



October 11, 2023

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The California Teachers Association (CTA) appreciates the time invested by Commission staff in developing the second Annual Report on the Commission Approved Teaching and Administrator Performance Assessment. We also remain concerned that the narrow scope of data presented in this annual item inhibits substantive discussions among Commissioners about the true costs and benefits of the Teacher Performance Assessments (TPA) construct—specifically the Educative Teacher Performance Assessment (EdTPA) and California Teacher Performance Assessment (CalTPA)—for teacher candidates and California’s public schools.

At a time of widespread educator shortages across the nation, it is critical that leaders scrutinize licensure requirements to evaluate their costs and benefits relative to teacher supply, diversity, preparation, and well-being. Many large states have done just this, examining the role of their state adopted TPA within their system of preparation and licensure, leading New York, New Jersey, Washington, Georgia, and Wisconsin to eliminate the EdTPA requirement. The Texas State Board of Education also moved to reject the EdTPA as a requirement following a three-year implementation pilot.

CTA has similarly engaged our membership in evaluating the costs and benefits of the EdTPA and CalTPA over the past two years. The elected members of the Credentialing and Professional Development Committee of the CTA State Council conducted sustained deliberation, reviewing available research, and listening and learning from practitioners who have taken the TPA or supported those who have. In parallel, the CTA New Educator Pipeline Workgroup, led by CTA Vice President Leslie Littman, convened practitioners and leaders to study and identify recommendations to alleviate the teacher shortage and affect greater teacher diversity. Both groups arrived at the same conclusion that the EdTPA and CalTPA undermine teacher preparation and negatively impact teacher supply and diversity. A subsequent survey of 1,284 CTA members strongly corroborated the committee and workgroup findings regarding the impacts of the EdTPA and CalTPA, showing the assessments:

- Damage teacher preparation by imposing lengthy tasks of low preparatory value during a highly impacted phase of teacher preparation.
- Undermine activities teacher candidates identify as having high preparatory value, namely collaborating with mentors and teaching in real classrooms, focusing on teacher preparation coursework, and working with their university supervisor.

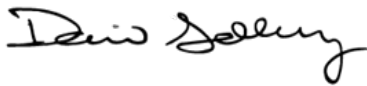
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- Produce excessive levels of stress and anxiety, undermining the mental health and well-being of teacher candidates.

The Annual Report presented by the Commission in Item 2C focuses on the number and percentage of candidates who pass the TPA on their first attempt versus their best attempt. We are including a high-level summary of the findings of CTA TPA Survey (Appendix A, page 3) and tables detailing survey results (Appendix B, page 5) to help Commissioners consider the full impact the first and subsequent TPA attempts has on the supply, diversity, preparation, and well-being of future educators. We are also including all member responses to open-ended survey questions (Appendices C-E, pages 8-206) in support of Focus Area 7 “Uplifting Research and Practitioner Voices” of the Commission’s Strategic Plan and to serve as public comment on this item for our members who are currently working in their classrooms an unable to participate in this discussion. We urge Commissioners to read Appendix C in its entirety.

We thank Commissioners for your time and leadership on this issue and look forward to helping evolve our state system of educator preparation to better equip teachers to bridge California’s diverse students to bright futures.

Sincerely,

A handwritten signature in black ink, appearing to read "David Goldberg", written in a cursive style.

David B. Goldberg, President

California Teachers Association

APPENDIX A

Summary of CTA TPA Survey Findings

What works in teacher preparation? (Appendix B)

- 88% of teachers responding agreed or strongly agreed that collaborating with their mentor teacher helped prepare them to meet the needs of students in California.
- 79% of teachers responding agreed or strongly agreed that their teacher preparation coursework helped prepare them to meet the needs of students in California.
- 71% of teachers responding agreed or strongly agreed that collaborating with their university supervisor helped prepare them to meet the needs of students in California.
- 78% of teachers responding disagreed or strongly disagreed that completing a Teacher Performance Assessment helped prepare them to meet the needs of students in California.
- 81% of teachers responding agreed or strongly agreed that the Teacher Performance Assessment should be eliminated.

Impact of the TPA on teachers when they were candidates (Appendix B)

- 75% of teachers responding indicated that the TPA had a negative or strong negative impact on their teacher preparation coursework.
- 71% of teachers responding indicated that the TPA had a negative or strong negative impact on their teacher clinical practice.
- 89% of teachers responding indicated that the TPA had a negative or strong negative impact on their personal life.

