held its first meeting on September 19-20 2024, and met seven additional times between October and April. Seven of eight meetings were two-day sessions, conducted in person at the Commission office, and one was held virtually as a one-day session. On February 6, 2025 (Agenda Item 4A), Commission staff and RDI-TPA Workgroup Co-Chairs presented initial recommendations and proposed seven Interim Actions for immediate or near-term assessment system improvements, which were approved by the Commission. Feedback from the Commission was considered by the Workgroup in the revision of recommendations at subsequent meetings.

On April 10, 2025, (Agenda Item 3C), draft recommendations were presented to the Commission accompanied by an update of progress made on the Interim Actions. Based on Commissioner feedback, Workgroup members continued to consolidate, revise, and prioritize recommendations with a goal of producing a final set of focused, streamlined, and directly actionable recommendations responsive to the statutory focus areas and the Commission charge. While the Workgroup finalized its recommendations, Commission staff advanced implementation of the approved Interim Actions. **Part II** of this agenda item provides progress updates for each Interim Action.

Methodology
The RDI-TPA Workgroup followed a structured, iterative process to develop and refine the recommendations presented in this item. Over the course of eight meetings, members engaged in focused inquiry, collaborative drafting, and multiple rounds of feedback and revision. Each recommendation was developed to reflect the group's shared priorities, the Commission's charge, and the statutory requirements outlined in Education Code section 44320.4.

To guide staff recommendations to the Commission, a consensus threshold was applied. Recommendations were considered to demonstrate strong group agreement if 70 percent or more of Workgroup members selected "Strongly Agree" or "Agree" in the final polling. Responses marked as "Neutral" were excluded from the calculation.

This Workgroup process yielded a high level of consensus across a diverse group of participants. All 23 final recommendations exceeded the 70 percent threshold. Of these, 17 received over 80 percent agreement, and 6 received over 90 percent agreement. A summarized and ranked list of the final recommendations, organized by level of agreement, is included in Appendix C for reference.

Part I: Recommendations of the Workgroup
The final recommendations are presented in alignment with each element of the Workgroup's charge. Included with each recommendation are the percentages of Workgroup members who indicated they strongly agreed or agreed, were neutral, or opposed or strongly opposed the recommendation. Workgroup members also had the option to include any comments about a

recommendation; not all recommendations received comments. Selected comments are included with each recommendation to help contextualize indicated levels of agreement. Finally, each recommendation includes details from Commission Staff regarding what implementation of the recommendation would entail, along with Staff's recommendations for action.

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)]
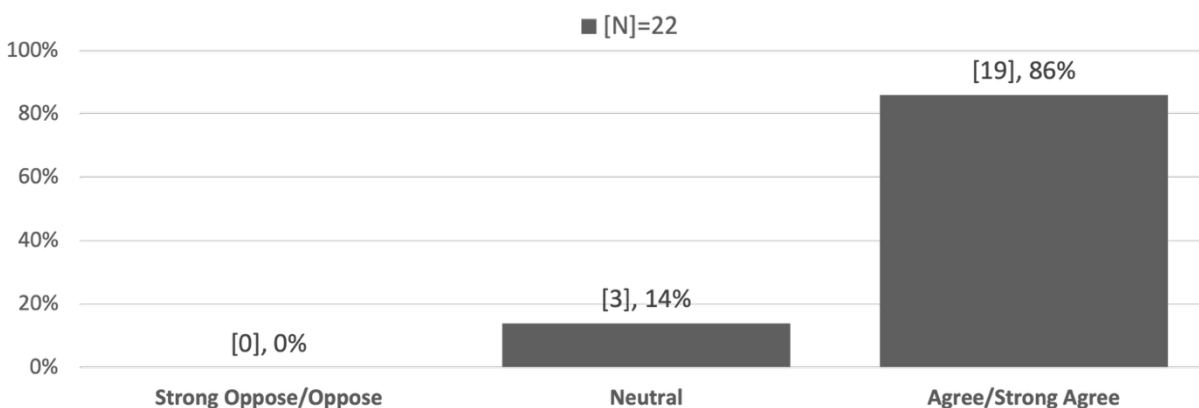
RECOMMENDATION 1A

A. Workgroup Recommendation Text
The RDI-TPA Workgroup recommends that culturally responsive/sustaining and equity-focused pedagogy be centered within the TPA tasks by:
- Requiring candidates frame their work through a culturally responsive/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.

B. Recommendation 1A Workgroup Poll Results and Feedback

Bar chart titled [N]=22 showing: Strong Oppose/Oppose [0], 0%; Neutral [3], 14%; Agree/Strong Agree [19], 86%.

Select Feedback
- *Strongly Agree/Agree: "I strongly agree but question the feasibility & authenticity of the student data analysis requirement for daily classroom assessment practice."*

- *Strongly Agree/Agree: "I strongly agree and suggest that the list of ways not be presented as definitive. If there are more things to do, they should be done (even if not on this list - for example)."*

- *Neutral: "I agree with the concept of this recommendation, but the multiple requirements here feel overly prescriptive. I strongly agree with a general recommendation to center culturally sustaining pedagogy but oppose the multiple requirements here."*

C. **Implementation Considerations**

Adoption and implementation of this recommendation would require a revision to Part 1 of the Performance Assessment Design Standards, which provides the content specifications for approved teaching performance assessments. The revision would include the specification that an approved teaching performance assessment must include tasks that center culturally responsive/sustaining and equity-focused pedagogy, as articulated in the recommendation.

D. **Staff Recommendation**

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider Workgroup and Commission feedback in the development of the implementation plan.
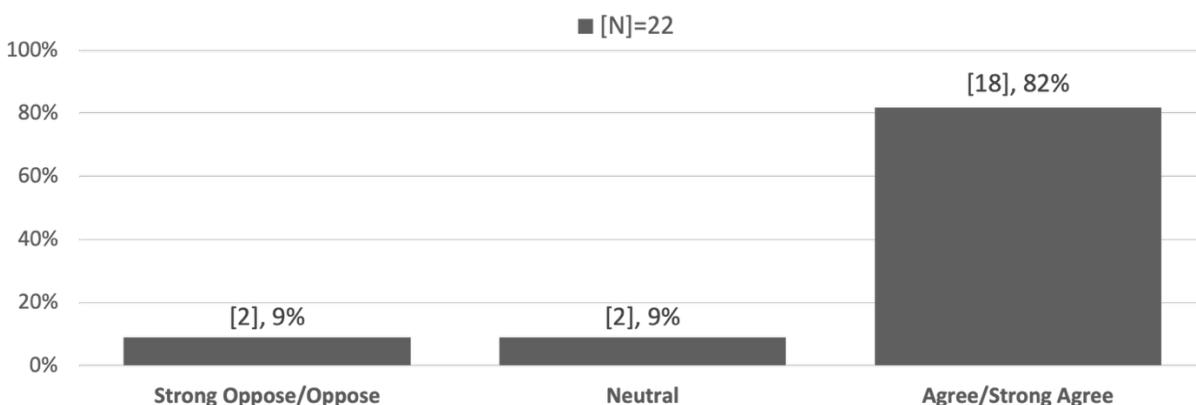
RECOMMENDATION 1B

A. **Workgroup Recommendation**

The RDI-TPA Workgroup recommends that the TPA structure be redesigned to align with Universal Design for Learning principles.

The TPA structure shall be adjusted in at least the following ways:
- Eliminate duplicative activities.
- Incorporate contextualized, real-world teaching scenarios.
- Streamline and redesign rubrics to be asset-based.
- Chunk the assessment submissions into multiple, smaller segments that are embedded throughout the entirety of a credential program (and not treated as a final, summative assessment).
- Require TPA segments to be assigned, evaluated, and submitted during coursework.
- Improve instructions in the TPA tool (not just a separate handbook) to mitigate candidate confusion.
- Embed live links to the rubric within the TPA tool.
- Ensure appropriateness for credential candidates.
- Maintain the secondary passing standard with the revised exam structure to align with current practice adopted by the CTC.

B. Recommendation 1B Workgroup Poll Results and Feedback

Bar chart titled [N]=22:
- Strong Oppose/Oppose: [2], 9%
- Neutral: [2], 9%
- Agree/Strong Agree: [18], 82%

Select Feedback

- *Strongly Agree/Agree: "This recommendation addresses most of the concerns that initiated the concerns that SB 1263 tried to address.*

  This is the only section that shows a systematic change on the TPA tool, which is one of the major things we were meant to look at. If Commissioners don't agree with all elements of this, I imagine they can eliminate certain areas and highlight others, or CTC could provide a response on how some of the items are meeting the ideals, but I do think this is an important idea to move forward. I know a few folks on our workgroup are worried about word choice, but I would encourage CTC/the Commission to consider alternative word choices and keep this idea of creating adjustment to the actual assessment intact.

  I would just add: we should model what we expect beginning teachers do in the classroom. I would hate for a teacher to think "this assessment is a model assessment since it is state sanctioned" and incorporate less quality practices in their own classroom... What do we want our teachers to do in their classroom for their students?"

- *Neutral: "I agree with the concept of this recommendation, but the multiple requirements here feel overly prescriptive. I strongly agree with a general recommendation to align the TPA to UDL principles but oppose the multiple requirements here."*

- *Strongly Oppose/Oppose: "I agree with doing an analysis of current and future TPAs from a UDL lens, but disagree that we require assessment submissions to be chunked into smaller segments or require it to be assigned, evaluated and submitted during coursework. I don't want to lose the ability for the TPA to be a holistic assessment of teaching practice."*

C. Implementation Considerations
Adoption and implementation of this recommendation would require a revision to Part 1 of the Performance Assessment Design Standards, which provides the content specifications for approved teaching performance assessments. The revision would include the specification that an approved teaching performance assessment must be structured in a

manner that aligns with the principles of Universal Design for Learning (UDL), as articulated above.

D. **Staff Recommendation**

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider Workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 1C

A. **Workgroup Recommendation**

The RDI-TPA Workgroup recommends that the candidate's demonstration of practice in the TPA be redesigned to align with Universal Design for Learning principles.

The TPA exam shall be adjusted to:
- Expand flexibility for candidates to ensure authenticity by accommodating for variability in scope, sequence, and site-based instructional styles.
- Expand and/or ensure opportunities for candidates to submit evidence using multiple modalities (audio, visual, written) and to submit multiple forms of evidence.
- Allow coursework to be utilized as part of the final submission.

