



California Council on Teacher Education

CCTE Statement on TPA Costs

The California Council on Teacher Education (CCTE), in its Policy Framework, advocates the use of multiple and alternative approaches to assessment of teacher candidates and recognizes that teacher education is an intensely interactive and highly individualized activity requiring stable and adequate financial and personnel resources.

In recent years the California teacher education community has developed promising new systems for evaluation of teacher candidates, including a teacher performance assessment (TPA), but the current fiscal crisis and reduced state budget now threaten the viability of such assessments.

Many faculty members in teacher education at colleges and universities across the state spend countless hours collecting data, scoring and reporting data for each candidate, and coordinating the assessment process. Too often this assessment work is undertaken without additional compensation, even though it is above and beyond their contractual assignments.

In addition to such faculty time, there are also administrative costs involved in conducting, scoring, and reporting such assessments, and given the dramatic reductions in educational budgets across the state, questions must be raised about maintaining such assessment expenses while other crucial aspects of educational programs and institutions are being curtailed.

CCTE and its membership are committed to multiple and alternative approaches to assessment in teacher education, including a TPA, with the stipulation that teacher education faculty be fairly compensated for such assessment activities and the state provide adequate funding for assessments.

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by the CCTE Board of Directors

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