Teachers experiences with the TPA in their own words (Appendices C-E)

1. *Appendix C: How did the Teacher Performance Assessment (TPA) impact you personally while completing your teacher preparation?*

The open-ended responses in Appendix C, beginning on page 8, provide startling elaboration on the negative impacts of the TPA on the physical and mental health of teachers entering the profession. Reports of stress, anxiety, depression, isolation, lost time with friends and family are pervasive throughout the responses.

2. *Appendix D: Which aspects of your teacher preparation program best prepared you to meet the needs of students in California schools?*

The open-ended responses in Appendix D, beginning on page 77, generally support the selected response data related to teacher preparation. The responses overwhelmingly point to student teaching—and classroom activities associated with student teaching—as having the strongest preparatory value.

3. *Appendix E: How did the Teacher Performance Assessment (TPA) impact your overall teacher preparation?*

Appendix E beginning on page 135 provides important insights from teachers into the impact of the TPAs on their teacher preparation. Responses predominantly identify the TPA as either not contributing to their preparation or undermining their preparation. Although proportionally far less significant, Appendix E responses also include positive impacts of the TPA on preparation.

APPENDIX B

Summary Tables of the California Teachers Association Teacher Performance Assessment Survey

The California Teachers Association recently conducted a survey of members with teaching credentials (n=1,284) who have completed a TPA (n= 1,099) or attempted the TPA and later had the requirement waived (n=185). The survey was administered between September 20, 2023, and October 10, 2023. Responses are disaggregated by the following subgroups: COVID Cohorts who attempted the TPA and later had it waiver (COVID), African American teachers (AA), American Indian/Alaska Native teachers (AI/AN), Asian/Pacific Islander teachers (API), Caucasian teachers, Hispanic teachers, and teachers that identify as Mixed Ethnicity/Other (ME/Other).

Section 1: Educator Preparation (n=1,284)

Prompt 1: My teacher preparation University Coursework helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strongly Disagree	72	6%	11	6%	3	7%	0	0%	5	6%	35	5%	21	6%	8	7%
Disagree	206	16%	26	14%	8	18%	0	0%	14	16%	107	16%	53	14%	24	20%
Agree	702	55%	96	52%	22	49%	5	71%	43	51%	373	57%	207	56%	52	44%
Strongly Agree	304	24%	50	27%	12	27%	2	29%	23	27%	142	22%	90	24%	35	29%

Prompt 2: Collaborating in classrooms with my Mentor Teacher helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strongly Disagree	67	5%	9	5%	6	13%	1	14%	4	5%	32	5%	19	5%	5	4%
Disagree	90	7%	14	8%	4	9%	1	14%	5	6%	43	7%	30	8%	7	6%
Agree	456	36%	61	33%	17	38%	2	29%	25	29%	240	37%	127	34%	45	38%
Strongly Agree	671	52%	99	54%	18	40%	3	43%	51	60%	342	52%	195	53%	62	52%

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Prompt 3: Working with my University Supervisor helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strongly Disagree	102	8%	14	8%	7	16%	1	14%	6	7%	54	8%	23	6%	11	9%
Disagree	273	21%	30	16%	7	16%	1	14%	15	18%	150	23%	76	20%	24	20%
Agree	605	47%	91	50%	25	56%	2	29%	32	38%	307	47%	187	50%	52	44%
Strongly Agree	304	24%	48	26%	6	13%	3	43%	32	38%	146	22%	85	23%	32	27%

Prompt 4: Completing a Teacher Performance Assessment (TPA) helped prepare me to meet the needs of students in California schools.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strongly Disagree	607	47%	127	69%	19	42%	4	57%	35	41%	326	50%	161	43%	62	52%
Disagree	397	31%	42	23%	14	31%	1	14%	26	31%	202	31%	122	33%	32	27%
Agree	213	17%	10	5%	11	24%	1	14%	17	20%	103	16%	64	17%	17	14%
Strongly Agree	67	5%	4	2%	1	2%	1	14%	7	8%	26	4%	24	6%	8	7%

Prompt 5: The Teacher Performance Assessments (TPA) should be eliminated.