B. **Recommendation 1C Workgroup Poll Results and Feedback**
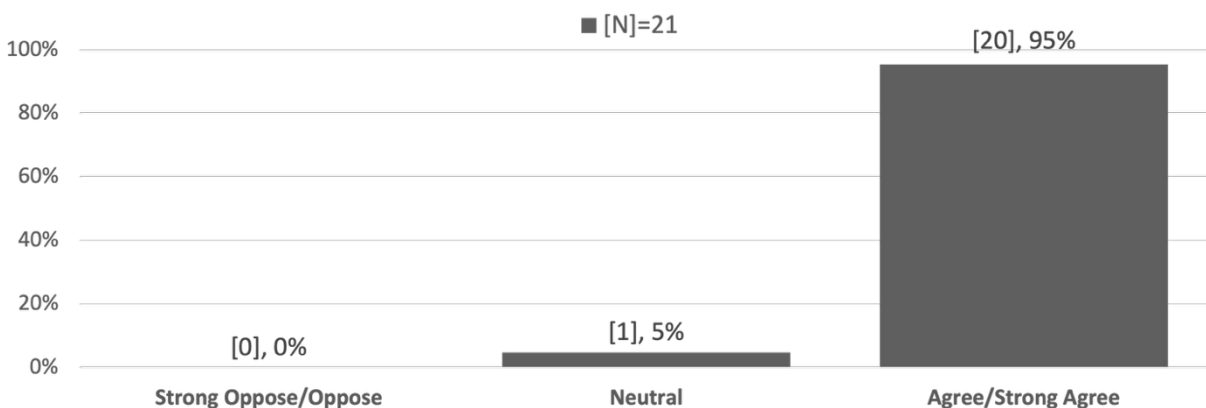
Select Feedback
- *Strongly Agree/Agree: "If our programs are built around UDL, and we expect our teachers to utilize UDL practices, shouldn't we model UDL practices in our assessments?"*

- *Strongly Agree/Agree: "Strongly agree and suggest that the list of ways not be presented as definitive. If there are more things to do, they should be done (even if not on this list - for example)."*

C. **Implementation Considerations**

Adoption and implementation of this recommendation would require a revision to Part 1 of the Performance Assessment Design Standards, which provides the content specifications for approved teaching performance assessments. The revision would include the

specification that an approved teaching performance assessment must include flexibilities within the TPA design for candidates to demonstrate practice that align with the principles of Universal Design for Learning, as articulated above.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider Workgroup and Commission feedback in the development of the implementation plan.
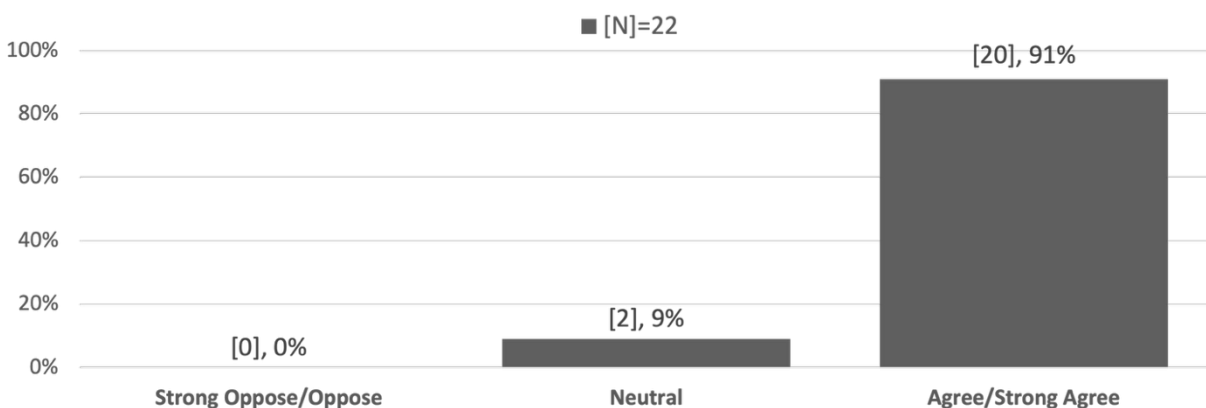
RECOMMENDATION 1D

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that TPA scorers provide individualized, asset-based, and actionable 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 criteria were met by the provided evidence.

In order to provide such feedback, the RDI-TPA Workgroup recommends that scorer calibration include:

- A focus on prioritizing the evaluation of candidate knowledge (what they CAN do), utilizing an asset-based approach rubric.
- Deepening scorer knowledge of the specific competencies and contexts they are assessing, including areas such as culturally responsive teaching and ethnic studies.

B. Recommendation 1D Workgroup Poll Results and Feedback

Select Feedback

- *Strongly Agree/Agree: "This recommendation helps to ensure that the TPA is formative which aligns with the original intent of the law."*

- *Strongly Agree/Agree: "Once again, we should model the practices we expect from our teachers."*

- *Strongly Agree/Agree: "There will be a considerable cost associated with this, as current scorer pay does not allow for the extra time that this level of feedback would require. Who is expected to absorb this additional cost?"*

C. Implementation Considerations

Adoption and implementation of Recommendation 1D would require changes to Performance Assessment Design Standard 1(h), which provides general guidelines to model sponsors about the development of scoring rubrics.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation as written, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 1E

A. Recommendation

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.

B. Recommendation 1E Workgroup Poll Results and Feedback
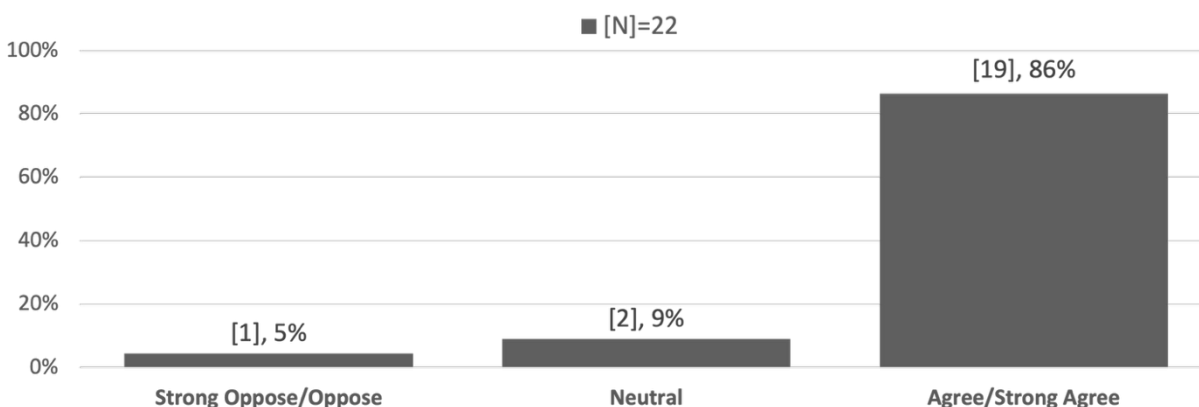
Select Feedback

- *Strongly Agree/Agree: "Efficient and timely response are essential to not wasting a candidate's time."*

- *Neutral: "This depends on the logistics of such a request - which I don't deeply understand - and if there is another solution to attend to more expedient re-submission of edTPA for the reason of a technical condition code, then that seems to satisfy the spirit and would also suffice (in my opinion)."*

- *Oppose/Strongly Oppose: "I don't see how this is logistically possible."*

C. Implementation Considerations

Adoption and implementation of Recommendation 1E would require a change to Performance Assessment Design Standard 2(g), which currently specifies that model sponsors must provide candidates with the results of their assessments within three weeks. The existing Performance Assessment Design Standards do not address condition codes, and so, would need to be revised.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 1F

A. Workgroup Recommendation

The RDI TPA Workgroup recommends the TPA be free or financially accessible to candidates. This may be accomplished through systems such as a loan, grant, stipend, voucher, or other option, without increasing the cost to the candidate.

B. Recommendation 1F Workgroup Poll Results and Feedback
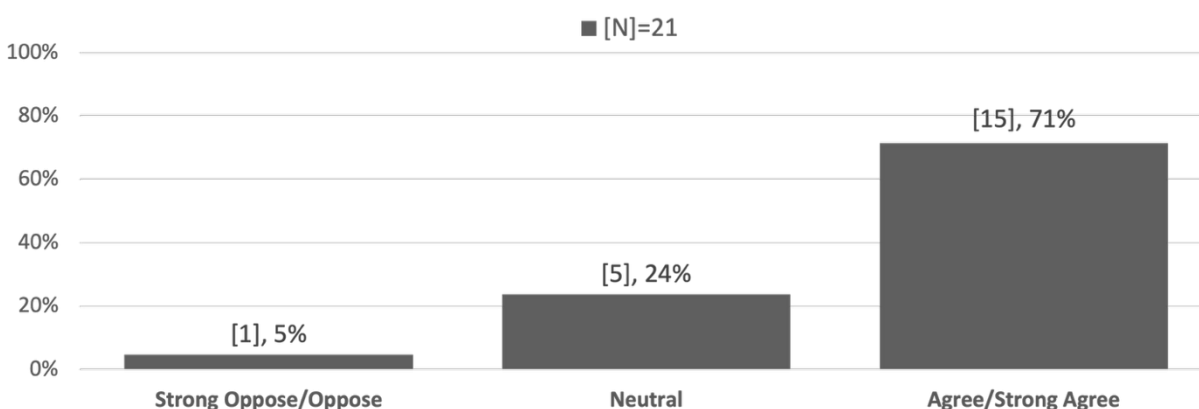
Select Feedback

- *Strongly Agree/Agree: "I don't know if this is possible. But considering a loan forgiveness after 5 years of successful teaching experience could be meaningful. It does beg the question though of what if they fail…"*

- *Neutral: "All professions require some type of licensure exam/assessment. None of which are free- granted most pay more than teaching does but not sure how reasonable it is to fund it fully. Not all districts/areas are equal in resources- maybe a loan that is forgiven after a certain amount of years of service."*

- *Oppose/Strongly Oppose: "This recommendation cannot be adopted without identification of the source of funding."*

C. Implementation Considerations

While workgroup members overall support the elimination of fees associated with the TPA, there is also both the understanding of the costs associated with implementing the TPAs and that no clear source of funding for the TPA currently exists.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

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)]

RECOMMENDATION 2A

A. Workgroup Recommendation

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 assessment, 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. Doing so will allow these individuals to effectively assist candidates in preparing for the assessment and score candidate submissions through local scoring.

B. Recommendation 2A Workgroup Poll Results and Feedback
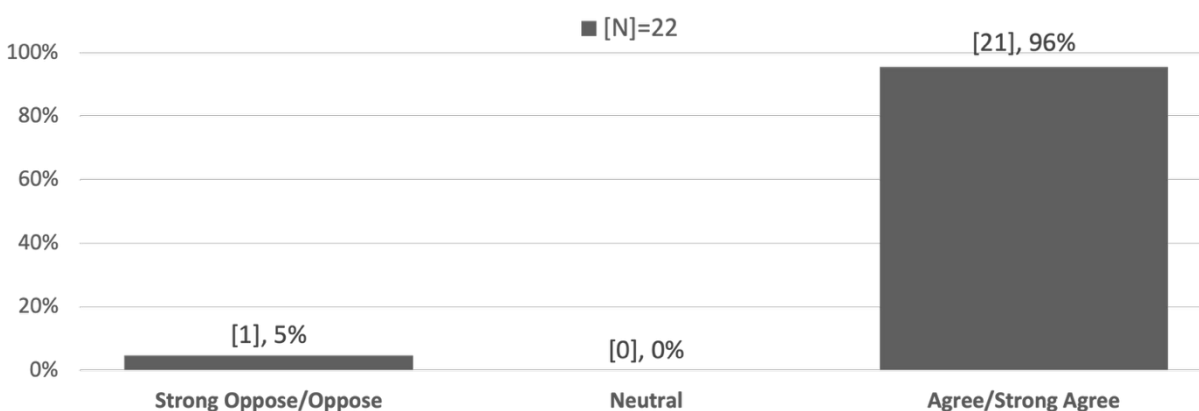
Select Feedback

- *Strongly Agree/Agree: "With the large amount of credential candidates in the state, I always wondered why our resources are so limited. We should have exemplars, we should have passing and non-passing examples to templates so we can use them as teaching tools and candidates can use them as reference guides. I mean this for each credential and each cycle (e.g. music v multiple subject v PE - not just one single subject - classrooms often times are approached differently based on the subject area).*

