MEMORANDUM

To: California Teacher Preparation Stakeholders, College of Education Deans, Faculty, Staff and Program coordinators who work with CalTPA, EdTPA, and FAST in California

From: IAEP Center, San José State University

Date: June 2026

Subject: *Summary of Final Recommendations and Interim Actions on the Teaching Performance Assessment (TPA)* from Information/Action Educator Preparation Committee, Sacramento, CA

This memorandum summarizes the final recommendations of the 2025 Workgroup to Review the Design and Implementation of the Teaching Performance Assessment (TPA), as well as the updates on interim actions approved by the California Commission on Teacher Credentialing.

The Workgroup advanced 23 consensus-based recommendations. These recommendations span five key focus areas: improving validity and accessibility; embedding the TPA into coursework; aligning accreditation systems; strengthening local scoring models; and collecting candidate feedback.

To improve validity and authenticity, the Workgroup recommends the integration of culturally sustaining pedagogy, universal design principles, and multimodal submissions into all TPA models. Candidates should receive individualized, rubric-aligned feedback. Technical condition codes must be reported within one week, with free resubmissions provided.

The Workgroup also urges the embedding of the TPA into program coursework. This includes requiring orientation for cooperating teachers, publishing annotated exemplars, and aligning TPA outcomes with Induction goals. Accreditation processes should include TPA evidence as part of institutional reviews, with disaggregated pass rate data informing equity audits. Intern candidates should receive modified support, and programs should be required to assist candidates who do not initially pass.

A major structural change involves supporting local scoring options. Programs must offer calibrated local scoring without additional candidate fees. Candidate surveys should be administered to gather feedback on fairness, utility, and preparation support. A separate recommendation calls for the formation of an AI study group to evaluate the role of generative AI in TPA design, scoring, and feedback systems.

In the interim, the Commission has implemented seven immediate changes. These include eliminating punitive condition codes, offering free resubmission vouchers, issuing updated

support guidance, developing pass rate dashboards, and enhancing secondary score communication. Pass rate reports with improvement tools are being distributed to programs, with progress updates continuing throughout 2025–26.

The Commission will deliver a formal implementation plan in August 2025, outlining the next phase of policy development and system transition. This includes feasibility reviews, stakeholder engagement, and revised operational guidelines.

The IAEP Center supports these reforms as necessary steps toward a more formative, equitable, and human-centered performance assessment model for "next gen" California teachers.