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strongly Disagree	75	6%	1	1%	1	2%	1	14%	3	4%	35	5%	26	7%	9	8%
Disagree	177	14%	5	3%	8	18%	1	14%	19	22%	82	12%	48	13%	19	16%
Agree	268	21%	18	10%	10	22%	1	14%	27	32%	139	21%	72	19%	19	16%
Strongly Agree	764	60%	159	87%	26	58%	4	57%	36	42%	401	61%	225	61%	72	61%

Section 2: TPA Impact on Candidates (n=1,160)

Question 1: How did the Teacher Performance Assessment (TPA) impact your teacher preparation coursework?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strong Negative Impact	359	31%	89	53%	8	20%	2	29%	23	31%	208	35%	89	27%	29	26%
Negative Impact	514	44%	66	39%	17	43%	3	43%	30	41%	266	44%	150	46%	48	43%
Positive Impact	247	21%	14	8%	13	33%	1	14%	19	26%	109	18%	74	23%	31	28%
Strong Positive Impact	40	3%	0	0%	2	5%	1	14%	2	3%	18	3%	13	4%	4	4%

Question 2: How did the Teacher Performance Assessment (TPA) impact your clinical practice experience (student teaching, collaborating with mentor, etc.)?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strong Negative Impact	303	26%	76	45%	9	23%	0	0%	23	31%	165	27%	78	24%	28	25%
Negative Impact	524	45%	75	44%	13	33%	4	57%	24	32%	289	48%	148	45%	46	41%
Positive Impact	285	25%	18	11%	16	40%	1	14%	24	32%	127	21%	84	26%	33	29%
Strong Positive Impact	48	4%	0	0%	2	5%	2	29%	3	4%	20	3%	16	5%	5	4%

Question 3: How did the Teacher Performance Assessment (TPA) impact your personal life as you completed your teacher preparation program?

	All		COVID		AA		AI/AN		API		Caucasian		Hispanic		ME/Other	
Strong Negative Impact	649	56%	121	72%	16	40%	4	57%	36	49%	351	58%	178	55%	64	57%
Negative Impact	388	33%	42	25%	15	38%	2	29%	27	36%	197	33%	112	34%	35	31%
Positive Impact	102	9%	6	4%	9	23%	0	0%	10	14%	43	7%	28	9%	12	11%
Strong Positive Impact	21	2%	0	0%	0	0%	1	14%	1	1%	10	2%	8	2%	1	1%

APPENDIX C: Open-Ended Question #1

How did the Teacher Performance Assessment (TPA) impact you personally while completing your teacher preparation?

I felt as if the TPA was another test that was useless. It was redundant since my student teaching already required me to record, reflect, and analyze my teaching/lessons. The 2-year induction period also requires me to reflect on my teaching, making the TPA even more redundant and a waste of time. Paying over 300 dollars stressed me out due to being in school full time without any form of income; this is true for many teachers since most do not choose the intern route.

It was constant stress due to not having much guidance. School was online and half of the school day was online while student teaching. Mentor teacher was not familiar with TPA and school was closed virtual meetings were the only option.

While completing my preparation I was stressed with the thought of the TPA always looming in my mind.

I feel that these tests are financially high due to the fact that we need to complete these during our teacher preparation program. We are asked to complete it when we aren't formally working and solely relying on possible part time jobs or loans provided from financial aid to cover expenses. I initially paid for it during COVID but because I wasn't able to collect proper evidence due to online learning, I wasn't able to complete it thoroughly and I was out \$300.

There was no support system - no peer or in person workshops - to attend while completing the tpa. It was an isolating experience to spend hours a day combing through audio of screen recordings for students which are not visible in any sort of recording being used.

It was an added stress while juggling student teaching.

I attempted the TPA during student teaching during the pandemic. I was observed 12 times during the semester, which was stressful but yielded high results because I could reflect immediately and apply new strategies in the next lesson. The TPA doesn't after that same cycle of reflection. I was attempting to complete too many things, and it was very overwhelming to ask me to take the TPA as well. My health suffered as well as my personal and family time.

Personally, it was just an added stressor that felt like it had little impact on my learning how to be a great educator.

The TPA impacted my stress levels. It became something that was a massive focus of my time outside of school because if I didn't plan out exactly how I wanted my TPA lesson to go, I wouldn't be able to pass.

It cause me a lot of anxiety at home and took away from my own teaching style.

It caused stress and uncertainty due to vague requirements that were not clearly defined.