- *Strongly Agree/Agree: Not sure if you need to do local scoring to benefit from this type of training"*

- *Oppose/Strongly Oppose: "I am uncertain about some of this. There is a legal issue with making public examples of work that candidates own and/or video with children, so I question the feasibility of this requirement. Yes to condition codes. I also hope that the TPA is an authentic measure of a teacher's individual practice, suited to the needs of THEIR school children, and not a generic rendition of something they are emulating based on example responses."*

C. Implementation Considerations

Recommendation 2A proposes a revision to Performance Assessment Design Standard 1(g) to require that model sponsors provide specific support materials to programs. Adoption would require updating the standard to reflect this new requirement.
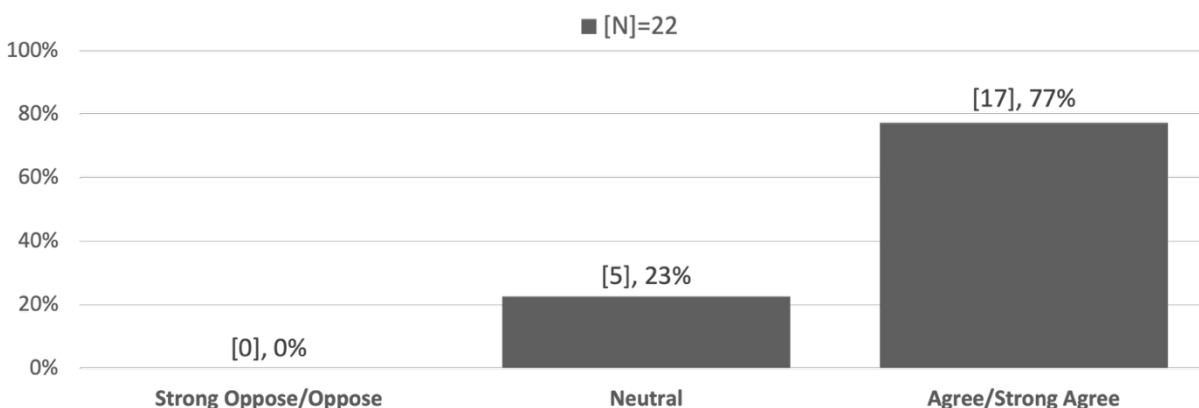
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 2B

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that programs provide an orientation for all educational partners working with teacher candidates to become familiar with the adopted TPA model, including its tasks, rubrics, and evidence requirements.

B. Recommendation 2B Workgroup Poll Results and Feedback

Select Feedback

- *Strongly Agree/Agree: "I would prefer something more specific than 'orientation.'"*

- *Strongly Agree/Agree: "I think 'all educational partners' may be too vague to accomplish our aim in this recommendation. The explicit language from 2c might better get at the intention."*

- *Neutral: "I agree an orientation should be add, but we need to tweak the word "all" and make it those who will help in the TPA process."*

C. **Implementation Considerations**
    Recommendation 2B would require a revision to Program Standard 5 (and Standard 6 for
    PK3) to include a requirement that programs provide an orientation on the adopted TPA
    model for individuals who support candidates.

D. **Staff Recommendation**
    The recommendation exceeds the 70 percent support threshold. Staff recommends
    adopting the recommendation, with direction to consider workgroup and Commission
   feedback in the development of the implementation plan.

RECOMMENDATION 2C

A. **Workgroup Recommendation**
    The RDI-TPA Workgroup recommends that the CTC support educator preparation
    communities to engage in the performance assessment by, at least:
    - Convening 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.
    - Collecting exemplary practices for embedding the TPA from preparation programs
      and regularly sharing these practices with programs.
    - Collecting resources such as both passing and non-passing samples for each
      credential submission-type for program and participant use.

B. **Recommendation 2C Workgroup Poll Results and Feedback**
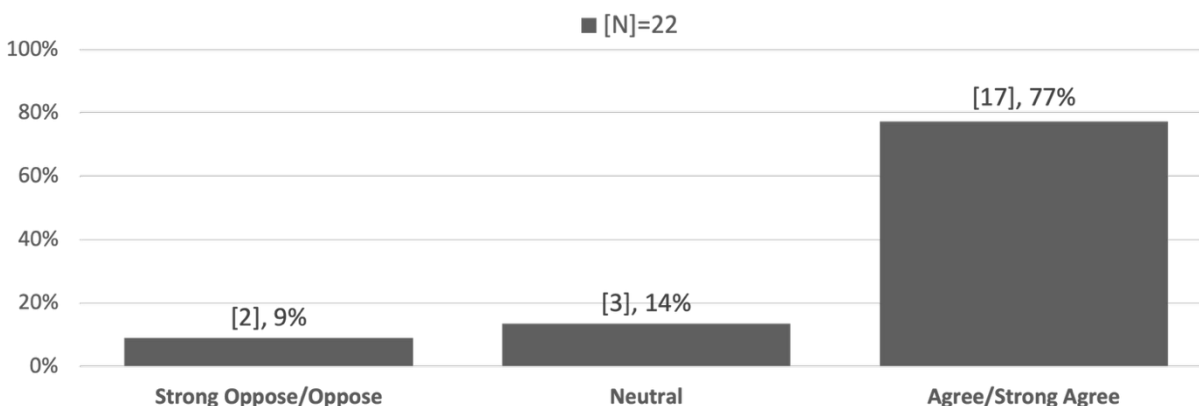
Select Feedback
  - *Strongly Agree/Agree: "Should be via zoom :) To be clear, this already happens, but the
    multidirectional piece might need to be beefed up."*

  - *Strongly Agree/Agree: "Again, needs source of funding, especially for the first bullet."*

  - *Oppose/Strongly Oppose: "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."

C. Implementation Considerations

Currently, the Commission hosts the Meredith Fellows Implementation Conference, an annual, two-day virtual event that allows programs to showcase best practices in their implementation of the TPA. Recommendation 2C could build on that existing structure. As such, it would require additional resources, including time of Commission staff, to organize. While workgroup members overall agreed with the idea of a such a gathering, concerns were raised about the resources required for implementation.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 2D

A. Workgroup Recommendation

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, Teaching Performance Assessments (TPAs), and induction expectations to clarify teacher development and support a smooth transition into the profession. This continuum of practice can help guide the appropriateness of performance assessment tasks for credential candidates.

B. Recommendation 2D Workgroup Poll Results and Feedback

Bar chart titled [N]=22. Strong Oppose/Oppose: [0], 0%. Neutral: [3], 14%. Agree/Strong Agree: [19], 86%.
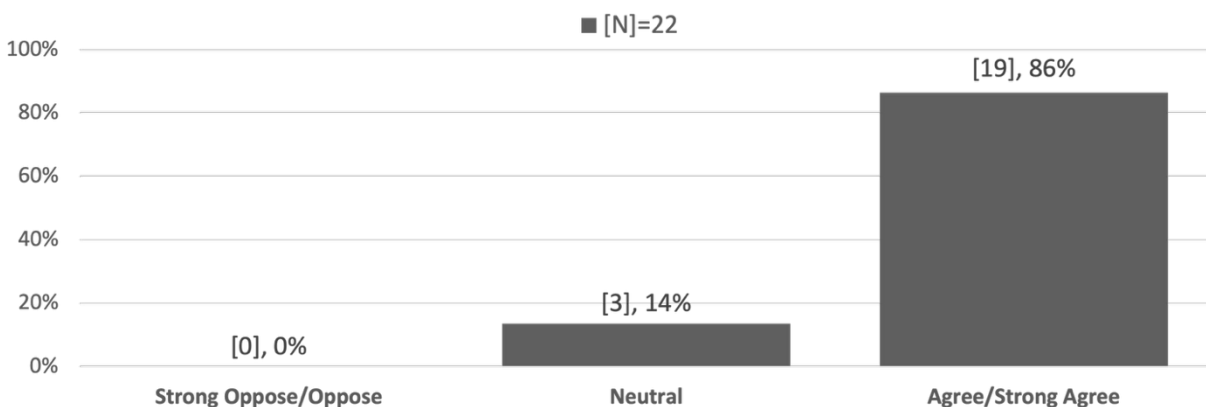
Select Feedback

- *Strongly Agree/Agree: "It almost feels like this continuum can help reshape the TPA in a methodical, researched way. This should be one of the first things to happen. I heard a Continuum exists but could not find it on CTC's website. I also recognize the CSTP's are being updated, and I am not sure if it is aligned to the new CSTPs or the current ones."*

C. **Implementation Considerations**

The purpose of Recommendation 2D would be to help candidates and programs better visualize the continuum of learning that begins in teacher preparation and extends into years in practice and to understand where the TPA is situated within that continuum. The proposed continuum could build on the existing Continuum of Teaching Practice, scheduled for release in Summer 2025.

D. **Staff Recommendation**

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.
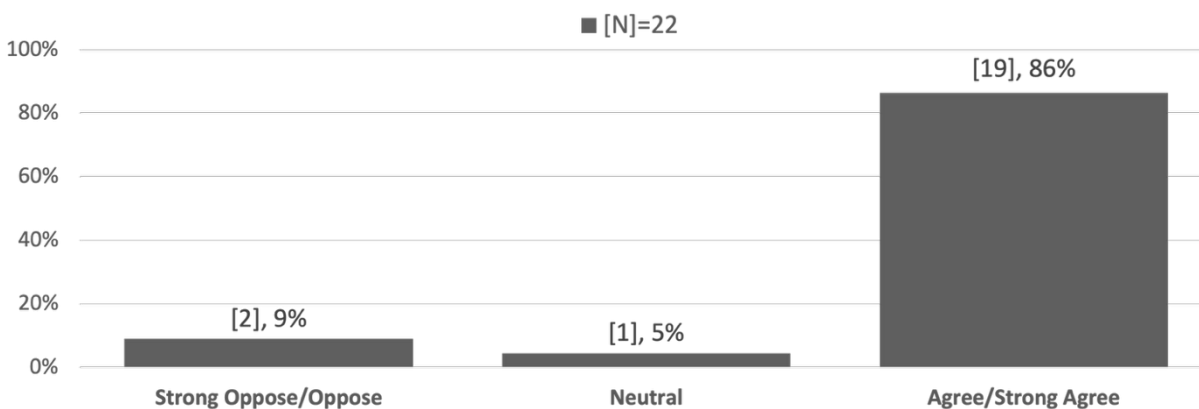
FOCUS AREA 3 RECOMMENDATIONS: Recommendations to strengthen the accreditation system to ensure programs embed the assessment in coursework and clinical work, offer sufficient clinical and pedagogical support, and support candidates to pass the assessment. [44320.4(c)(4)]

RECOMMENDATION 3A

A. **Workgroup Recommendation**

The RDI-TPA Workgroup recommends that Program Standards include the requirement for programs to embed the TPA tasks in coursework and clinical practice.