The TPA caused me extreme amounts of stress. I withdrew from my friends and family while working on it due to the stress

It created a ton of anxiety & did not make me want to get into education. The fact that teachers must get a degree, complete a student teaching assignment through a credential program AND a TPA assessment is overkill. We are having to learn a lot during our student teaching assignments, and the fact that we get tacked on another thing while we are just trying to learn how to teach is very frustrating. The concept of TPA is more frustrating when you get feedback that essentially says you are not a good teacher, it destroys confidence in new teachers, who are focused on building connections with students.

It was stressful and unrealistic.

It added more stress while trying to become a teacher after having done multiple observations with my mentor teacher and mentor supervisor.

It was the biggest stressor over CSET, Induction, actual classes and formal observations. Videoing often disrupts the students and proved to change the behavior not always positive.

It added stress

Tears, stressed, money spent, my first year of induction was spent trying to fix and resubmit the TPA

Stressful as it probably should be. The professor of my clinical practice coursework would do their best to help with any questions I had but I found myself isolated due to my subject matter. I was the only person with my subject and struggled to collaborate with my peers and my master teacher. My now colleagues are older and did not have this hurdle when they became teachers so they could not provide anything other than surface level viewpoints.

It had a negative impact because I was constantly stressing about it and COVID made it harder because kids were not showing up or trying.

It was very time consuming and stressful.

High stress at home, and school. On top of having to complete evaluation, weekly lessons plans for admin and clinical coach, as well as the TPA. Have to do all of this and inductions is a lot and overwhelming and unrealistic of what teaching is like when all of these "state performance assessments" are not part of your everyday.

Takes time away from doing our actual work.

It was very stressful. So many prerequisite, and the sad part is teaching doesn't even paying enough.

It added another thing to fill my already busy work schedule and created an additional duty that created another point of stress besides being a teacher.

Personally, it stressed me out through my student teaching while trying to plan and navigate a virtual setting. This was the first year during Covid and virtual teaching.

It created a lot of stress. It took away my scarce time. It encouraged me to speak in the language of "bullshit," as opposed to the language of authenticity. It made me feel filthy and manipulative, which I really dislike.
I spent hours working on it, and felt overwhelmed
Trying to complete the TPAs on time was stressful. There was a lot to complete with very little time.
It was stressful and negatively affected my mental health.
The TPA added extra stress in my personal life and took away time that I could have spent with my family.
It was stressful having to think about the workload for this assessment. All the writing, planning, reflecting, recording, videos, etc.
It was stressful. It was hard, I couldn't even pass the second cycle on the 2nd cycle. I think that not knowing what was expected was the hardest part.
The TPA caused so much additional stress and anxiety that I had to reconsider whether or not I truly wanted to pursue this profession. It drove away my passion for education. I eventually sought mental health care.
Personally, I developed a lot of anxiety from the TPA. Being a teacher is stressful enough, but having to complete this on top of being a new teacher was very overwhelming.
The TPA (especially Cal TPA cycle 2) created a TON of anxiety and stress. It was very difficult to weave it into a class I was student teaching in and had little control over how things were done. Meeting all the requirements was insanely stressful and felt very unnatural to teaching in reality. The requirements are not realistic.
It was stressful and mentally draining. It took a lot of time away from my family. I felt like I was focusing way too much on preparing and completing the TPA than anything else going on in my life.
The test actually caused me to go through depression. Not passing it multiple times even though I dedicated so much time to it made me fearful and gain anxiety to the point it impacted my normal every day life every time I knew I needed to redo it.
It was a stressful process that impacted my mental health. I was depressed and had panic attacks almost everyday. My sleeping habits were horrible where I was unable to sleep an adequate amount.
It was detrimental to my mental health. It caused so much unnecessary stress that I found myself crying and questioning whether I should even be a teacher.
It severely impacted my teaching and personal life through negatively impacting bc my mental health.
On a personal level the TPA made me feel stressed. When I didn't pass I felt like a failure.
My stress level was severely impacted and I spent nights not sleeping or taking anytime for self care including working out, eating properly, and spending times with friends and family.

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It was stressful
I was able to complete and pass one of the TPAs. I was stressed enough as a student teacher making sure I did a good job. Then to do the TPA, an essentially 10+ page report with a rubric so convoluted we need workshops to walk us through them, for weeks during student teaching I did nothing but prepare for class or work on this assessment.
It was not difficult but it took so much time to film, edit and write.
Took a lot of time away from preparation or training time that could be spent learning about other modes of instruction or routines for the classroom. Takes an enormous amount of preparation time to plan a sequence of 3 lessons that will “look good for the TPA”
The TPA was an additional stressor that negatively affected my personal life and mental health.
It was very stressful. I found it to be a tremendous amount of work and added stress. I found it to impact my focus and make it challenging while wanting to focus and learn about different areas for teaching.
The TPA impacted me severely in my mental health, stress, and anxiety. It was absolutely nerve wracking trying to get the best video lesson and having it be so staged and rigid. And since I waited until after COVID, I had to work on my TPA while in Induction.
It felt more stressful having to complete it while still completing and wanting excel on all the other requirements that is asked of us. There was a feeling of intense pressure that if I do not pass then all my hard work I have done up to now does not matter.
Preparing for the TPA took so much time away from quality time with my family. It took many long hours of writing and rewriting reports. The stress of meeting this requirement in order to obtain this credential caused sleepless nights and long hours away from my family. I was working while earning the single subject credential so the stress was not only felt at home but at work as well.
The assessment was a lot of time and stress. Researching students for case studies, attending many workshops to learn the “newest” tips in how to successfully complete the assessment pieces. It required multiple sit down Silesian’s to be able to type effective answers that were focused in hitting all the key terms evaluators were looking for. I don’t feel that I learned anything from the process, and instead was working to just show my ability to regurgitate academic language and label processes.
It added unnecessary stress. It was a dark cloud looming over my head for far too long.
It was taking up a big chunk of my personal time to complete the tasks at hand, stress was a big impact.
Negative impact because it is always on your mind. Even when turning it in and waiting for results you have months of waiting to hear back. It takes time away from teaching and personal life.
I was stressed and it made me feel like a bad teacher when I didn’t pass

I had no time to focus on anything other than the TPA. I had to take extra classes to be prepared to write and edit film for the TPA.

It required I spend much of my personal time on the TPA which further led to my burnout. Besides that it required that I manipulate my classroom to be set for one particular class instead of prioritizing all of my students.

The TPA has continually added stress and piled up my workload. I'm not sure who grades it, but they are very picky and provide no feedback to help teachers improve. It is too much work for what it's asking of teachers.

It's a financial burden.

Thinking and working on the TPAs gave me anxiety.

I was experiencing regular panic attacks worrying about the TPA.

Having already been in the classroom as a University Intern while going through the credential program, it was just an unwanted stressor of unnecessary meticulousness that I did not need on top of have a full load of classes to teach, along with running the school's music program, and attend.

The TPA served as a massive source of stress as I worked through completing my teacher preparation program, and while navigating my first year of teaching. I felt that it was impractical, as teaching takes time to settle into as a professional, and requires real life experiences that can give nuance to situations that we often discuss while in our programs. I could not understand how I was supposed to showcase my ability to teach and build lessons with limited real world exposure beforehand, and on top of that, the scramble that is felt by first year teachers. I often felt while working on the TPAs that I was not even building authentic lessons, but showcasing what Pearson deemed effective teaching. I felt that I was literally teaching to a test. I find it more effective that I be observed and given feedback, in conjunction with meaningful and practical professional development sessions that can provide me with the tools to become an effective educator.

I was completing my masters in education while simultaneously getting my credential and attempting to do the Ed TPA, so something was bound to fall through the cracks and not represent the best of my work. Attempting to complete the EDTPA was like attempting to write a whole other master thesis. It was extremely stressful, even with the support from my Credential Program.

I was very stressed out. It was difficult balancing my credential program, dealing with a pandemic, and having to complete a pointless test.

The tpa basically made me miserable during my first couple of years between induction requirements and trying to plan and prep for students

Especially as someone with a learning disability, it was an insult how pedantic and repetitive the TPA was. There were so many more important things for me to be focused on during my time working on the TPA. It became a huge obstacle to my actual instruction and a gigantic source of anxiety for me and every one of my peers.