B. **Recommendation 3A Workgroup Poll Results and Feedback**

Select Feedback
- *Strongly Agree/Agree: "And we need to ensure programs are aware it's not meant to be duplicative tasks, but actually embedded TPA templates."*

C. **Implementation Considerations**

This recommendation is consistent with current statute that requires TPAs to be embedded in programs. Implementation of Recommendation 3A would require the development of a precondition and revision of the Program Standards. Following that, programs that do not currently embed TPAs in their programs would be expected to modify coursework and clinical practice to embed TPA tasks. Programs would then be expected to demonstrate how

they embed TPA tasks in coursework and clinical practice, as outlined in the revised standard, as part of the accreditation cycle.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3B

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends adding to Program Standards the requirement that programs provide candidates individualized and timely feedback throughout the TPA process prior to submission. This includes feedback on both pedagogy and submission criteria in order to ensure the process is formative and educative.

As part of embedding the TPA in fieldwork and coursework, candidates will receive and implement feedback on their teaching and be assessed on the implemented feedback. All candidates must be supported with reflective activities based on the feedback they receive, regardless of whether they pass or fail the TPA.

Therefore, the group also recommends that current guidelines for acceptable support be revised to ensure the entire TPA process is formative and educative.

B. Recommendation 3B Workgroup Poll Results and Feedback
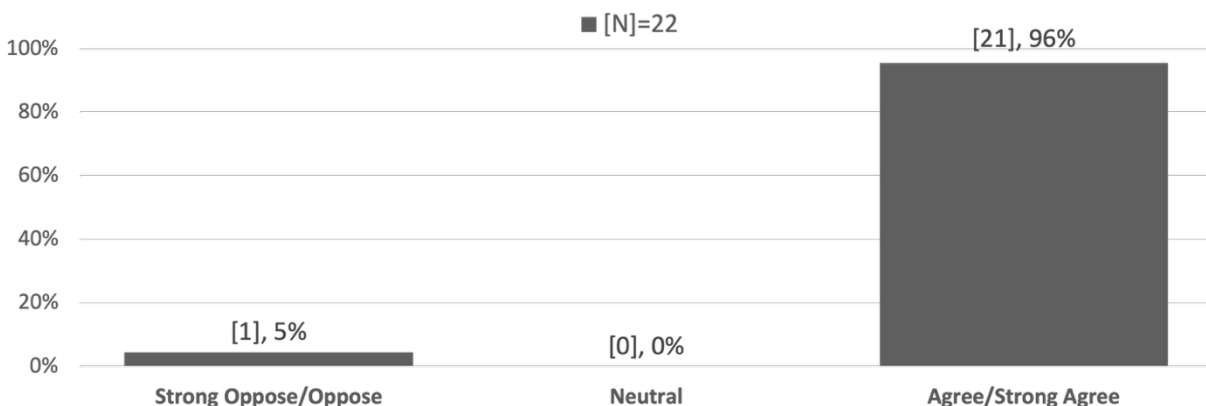
Select Feedback
- *Strongly Agree/Agree: "I also would speak to the need for programs to have access to their candidates TPA submissions for review. Unfortunately, sometimes candidates attach an incorrect template, etc. While we might see portions of their submission in advance, we do not see what they upload, and we have found sometimes what they upload is not in line with what we have seen previously. It would be nice to have a program sign off on the TPA throughout whatever TPA platform for submission. Not all programs might review, but it should improve outcomes and help programs that would utilize this feature!"*

- *Strongly Agree/Agree: "I agree that candidates should receive feedback throughout their program, and that programs need to demonstrate feedback processes as a part of accreditation, but wonder if parts of this recommendation are too prescriptive (e.g., the reflective activities and the need to assess implemented feedback)."*

- *Oppose/Strongly Oppose: "This seems like it could be unrealistic for programs to implement. I'm not sure what, 'candidates must be supported with reflective activities based on the feedback they receive, regardless of whether they pass or fail the TPA' means. I also worry that the reflective activities might just make the TPA an even larger part of a program, taking away from other things a program wants to do. This recommendation also feels overly prescriptive."*

C. **Implementation Considerations**

Recommendation 3B builds on what was articulated in Recommendation 3A. Whereas Recommendation 3A was a general call for programs to embed TPA tasks in fieldwork and clinical practice, Recommendation 3B would require programs to provide feedback to candidates on each component of the TPA prior to their final submission. Additionally, Recommendation 3B calls for programs to guide candidates in reflective activities based on feedback they receive on their final TPA submission.

Like Recommendation 3A, implementation of Recommendation 3B would require a revision of Multiple Subject, Single Subject, and Education Specialist Program Standard 5B and PK3 Early Childhood Specialist Instruction Program Standard 6B and adoption by the Commission. Programs would then be responsible for revising coursework and program practices and demonstrating that revision at their next accreditation site visit.

D. **Staff Recommendation**

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3C

A. **Workgroup Recommendation**

The RDI-TPA Workgroup recommends adjusting Program Standards to require institutions to submit documentation on how they will support credential candidates that have not successfully completed the TPA. The effectiveness of support must be addressed through the accreditation process, possibly resulting in findings or stipulations in the accreditation decision.

B. Recommendation 3C Workgroup Poll Results and Feedback
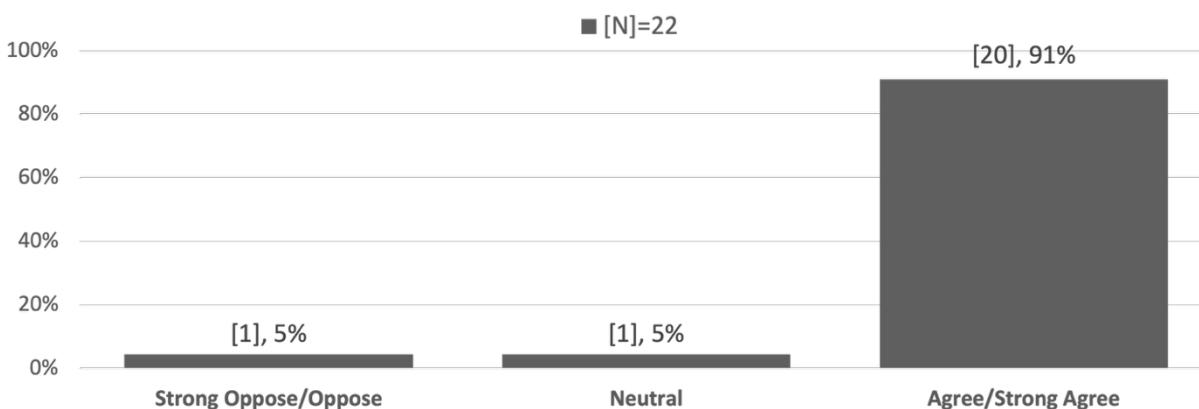
Select Feedback

- *Strongly Agree/Agree: "IF the candidate takes the TPA during program. If TPA is not tied to program completion- hard to hold program accountable if candidate elects not to take the assessment until 6mos to a year later. But in principle I agree with this."*

- *Strongly Agree/Agree: "If this is edited, the important point here is that programs are responsible for candidates who do not pass the TPA but have otherwise "passed the program". This was necessary to ensure these candidates are not left on their own, and that programs demonstrate how they are supporting, connecting with, and monitoring a candidate's progress towards TPA completion."*

- *Neutral: "In general? Or for each candidate?"*

C. Implementation Considerations
Recommendation 3C would require revising Program Standard 5B (and 6B for PK3) to require programs to document how they support candidates who do not pass the TPA, as part of the accreditation process.

D. Staff Recommendation
The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation as written, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3D

A. Workgroup Recommendation
The RDI TPA Workgroup recommends that the TPA be an included assessment in each program matrix for accreditation. The data must be addressed through the accreditation process through the COA, possibly resulting in findings or stipulations in the accreditation decision.

B. Recommendation 3D Workgroup Poll Results and Feedback
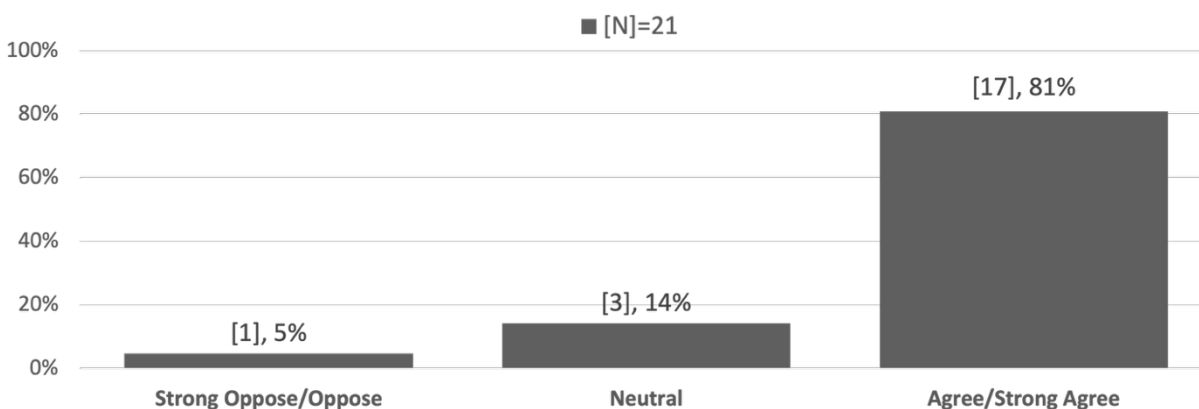
Select Feedback

- *Strongly Agree/Agree: "I know EdCode says it should not be duplicative, but we are not currently able to use any TPA templates in our accreditation review (when we have to demonstrate how candidates are introduced, how they practice, and how they are assessed on each standard). I imagine a lot of the reason it feels duplicative to candidates since programs are told to embed and not to duplicate, but then we cannot use this for meeting accreditation (which means for accreditation purposes - when it comes to our accreditation matrices, it lives outside of our linked assessments for candidates).*

- *Strongly Agree/Agree: "Do you mean TPA is included as one of the program key assessments? If so, we would need to shore up how we assess key assessments as part of the accreditation process."*

C. Implementation Considerations

Recommendation 3D would require revising Program Standards and Commission policy to allow programs to use elements of the TPA as evidence of assessing Teaching Performance Expectations (TPEs) and to require analysis of TPA data as part of the accreditation process.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3E

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that Preliminary Program Standards and Induction Program Standards be revised to require the use of information from the TPA to inform the development of IDP goals at the end of preservice and ILP goals during induction. Induction Program Standard 3 should be revised to include the following: "a candidate's IDP should be included in the development of the initial ILP and induction goals."