High stress, took away from real practice during student-teaching
Fantastic amount of stress. Not only am I working, volunteering, studying for class, but now I have the opportunity to stress over an assessment.
The TPA seemed like a heavy weight on my shoulders. I am a strong teacher and believe that teaching is my calling, but had no desire to take the edTPA, especially with the teacher shortage.
The TPA provided me with unnecessary stress in my life while trying to navigate being a new teacher.
I felt like my job was on the line and everyone was pressuring me to get it done ASAP. It was incredibly stressful and I couldn't focus on teach the content but instead teaching what I needed to complete the TPA.
The stress was way too much.
I spent all my time stressing between lesson planning then reviewing my recordings and answering all the questions only to find I messed up and had to reteach and re-record.
It left me with little to no time for me to spend time with my family, maintain my mental health, and enjoying teaching because I was always putting all my time into it only to fail it over and over. I was constantly left feeling discouraged and almost gave up on teaching because of it.
As a student, I was never good at tests and for this to be what was to determine if I was a good teacher (passing) or a bad teacher (failing) was a lot of added stress. I know a lot of people who failed it their first time taking it and that also added stress because I did not want to fail myself or my family since I am a first-generation student.
It cause a lot of stress and anxiety on top of an already stressful time of student teaching while not being paid or having the finances to really afford paying for the assessment.
It was hard to do this TPA during quarantine and over zoom because that is not how I learn and now that I teach full time, I missed a lot of that needed in-person instruction to get me prepared.
It was more stressful due to COVID-19
Since it was looming over my head during my first year of teaching, I had constant pressure to get it done by my induction program. I was already drowning as a first year teacher with behaviors and discrimination at school. It made me resent the teaching profession and my induction program.
I was divorced during my student teaching. It took me years to get into the classroom trying to pass the tpa and cset. I would be 11 years into teaching, yet here i am at 3. Huge impact on my life as thats 8 years not collecting retirement. These tests are ridiculous. Teachers are always jumping through hoops even after we become a teacher we are observed and put on probation. Do all other professions require so much for so little pay. This is ridiculous
The TPA just was an added stress both mentally and financially as the tests are not cheap and you have to pay to retake them.

The TPA had a negative impact on my mental health.

I was doing mine during the pandemic and I personally struggled as I had to film quickly that week of so a lot of the footage that I recorded was very raw. Aside the tpa required us to film while we were online however the district I worked at did not allow for filming so I went almost a year and a half without being able to complete it. Coming back to regular school and with masks on, there were so many restrictions regarding social distancing and masking requirements. Lastly I struggled with it given that a lot of the components are not clear or straight forward and rubrics do not match what was expected or wanted in the prompts. I found writing my thesis - a 50 page document - for my masters 100x easier than writing and passing the TPA.

It made me reconsider going into teaching. The TPA was unnecessarily stressful, tedious, and only had a negative impact on my teacher preparation performance. It did not help me grow as a professional whatsoever and felt like a hoop to jump through.

It was an extremely stressful unnecessary burden. Some candidates resubmit identical exams but are given different scores with each submission depending on their reviewer. Knowing that your career is in the hands of such an arbitrary exam which has zero connection to your ability to teach is very demoralizing

I felt anxious and stressed every day during the time I was completing my TPA. It took a lot of mental and emotional energy to think about a large and looming task. I could not give enough energy to my coursework, my hobbies, or my friends and family because I felt like I should be working on my TPA.

Extreme mental anguish during and after teacher preparation and during these first years of teaching. The moment I got the email that I didn't have to do it- so much anxiety gone.

The TPA was a very stressful and unnecessary part of my personal life as I completed my teacher preparation.

It was a time suck. I was stressed 24/7 and worried I wouldn't pass even though my school loved my teaching

I have ADHD, so something with so many little steps and parts to it, even WITH a step by step course on it, was overwhelming and difficult for me to do. I have yet to actually complete the edTPA, despite having all of my videos and example work for it.

I spent countless hours researching, preparing for, and doing the writing for the CalTPA. There were days where I wouldn't eat or sleep because I was so stressed about it. The recordings had to be *perfect* and the writings were repetitive and felt like a waste of time.

I was stressed about time, money, & completion dates. And getting all the necessary data to check all their little boxes.

The time dedicated to restating shared information and ensuring that key buzzwords were used would have been better spent in actual lesson planning, which had to take place anyway.

I spent hours upon hours meticulously checking my TPA report drafts and I spent a lot of time and effort trying to set up a lesson recording system that would be successful. I had trouble completing anything else for my job because I was so focused on trying to reach a passing score.

The test caused so much stress and anxiety that I lost sleep and got ill. It also interrupted my honeymoon when I had to have a meeting with my school after failing the video portion as the grader couldn't see enough student interaction (over zoom).

I worked so hard to complete it during the pandemic for the program to say I didn't fit their expectations. I was absolutely crushed, and questioned if teaching was the correct occupation for me. It's a good thing I'm persistent, but it's taken so much of my time. I was two questions away from submitting it when they said I was waived. I cried!