B. Recommendation 3E Workgroup Poll Results and Feedback

Select Feedback

- *Strongly Agree/Agree: "I believe this is the most important recommendation on the list!"*

- *Strongly Agree/Agree: "I would support even stronger language... changing 'should' to 'must'."*

- *Strongly Agree/Agree: "Pretty sure this is already mentioned in standards - but yes, needs to be institutionalized so that it is consistently done across all teacher prep program contexts."*

- *Neutral: "Agree and wondering about implications for candidates who 'complete' and leave the program prior to passing the TPA."*

C. Implementation Considerations

Recommendation 3E would require revisions to Program and Induction Standards and accreditation procedures to ensure that TPA data is used to inform a candidate's Individual Development Plan (IDP) and that the IDP is used to guide the creation of the Individual Learning Plan (ILP) during Induction.
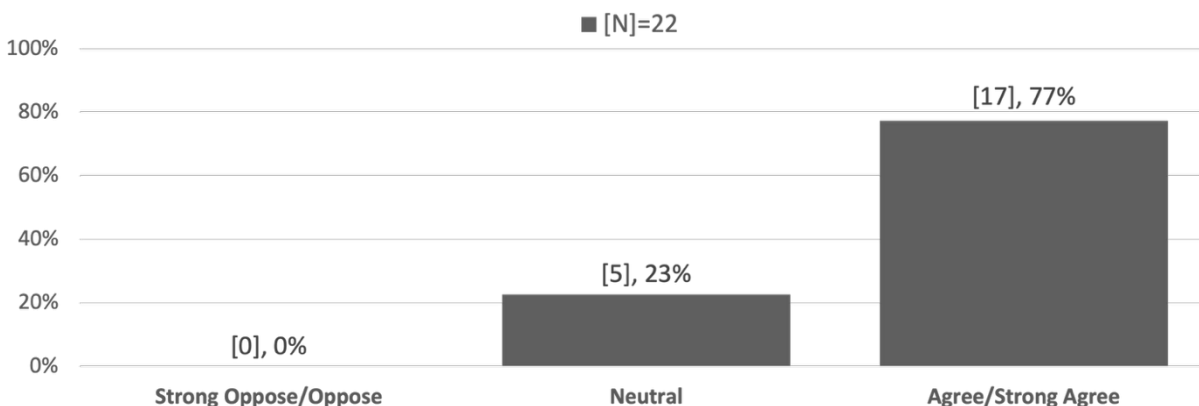
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3F

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that Program Standards include a requirement that a program's teacher educators who support candidates, including but not limited to teacher preparation program faculty, instructors, supervisors, and school site mentors, engage in analyzing candidate level responses to the TPA as a way to look at student work in the disaggregate in order to better understand and support candidate performance, as a central component of continuous improvement and accreditation. This would include analyzing work to understand disproportionate pass rates. Programs should 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 workgroup recommends there be some flexibility in what this analysis looks like as long as it involves (a) analyzing common sets of work, (b) use of the TPA rubrics to examine candidate performance, and (c) collaboration across multiple people involved in supporting candidates.

Some options for analyzing candidate-level responses might include:
- TPPs analyze a percentage of their candidate's submissions
- TPPs analyze a percentage of their assessment tasks
- TPPs analyze 100% of the assessment for 100% of their candidates
- TPPs analyze their candidates' TPA re-submissions

B. Recommendation 3F Workgroup Poll Results and Feedback
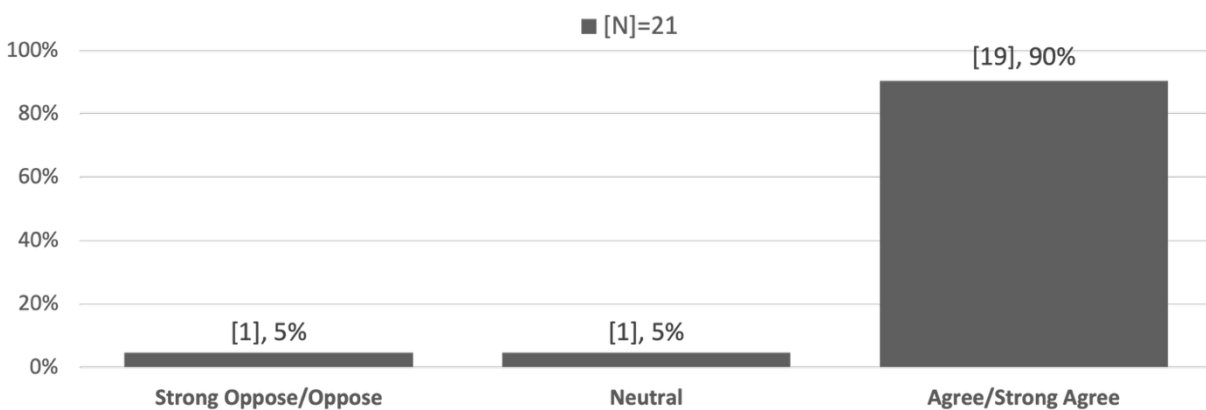
Select Feedback
- *Strongly Agree/Agree: "As discussed in the last meeting, the first two bullets need some sort of minimum--I think 10% was suggested. As it is currently worded, "a percentage" is a meaningless recommendation."*

- *Strongly Agree/Agree: "While the first paragraph needs editing, there are 4 points to this that I think must be preserved: 1) teacher educators from across a program's sites (school/college) have an opportunity to engage in collaborative examination of candidate work; 2) parts a,b,c are critical to the process; 3) non-passing work is critical to the process, and 4) there is wide flexibility for programs as long as they meet 1,2 & 3 above."*

- *Oppose/Strongly Oppose: "I agree that programs should analyze edTPA data for program improvement and am not wed to these particular options. I do recall some of this recommendation being linked to "local scoring" and I think it got moved so I am unsure if this was the intent."*

C. Implementation Considerations
Recommendation 3F would require programs to engage all individuals who support candidates in the analysis of TPA submissions to inform program improvement. To implement this recommendation, the Commission would need to determine how many

submissions programs must analyze, such as all candidate submissions, a defined sample, or only those requiring resubmission. Once that determination is made, the relevant Program Standards would be revised, and programs would be expected to demonstrate implementation as part of their next accreditation site visit.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3G

A. Workgroup Recommendation

The RDI TPA Workgroup recommends that the CTC adopt new language related to Common Standard 4 (continuous improvement) to emphasize the use of TPA data across all programs.

B. Recommendation 3G Workgroup Poll Results and Feedback

Select Feedback
- *Strongly Agree/Agree: "Obviously this only pertains to programs that are required to use a TPA."*
- *Neutral: "I am unclear what this is recommending."*

C. Implementation Considerations

Recommendation 3G would require a revision and adoption by the Commission of Common Standard 4 to include language specific to teacher education programs, requiring their use of TPA data in their regular and systematic collection, analysis, and use of candidate data to improve the programs.
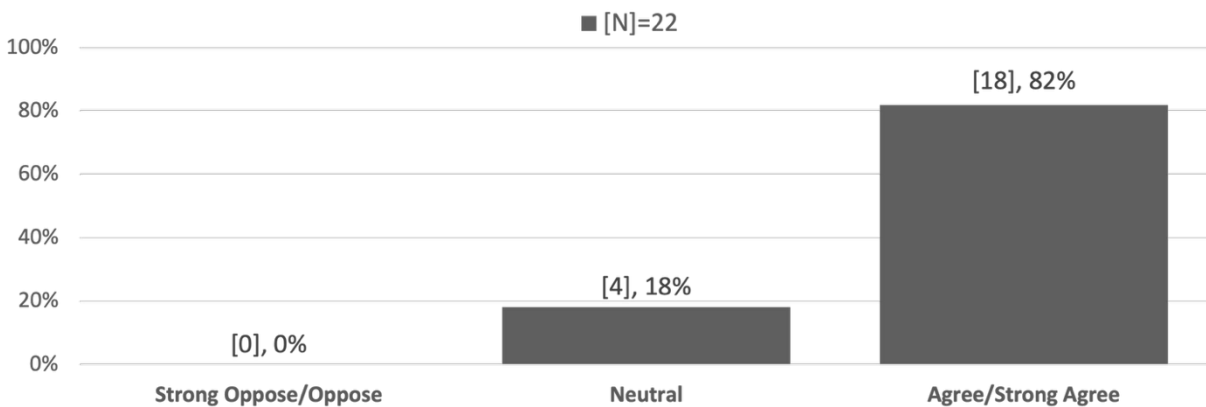
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3H

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that programs monitor and evaluate outcomes from embedding the TPA in coursework and clinical practice and engaging in local scoring/analysis. Programs would then use insights from these processes to inform and improve instructional design and support strategies, as stipulated in Common Standard 4 (Continuous Improvement).

B. Recommendation 3H Workgroup Poll Results and Feedback

Select Feedback

- *No feedback provided*

C. Implementation Considerations

Implementation of Recommendation 3H would require a revision and adoption by the Commission of Common Standard 4 to include language specific to teacher education programs, requiring them to evaluate data related to embedding the TPA in coursework and clinical practice and to the program's engagement in local scoring and analysis.
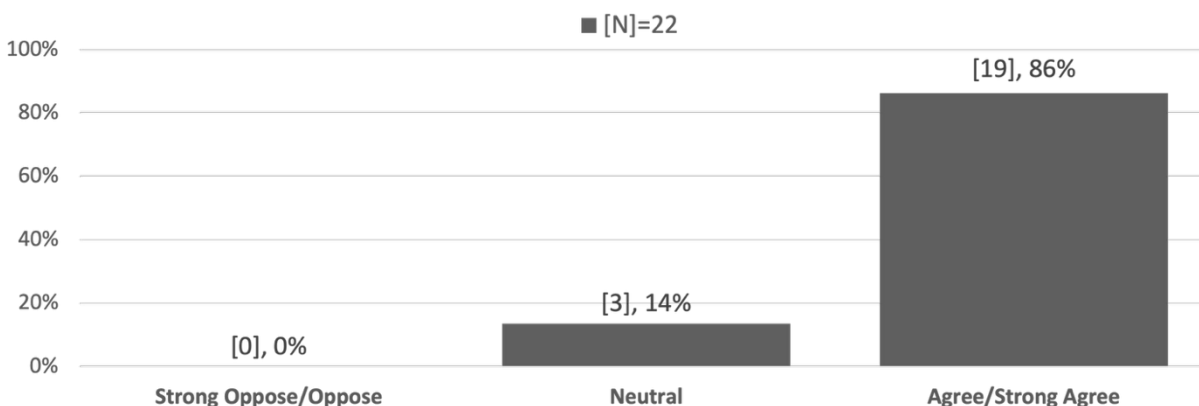
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3I

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that Program Standards 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.

B. Recommendation 3I Workgroup Poll Results and Feedback
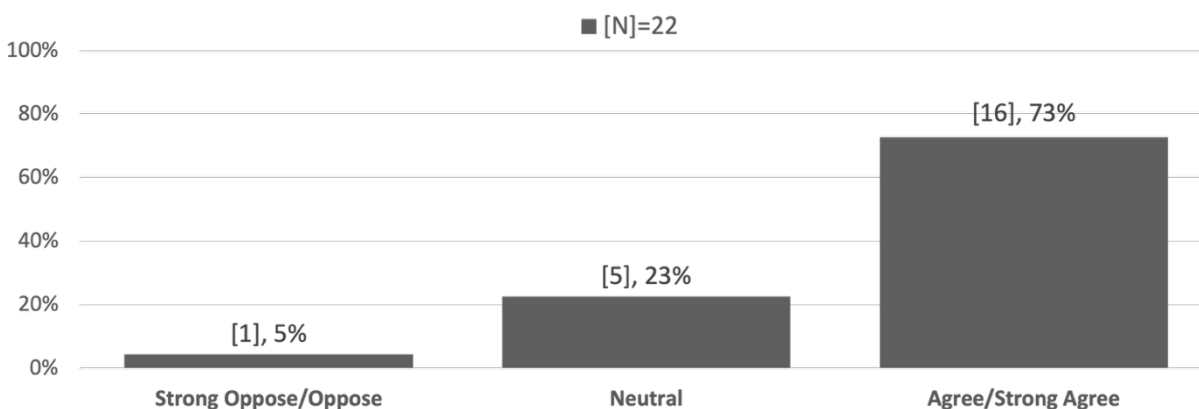
Select Feedback
- *Strongly Agree/Agree: "Interns have distinct needs and require distinct support as evidenced by the discrepancy in pass rates. Fully support.*

- *Strongly Agree/Agree: "This should be done for ALL candidates specific to their context/needs."*

- *Strongly Agree/Agree: "We probably would need a list of required forms of support that are different for Interns, and I'm not sure it exists."*

- *Oppose/Strongly Oppose: "Some minimums or guidelines will need to be established to constitute "required forms of support". The example of an MOU for release time is not feasible. It also does not take into account needs of candidates in non-intern pathways, as was pointed out in the meeting."*

C. Implementation Considerations

Recommendation 3I addresses support for interns, which is not currently specified in Program Standard 5B or PK3 Standard 6B. The recommendation identifies a gap in the existing standards related to candidates serving as interns and suggests that intern-specific preconditions may offer a more appropriate mechanism for clarifying required supports for interns serving as teachers of record.

D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 3J

A. Workgroup Recommendation

The RDI TPA Workgroup recommends that the CTC should establish criteria for identifying lower performing programs (including TPA pass rates and fail rates for specific student populations). These data must be addressed through the accreditation process through the COA, possibly resulting in findings or stipulations in the accreditation decision.

B. Recommendation 3J Workgroup Poll Results and Feedback

■ [N]=22

100%

80%   [19], 86%

60%

40%

20%   [2], 9%   [1], 5%

0%   Strong Oppose/Oppose   Neutral   Agree/Strong Agree

Select Feedback
- *No feedback provided*

C. Implementation Considerations

Recommendation 3J would require the Commission to adopt a minimum TPA pass rate for programs, which could include first-time pass rates, overall pass rates, and disaggregated rates for specific candidate subgroups. Upon adoption, Program Standard 5 and PK3 Standard 6 would need to be revised to require programs to meet the established pass rates in order to maintain full accreditation. This recommendation aligns with Education Code section 44320.2(d)(9), which requires the use of aggregated assessment results to evaluate program quality and effectiveness, requires public reporting of programs with low pass rates, and directs the Commission to support those programs with evidence-based strategies at no cost to candidates.
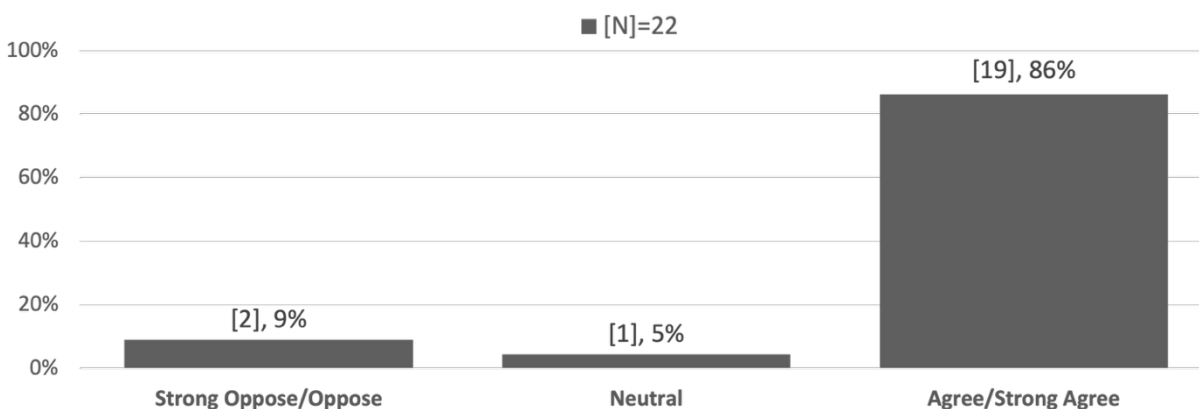
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

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

RECOMMENDATION 4A

A. Workgroup Recommendation

The RDI-TPA Workgroup recommends that Multiple Subject, Single Subject, and Education Specialist Program Standard 5 and PK3 Early Childhood Specialist Standard 6: Implementation of a Teaching Performance Assessment include a requirement that programs' teacher educators who support candidates--including but not limited to teacher preparation program faculty, instructors, supervisors, and school site mentors--engage in a method of local scoring that aligns to program improvement needs and candidate needs for support.

The workgroup recommends programs be allowed some flexibility in what local scoring looks like as long as the adopted model of local scoring includes:
- Collaboration in calibration and scoring
- Scoring common sets of work
- Meeting inter-rater reliability standards set by the CTC, and
- Assessor 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
- TPPs double score their candidates' TPA re-submissions"

B. Recommendation 4A Workgroup Poll Results and Feedback
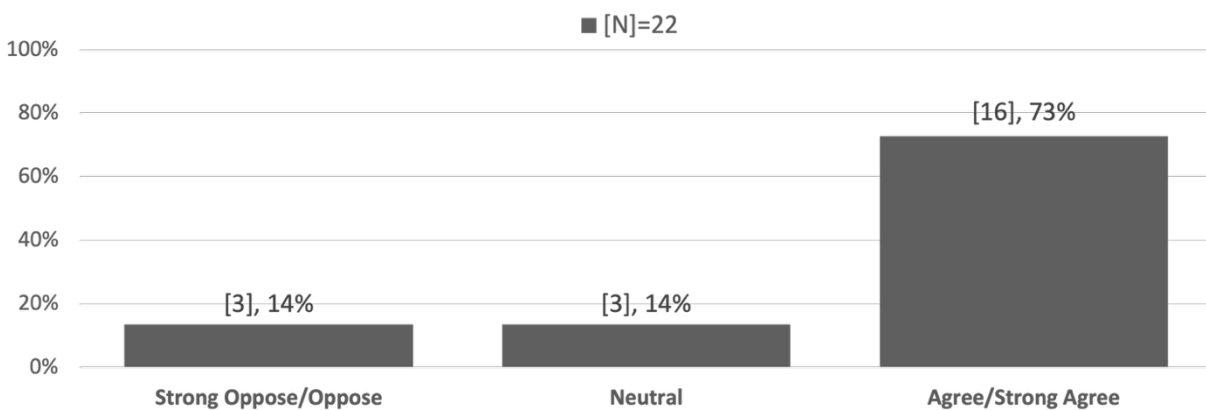
Select Feedback
- *Strongly Agree/Agree: "I don't know if all programs can do this with their unions, so I support CTC's decision. I am afraid of the nuances of double scoring, etc, for candidates. There is a prompt earlier about local analysis with the same idea, but where programs are not the ones providing the actual score - but using the submission to adapt curricula. I guess the question for the Commissioners is - what is the purpose of the local scoring? Is it the analysis of student work for adjustment in the program? Is it to embed the TPA fully? If so, those ideas are covered in previous recommendations. Is it to cut ties with Pearson? To give programs eventually more autonomy of what the assessment looks like potentially (e.g. programs have a portion of the TPA they can provide assessment tasks/steps for their own grading internally) - then this recommendation must move forward."*

- *Strongly Agree/Agree: "While I agree this is a strong recommendation to support program improvement, it does not meet the needs of candidates. Actual local scoring for all submissions, provides candidates with more timely and culturally responsive feedback."*

- *Strongly Agree/Agree: "The only part of this recommendation that is problematic is a requirement to involve school site mentors. While that is ideal, it is not always feasible."*

- *Oppose/Strongly Oppose: "Although I believe in the power of "local scoring" and think there is some potential here, there was a lack of alignment around what exactly local scoring is and I worry about pushing this forward when the committee isn't clear on what is being proposed."*

- *Oppose/Strongly Oppose: "I think every benefit that people imagine will come from "local scoring" (which is non-defined) will be better served by the recommendation for local data/score analysis."*

C. **Implementation Considerations**

Recommendation 4A would require revisions to Program Standard 5 and PK3 Standard 6 to specify that programs must implement a local scoring system for the TPA. While workgroup members agreed on the value of local scoring, they did not reach consensus on how it should be implemented or how many submissions should be scored locally. However, they agreed that any local scoring system should include collaborative calibration, scoring of common submissions, and adherence to established interrater reliability standards. Programs would be expected to provide evidence of their local scoring system at the time of their next accreditation site visit. Model sponsors would also need to develop systems to support calibration, collect local scores, and determine whether programs will be compensated for this work, as registration fees currently cover centralized scoring.

D. **Staff Recommendation**

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

RECOMMENDATION 4B

A. **Workgroup Recommendation**

The RDI-TPA Workgroup recommends that additional costs related to changes to the assessment and/or local scoring not be passed on to the candidates.

B. **Recommendation 4B Workgroup Poll Results and Feedback**
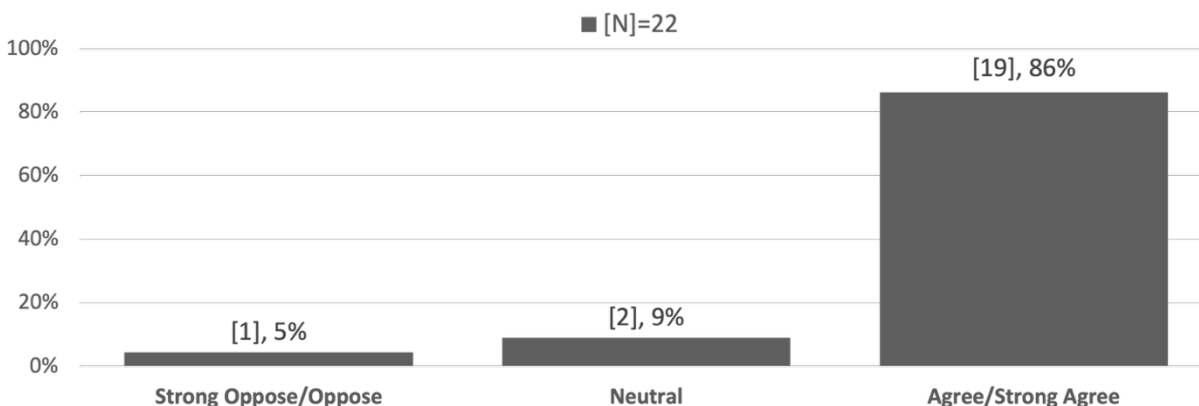
Select Feedback

- *Neutral: "I do not believe this is possible. If fees go to programs, tuition raises. Or state eats the cost. Someone always pays somehow."*

- *Oppose/Strongly Oppose: "Again, source of funding? These additional costs cannot be passed to programs."*

C. Implementation Considerations
Implementation of Recommendation 4B would require notification to all model sponsors and educator preparation programs that any costs associated with changes to the assessments and/or scoring processes cannot be passed on to candidates. To uphold this expectation, the Commission may need to identify additional funding sources or cost-neutral implementation strategies, like streamlining the assessments and systems for scoring and reporting.

D. Staff Recommendation
The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

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

RECOMMENDATION 5A

A. Workgroup Recommendation
The RDI-TPA Workgroup recommends that the CTC distribute a survey to be completed upon submission of a teaching performance assessment that includes items regarding:
- The formative nature of the TPA
- If the TPA was embedded in coursework
- If the TPA was duplicative in coursework
- If the TPA is appropriate for beginning teachers
- Other relevant items about the candidate experience

This survey shall include both close-ended and open-ended items and be incorporated within the submission process of each approved TPA model. Ideally, this survey will consolidate any existing surveys about the candidates' performance assessment experience. Candidates will be informed that their survey responses will not impact their TPA scores.