The TPA frustrated and confused me. I was already in my Master's/credential program and doing all the work for that while student teaching and working on the weekends to make up for the unpaid student teaching. The TPA is an unnecessary stressor with inequitable grading practices that does not help people become better teachers.

The TPA caused a lot of stress and hardship on me mentally. I was constantly feeling overwhelmed trying to juggle coursework and the TPA and then trying to juggle my first year of teaching while working on the TPA. I would have been better off focusing on lesson planning and prepping.

The Cal TPA was the worst aspect of my credential program and made me almost regret going into this profession. I had multiple emotional breakdowns due to the high level of stress the fear of failure, since no one had clear support methods. I felt like I could not get through all of its requirements or complexity since it was ever changing. It felt that I was just expected to just give Pearson another \$200 check for them to fail me. I also having so many years in teaching was extremely frustrated and professionally insulted that I could not appease an unknown testing "God" and yet still feel like a failure. I know I was not the only one because I had several other student/credential candidates / mentor teachers call me asking me for support since I seemed to have a better understanding than most of the people in my credential program yet I could only pass one Cal TPA and could not even succeed in the second one. The caltpa felt like every attempt they tried to make it "easier" was just another failure on this assessment system, in that we could not pass it as students, and that we were not the problem but the test was. Eventually I noticed that since I was not the only one failing this testing system I ended up throwing up my hands in defeat, praying and hoping that the cal TPA requirement would be gone and that could actually start my career as teacher. Even now writing this is extremely hard for me because I'm going back to that horrible mental state that the cal TPA caused for me and others. I know that I'm not a failure and yet this one roadblock created two to three years of me not obtaining my credential and I'm extremely frustrated and angry and resentful of it to the point of tears yet again. Even my county of education asked us to complete a survey asking how we viewed the ending of induction and I shared how I felt angry mainly in relation to the TPA and not being supported enough and trying to complete it that my county of Ed supervisor had to reach out to me and see how I was handling the stress of the cal TPA. Then after completing induction the supervisor suggested that I take the summer off from trying to pass the caltpa since they county were hearing the rumors of the requirement being dropped to my cohort. When I heard that the cal TPA was being dropped for me was the happiest I've been professionally in the past 4 to 5 years. I dread to think of other teachers suffering like me with no hope of it disappearing.

It has kept me up at night and creates unnecessary stress.
It caused a lot of stress on top of the stress of student teaching. I felt like I had no time to relax or take a break. I was constantly feeling like what I had wasn't good enough and it really took a toll on my confidence in teaching.
The CalTPA was stressful because it was extra work I dreaded spending time on. When you're in the induction program you're already being assessed.
Horrible. It made me rethink if teaching was the career I really wanted. I would get in arguments with my husband over him not giving more support at home and help with the children. My weekends, holiday breaks etc were spent Zoom meeting with TPA advisor, dissecting the TPA, re-writing. My own children would say how come I could attend family gatherings or if I did I would leave quickly. My extended family (mother, sister) were afraid for my health. I went on to take high blood pressure medication due to all the stress I had. Trying to juggle 1st year teaching, classroom management, curriculum and TPA and induction.
It added on more stress and honestly made me think twice about becoming a teacher, since it doesn't help and I could fail it even if I was a good teacher.
I spent way too much time on screen at home. Stress.
Personally this Assessment almost made me quit teaching. The amount of time that is required to successfully complete the Assessment is unreasonable if we consider that many teacher candidates are teaching or co-teaching from 8:00am to 3:00pm and also are required to attend classes for the program in the evening. Not to mention other challenges like having kids at home who need some of our time and all the uncertainty we had to face during COVID 19, made this assessment a nightmare.
It was a weight hanging over me for years of my life. It was the main thing that made me question if I wanted to continue pursuing becoming a teacher.
It has caused so much stress in my life where I have contemplated leaving the profession entirely. I still have a draft email to my principal saved because I have written it three times.
It overwhelmed me and caused me to want to quit teaching because it is hard to add this workload when you are already working on teaching and on a teaching credential program.
I felt very stressed and anxious. Little time for myself with so many burdensome and draconian requirements to teach.
I was traumatized by an abusive mentor teacher and the overall experience of being used as free labor as a student teacher in my teacher preparation experience. The TPA added to my trauma. Its repetitive nature made it feel needlessly long and it didn't teach me anything that I've applied in my classroom since. The TPA should have been abolished decades ago.
It was a major stress and was a mental and emotional burden. The work felt pointlessly redundant as I felt just-in-time feedback from both my mentor teacher and university supervisor benefited me far more.