B. Recommendation 5A Workgroup Poll Results and Feedback

■ [N]=22

- [0], 0% — Strong Oppose/Oppose
- [3], 14% — Neutral
- [19], 86% — Agree/Strong Agree
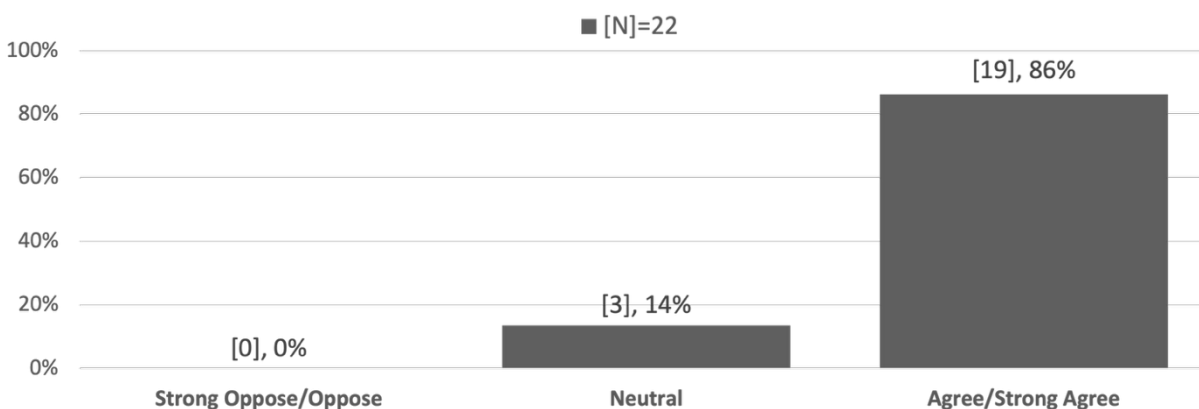
Select Feedback
- *Strongly Agree/Agree: "The survey should not exceed 10 questions."*

C. Implementation Considerations
Currently, only the CalTPA includes a survey to ask candidates about their level of preparation for the assessment. Implementation of Recommendation 5A would require Commission Staff to develop a survey that includes items aligned with the focal areas articulated in Education Code 44320.4. Additionally, the implementation of the recommendation would require a change to the Performance Assessment Design Standards to mandate the inclusion of the survey within any approved TPA model, with the requirement that model sponsors report survey responses to the Commission.

D. Staff Recommendation
The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

SUPPLEMENTAL RECOMMENDATION

A. Workgroup Supplemental Recommendation
The RDI-TPA Workgroup recommends that a separate expert group be created to study AI and the impact of AI on the TPA.

B. Supplemental Recommendation Workgroup Poll Results and Feedback

Select Feedback
- *No feedback submitted*

C. Implementation Considerations

Implementation of this additional recommendation from workgroup members would require the allocation of funds and Commission Staff and resources to lead a workgroup to study the impact of artificial intelligence on the TPA and to make recommendations to the Commission.
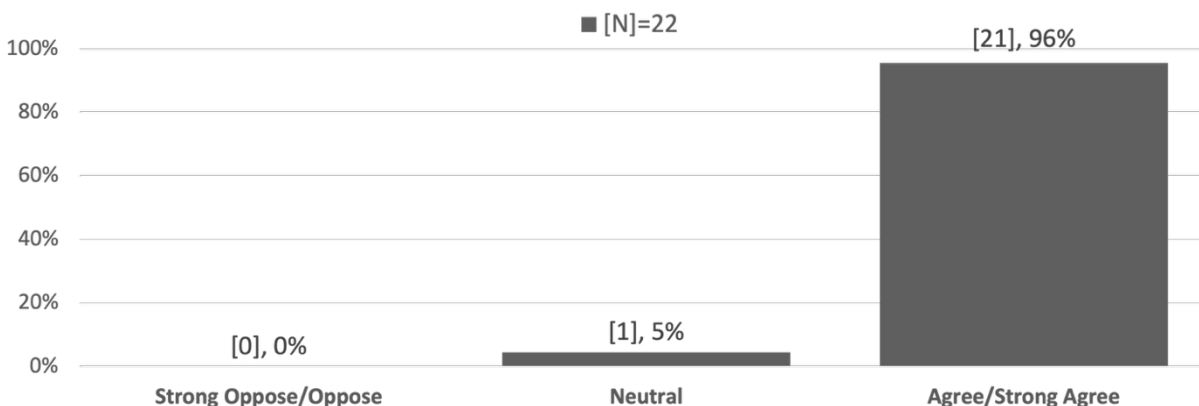
D. Staff Recommendation

The recommendation exceeds the 70 percent support threshold. Staff recommends adopting the recommendation, with direction to consider workgroup and Commission feedback in the development of the implementation plan.

PART II: Update on Implementation of Interim Actions

In addition to presenting the Initial Recommendations at the February Commission meeting, Commission Staff and RDI-TPA Co-Chairs presented seven Interim Actions developed in response to concerns raised by the RDI-TPA Workgroup. The actions are intended to enhance candidate support by clarifying program responsibilities, reducing technical errors that result in condition codes, and ensuring programs are aware of their current pass rates. Additionally, the actions aim to standardize data collection and reporting to provide clearer metrics for tracking outcomes and identifying opportunities for policy and program improvements. The Commission voted to approve the Interim Actions. The following is an update on progress made in implementing the actions.

Interim Action 1: Eliminate Content-Based Condition Codes

The Commission's Performance Assessment Team reviewed the existing condition code system for the CalTPA and proposed revisions to consolidate codes, update policies, and revise rubrics to maximize scoring opportunities. The Performance Assessment Team then worked with Evaluation Systems (Pearson) to revise the condition code system. The revised system, implemented in May for the current versions of the assessments, minimizes the number of condition codes assigned and emphasizes scoring submissions using the available evidence.

Additionally, rubrics for the 25-26 versions of the assessments have all been revised in an effort to reduce the number of content condition codes: Issues with content will now be addressed through the scoring of the assessments rather than through a condition code. For example, where previously a candidate would receive a condition code for not citing the correct standard, rubrics now include language that addresses citing appropriate standards for the lesson(s) taught.

For both the edTPA and CalTPA, scoring guidelines were revised to allow video edits, meaning candidates no longer receive a condition code for edited submissions.

Commission staff have conducted an initial review of edTPA condition codes with Pearson, and further revisions will be developed to reduce content-based condition codes.

The FAST model does not use condition codes.

Interim Action 2: Free Candidate Resubmissions for Technical Issues
Beginning in February, Evaluation Systems began issuing vouchers to candidates who received the A2 condition code, which is triggered when a submission does not match the registered content or credential area. This is the most common condition code, with 155 CalTPA cases reported between August 2023 and January 2024. Candidates who have attempted the assessment two or more times and received either a failing score or a condition code on their most recent attempt are also now eligible for vouchers.

Additionally, candidates are now allowed to edit submission videos, which no longer results in a condition code. Staff are currently working with Evaluation Systems to shorten the time between notification and resubmission.

Interim Action 3: Clarify Acceptable Support Practices
Program Sponsor Alert (PSA) 25-05, distributed to programs in April, reiterates relevant language from Program Standards about candidate support for the TPA. The PSA also includes examples of acceptable supports, including general support and what it could look like to embed TPA support in coursework and clinical practice, for programs to consider implementing.

For the CalTPA in particular, the Commission Performance Assessment Team led a Digging Deeper webinar in March for CalTPA programs focused on acceptable supports for candidates. The webinar featured representatives from two programs sharing their best practices. Additionally, staff have three sessions planned for fall 2025 that specifically provide guidance to programs in how to support their candidates. Planned topics include program guides and candidate supports; coaching and mentoring teachers and leaders; and using video commentary to reflect and improve practice.

In the future, staff are planning to share information about what acceptable support looks like in practice at gatherings for preparation programs, including the California Council of Teacher Educators Fall Conference and the Credential Counselors & Analysts of California Annual Fall Conference.

Interim Action 4: Standardize Data Collection and Metrics
The Office of Policy and Improvement has convened a Data Team to centralize TPA reporting and develop standardized metrics for pass rate calculations and other key indicators that reflect candidate experiences and outcomes. These standards will apply to both the Accreditation Data System and future Performance Assessment Annual Reports.

The Data Team has developed a dashboard to provide detailed performance assessment data and visualizations that is currently being shared internally. The data will then be shared with programs to allow them to review their first-time pass rates, average time and attempts to pass, condition code distribution, and eligibility for the secondary passing standard. The same data will also be made available to Accreditation staff to support program monitoring and improvement.

Interim Action 5: Improve Secondary Passing Standard Notification
The Commission Performance Assessment Team revised the notification sent to CalTPA and edTPA candidates whose scores fall within the secondary passing range by Evaluation Systems/Pearson. The updated notification provides specific details for candidates about the secondary passing standard and outlines next steps. The revised language was first distributed with the March 13, 2025 score reports and will continue to be used in all future reporting. Program TPA coordinators also receive a copy.

Commission staff are now developing new language that provides specific guidance to both candidates and programs about actions to take when a candidate receives a score that falls within the secondary passing standard. This language will be posted on the Commission's website and will clarify both candidate and program responsibilities and actions to take. Once the information is posted, the notification sent to candidates and programs will be revised to include a link to the website.

Interim Action 6: Notify Programs of TPA Pass Rates and Improvement Strategies
First-time pass rates are being calculated in accordance with the TPA reporting standards established under Interim Action 4. As high-performing programs are identified, Commission staff will compile and disseminate recommendations and promising practices for preparing and supporting candidates throughout the TPA process.

A formal notification including first-time pass rate data and definitions will be issued to all programs in the coming months.

Interim Action 7: Report in Interim Action Implementation Progress
The Interim Actions and the progress on their implementation were reported to RDI-TPA Workgroup members at the group's February, March, and April meetings. Progress on the implementation of the Interim Actions was also presented to the Commission at its April meeting (Agenda Item 3C). Staff will continue to report on implementation progress during future performance assessment items before the Commission.

Part III: Staff Recommendation and Next Steps

Staff Recommendation
Staff recommends that the Commission (1) receive the final report and recommendations of the Workgroup to Review the Design and Implementation of Teaching Performance Assessments, (2) adopt the workgroup's recommendations as the foundation for implementation plan development, and (3) direct staff to develop an implementation plan that includes a feasibility analysis and identifies options for operationalizing the recommendations according to statutorily-required timelines.

Next Steps
Along with workgroup and Commission feedback, the full set of recommendations will provide staff with clear guidelines to create an implementation plan. The implementation plan will be brought back to the Commission in August 2025 for review.

Appendix A

RDI-TPA Workgroup Roster and Demographics

Patricia Camarillo, NBCT Teacher of the Visually Impaired Fresno Unified School District	**Joshua Nothom** World History Teacher Burbank Unified School District
Thalia Diazcatano, NBCT History/Ethnic Studies Teacher Los Angeles Unified School District	**Mandy Redfern** Second Grade Teacher La Cañada Unified School District
Linda Hoang, NBCT First Grade Teacher Los Angeles Unified School District	**Kathleen Rowley, NBCT** English Language Arts Teacher William S. Hart Union High School District
Jason Morgan Math Teacher/AVID Coordinator Compton Unified School District	**Karla Valdez** World Language Teacher-Spanish Vacaville Unified School District

Teacher Educators	
Devin Beasley CalTPA Coordinator CSU Dominguez Hills	**Alicia Herrera** Assistant Professor CSU Sacramento
Vanessa Escobar Director LA Charter School Teacher Residency Consortium	**Benjamin Odell** Director of Intern Program Sacramento County Office of Education
Tory Harvey Director of Teacher Education UC Santa Barbara	**Shayna Sullivan** Dean Alder Graduate School of Education
Colin Haysman Senior Clinical Associate Stanford University	**Juliet Wahleithner*** Director, Education Prep Programs and Accreditation, CSU Fresno

Teaching Performance Assessment Experts	
Alicia Brown Graduate Lead San Francisco Urban Teacher Residency	**Rebecca Sackett** Curriculum Specialist/Induction Mentor Santa Ana Unified School District
Cathy Creasia Director of Accreditation and Credentialing USC Rossier School of Education	**Tine Sloan** Professor Emeritus UC Santa Barbara
Brent Duckor Professor of Education San Jose State University	**Matt Wallace** Associate Professor of Teaching UC Davis
Ursula Estrada-Reveles Executive Director, School of Education Riverside County Office of Education	**Beverly Young** Executive Director Above & Beyond Teaching

Juliet Wahleithner joined Commission staff for a nine-month term beginning on February 1, 2025.

Demographics of Appointed RDI-TPA Workgroup Members

Required participant groups	#	n	%
Classroom Teachers	8	24	33.33%
Teacher Educators	8	24	33.33%
Teacher Performance Assessment Experts	8	24	33.33%

Black, Indigenous, and/or People of Color (BIPOC)	#	n	%
BIPOC	14	24	58.33%

Teaching Performance Assessment Experience	#	n	%
Have taken any TPA	8	24	33.33%
Took the EdTPA	3	24	12.50%
Took the CalTPA	3	24	12.50%
Took the PACT	2	24	8.33%

Represented Regions	#	n	%
Bay Area	4	24	16.67%
Sacramento Area	4	24	16.67%
Central Valley	2	24	8.33%
Central Coast	2	24	8.33%
Inland Empire	1	24	4.17%
Los Angeles/Orange County	11	24	45.83%

Teacher Preparation Segment	#	n	%
California State University	4	14	28.57%
University of California	3	14	21.43%
Private	3	14	21.43%
Local Education Agency	3	14	21.43%

Credentials Held	#	n	%
Total Credential Holders	23	24	95.83%
Single Subject	13	24	54.17%
Multiple Subject	9	24	37.50%
Administrative Services	5	24	20.83%

Education Specialist	4	24	16.67%
Bilingual Authorizations	4	24	16.67%
National Board Certification	4	24	16.67%

Teacher Preparation Experience	#	n	%
Teacher Education Faculty	16	24	66.67%
Induction Mentor Teacher	14	24	58.33%
Cooperating Teacher	12	24	50.00%

Accreditation Experience	#	n	%
CTC Board of Institutional Reviewers	3	24	12.50%
Accreditation Report Development	11	24	45.83%
National Accreditation	4	24	16.67%

RDI-TPA Scope and Sequence

Meeting	Date	Topic
RDI-TPA 1	Sept. 19-20, 2024	Organizational meeting; lines of inquiry
RDI-TPA 2	Oct. 14-15, 2024	Focus Area 1: Ensuring validity, authenticity and feasibility in TPAs
RDI-TPA 3	Nov. 5-6, 2024	Focus Area 2: Embedding TPAs to avoid duplicative work
RDI-TPA 4	Dec. 4-5, 2024	Focus Area 3: Strengthening accreditation to ensure embedding of TPAs and support for candidates in programs
RDI-TPA 5	Jan. 8-9, 2025	Develop initial Workgroup recommendations
Commission	Feb. 6-7, 2025	Present initial Workgroup recommendations for feedback
RDI-TPA 6	Feb. 26-27, 2025	Topic 4: Local Scoring and Topic 5: Survey Questions; Revise recommendations based on feedback and analysis
Commission	Apr. 10-11, 2025	Present draft recommendations for feedback
RDI-TPA 7	Apr. 23-24, 2025	Revise recommendations based on feedback and analysis
Commission	Jun. 26-27, 2025	Present final recommendations for action

Appendix B

Recommendation Development Process

The recommendations of the RDI-TPA Workgroup are being developed in five phases. The process is iterative and remains open for refinement until submitted for final action by the Commission at the June 2025 meeting. The process for recommendation development is described in five distinct phases below and associated with upcoming Commission meetings.

- **Phase 1: Recommendation Brainstorm**
  Following a period of inquiry, workgroup members articulated their initial ideas either verbally or by submitting them through a form. Each idea was prioritized by members using a 5-point Likert scale: +2 for strong support, +1 for support, 0 for neutral, -1 for opposition, and -2 for strong opposition.

- **Phase 2: Consolidated Recommendations**
  The prioritized brainstorm ideas were grouped into thematic categories and ranked by priority score. Workgroup members met in groups according to thematic categories to consolidate duplicative recommendations. Each group developed a concise rationale and a theory of action for their recommendations, which were then presented to the entire workgroup for feedback and refinement.

- **Phase 3: Initial Recommendations**
  During the January 2025 workgroup meeting, consolidated recommendations were further refined in breakout sessions by members. An initial list of recommendations, organized by focus area, was assembled, prioritized, and scored. These initial recommendations were presented to the Commission at the February 2025 meeting for feedback.

- **Phase 4: Draft Recommendations**
  The workgroup incorporated feedback from the February 2025 Commission meeting into the recommendations during a workgroup meeting two weeks later. During its February and March meetings, the workgroup further developed Focus Area 3, 4, and 5 recommendations. The full set of refined recommendations are being presented here as Draft Recommendations for additional feedback.

- **Phase 5: Final Recommendations**
  The workgroup will review feedback from the April 2025 Commission meeting at a subsequent workgroup meeting two weeks later. After additional refinements, the finalized recommendations will be submitted to the Commission for action at the June 2025 meeting.

- **Beyond Adoption of Recommendations**
  Adopted recommendations will be operationalized by staff through project plans and implemented. Progress on the implementation of adopted recommendations will be reported to the Commission and the Legislature at least annually in accordance with the provisions of Senate Bill 1263.

Appendix C

RDI-TPA Workgroup Recommendations Summarized and Ordered by Support Score

- **3B: Individualized Candidate Feedback (96%)**
  Programs provide personalized, timely feedback throughout the TPA process that addresses both pedagogy and submission criteria. Feedback is embedded into coursework and fieldwork and verified through accreditation as part of a formative assessment approach.

- **2A: Expanded Program Materials (96%)**
  TPA sponsors provide passing submissions, examples of common condition code issues, and samples of both successful and unsuccessful work. These materials help programs and local scorers understand expectations and better support candidate preparation.

- **1C: Flexible Assessment Design (95%)**
  TPA design aligns with Universal Design for Learning principles to allow for authentic evidence collection. Candidates may submit work in multiple formats and incorporate coursework to reflect varied teaching contexts.

- **1D: Rubric-Aligned Feedback (91%)**
  Scorers provide specific, asset-based feedback aligned with the rubric that highlights criteria met and not met. Scorer calibration includes deepening understanding of content, context, and practices.

- **3C: Candidate Support Documentation (91%)**
  Programs document how they support candidates who do not pass the TPA. This documentation is evaluated during accreditation to ensure effective and equitable support structures.

- **3F: TPA Data for Improvement (90%)**
  Programs analyze TPA submissions at the candidate level to understand performance trends and address disproportionate outcomes. Findings are used to adjust curriculum and support practices, and analysis is conducted collaboratively across faculty and staff.

- **1A: Culturally Responsive Pedagogy (86%)**
  TPA tasks require candidates to demonstrate culturally responsive teaching practices and asset-based instruction. Candidates analyze student data to design aligned learning opportunities that address the needs of diverse learners.

- **1E: Timely Technical Condition Code Notification (86%)**
  Candidates are notified of technical condition codes within one week of submission. If they resubmit within that timeframe, their work is scored during the same window without additional fees.

- **2D: Continuum of Practice Alignment (86%)**
  A developmental continuum is established from preservice to in-service, integrating TPEs and CSTPs. This alignment supports coherence in performance expectations and teacher growth across credentialing and induction.

- **3A: Embedded TPA Tasks (86%)**
  TPA tasks are embedded in coursework and clinical practice rather than treated as

standalone assessments. This integration supports alignment between instruction, fieldwork, and performance assessment.

- **3H: Program-Level Monitoring (86%)**
  Programs evaluate the results of embedding TPA tasks and engaging in local scoring. Outcomes are used to inform and refine instructional strategies, consistent with expectations for continuous improvement.

- **3J: Program Accountability Criteria (86%)**
  The Commission develops criteria to identify lower performing programs, using disaggregated TPA data such as pass/fail rates by student group. These indicators are considered during accreditation review.

- **4B: No Added Candidate Costs (86%)**
  Any changes to the TPA model or local scoring processes do not result in additional financial burden for candidates.

- **5A: Candidate Experience Survey (86%)**
  A standardized survey is administered at the point of TPA submission to gather information about the candidate experience. Items address the formative nature of the TPA, relevance to coursework, and perceptions of appropriateness.

- **1B: Streamlined Assessment Structure (82%)**
  The TPA is restructured to reduce duplication, include real-world scenarios, and break submissions into smaller parts. Rubrics and instructions are integrated into the TPA platform to reduce confusion.

- **3G: TPA Data Use in Improvement (82%)**
  Language in Common Standard 4 is updated to emphasize the use of TPA data in program improvement. Programs incorporate assessment outcomes into planning and instructional adjustments.

- **3D: TPA in Accreditation Matrix (81%)**
  The TPA is included as a required element in each program's accreditation matrix. Assessment outcomes must be addressed during accreditation review and may affect findings or stipulations.

- **2B: Partner Orientation Requirement (77%)**
  Programs provide orientation for all educational partners, including mentors, supervisors, and faculty, on the TPA model. Sessions cover expectations, rubric criteria, and required evidence.

- **2C: Support and Collaboration Infrastructure (77%)**
  The Commission facilitates regular statewide engagement across preparation programs, assessment sponsors, and stakeholders. It also collects and disseminates best practices and sample submissions to improve implementation.

- **3E: TPA-Informed Induction Planning (77%)**
  TPA outcomes are used to inform the development of Individual Development Plans the Individualized Learning Plans. Program Standards are revised to support this transition.

- **3I: Intern Pathway Support (73%)**
  Programs provide targeted support for intern pathway candidates, such as release time for TPA completion. These supports are documented and verified through accreditation.

- **4A: Local Scoring Participation (73%)**
  Teacher educators, including faculty and site mentors, participate in local scoring of candidate submissions. Scoring models vary but must include calibration, use of rubrics, and inter-rater reliability.

- **1F: Financial Accessibility (71%)**
  The TPA is made financially accessible through grants, stipends, vouchers, or similar means. These supports ensure cost does not create a barrier for candidates.