It impacted me negatively in my personal life as well. It felt like a heavy weight that I could never clear. It was frustrating how specific certain things had to be and so I had to find the time to work in or out during my free time. Outside of my student teaching hours, outside of the hours I was already putting into my coursework. Outside of my school life. It felt like I was being consumed by the work and at times I questioned if this career was worth it. Was the preparation for the TPA a preview of my life as a teacher?

It was a significant source of high stress. I took days off of work and school to try to complete it. I remember crying and having full breakdowns. Talking to my therapist about it. Struggling with the cost of it as well. It was not meaningful for me, because we were being judged on the same requirements in my credentialing program. To have to do it again even more intensely with writing pages of reflection worded in a specific way... I would have liked to use my time in a more productive way.

Increased feelings of anxiety and depression.

It added a TON of stress and made me lose sleep from worrying about it.

I always felt uneasy after I got my Preliminary Credential thanks to Gavin Newsom waiving the TPA during COVID for it with the deferral. Because I always knew even if I did induction I would still have to write a ton of paperwork for the TPA only for the possible chance I don't pass because I got an evaluator who might have had a bad day. Thank GOD GAVIN NEWSOME SIGNED THAT BILL INTO LAW IN JULY OF 2023 that makes it so I just need to finish my induction to clear my credential.

I felt overwhelmed. I felt like I was focused on that than being with my students

I was unable to maintain a work life balance because of the TPA and endless hours of preparation.

It added extra stress.

For myself and many individuals this was completely unrealistic to juggle between completing a teacher preparation program (in my case a masters + credential), student teaching (which is unpaid), working a full time job to pay the bills, pass my CSETs, and spend hours of whatever remaining personal time on the TPA effected me physically and mentally.

It was a requirement that was burdening me to complete. I was trying to get through my first year in teaching and couldn't fully focus because I had other requirements other than induction.

Made me feel like my teacher preparation was all for nothing.

It was hours of revising to make the assessment what it needed to say.

I spent countless hours writing and editing my documents after school. It's unnecessary work to do in addition to student teaching. It's setting future teachers up for failure. Every time you do not pass you have to pay again. During covid the requirements changed several times and caused an increase in stress.

I am a single mom and was an intern teacher post Covid- worrying about the TPA was the last thing I needed. It was beyond time consuming, made no sense, and really felt like another way for Pearson to get our money. I am

looking at NOT clearing my credential currently because the RICA is still required. We are underpaid and over educated in a career field that is in dire need of new teachers and placing MORE requirements is asinine.

The TPA affected me personally by causing physical illness with stress induced ailments and mental exhaustion due to having to constantly worry about if I would get enough points to pass the TPA and not actually focusing on teaching. The TPA is seen by many of my colleagues as an agonizing brutal bureaucratic waste of time, energy, and money. California and CTA wonder why there is a teacher shortage? Well I don't have all the answers to that question but I guarantee you that the TPA requirements are certainly not helping bring in new potential teachers.

My self confidence took a hit and I was stressed out.

My stepdad died while I was completing the TPA. While all of this was going on, my principal at the time changed my schedule without telling me in advance. Because my schedule was changed and I also needed to take time off when my stepdad died, I did not complete the TPA. It caused unnecessary stress.

See above answer

It put me under a lot of stress. There are many other requirements incoming teachers need to check off.

The TPA added extra stress to a already stressful profession. Seems like California just needs money.

It increased the stress of an already stressful career.

As an extra layer of work and stress, the TPA caused me to be a less effective teacher as I was more focused on passing the TPA than I was on being an effective teacher for my students.

It was an undue burden on me and my family. I completed the first one, and it was 50 hours of nonsense.

Writing the TPA seemed redundant and I felt like I kept repeating the same thing over and over when I would have preferred to focus my time and energy into the classroom and my students.

It made me lose wayyyy too much sleep and too much of my time. I couldn't hang out with friends because I had to work on the tpa. If anything, it allowed me to feel empathetic to other teacher friends but that's it.

It wasted a lot of my free time and caused some unneeded stress due to the small benefit learning wise.

Personally, the TPA took time away from other things that were more important like my family, my class work and my job.

The TPA was tedious and daunting and took away much of my time outside of student teaching and other course work. The many hurdles including technology and other issues just added to the challenge of actually completing the TPA and provided no benefit to my learning experiences

I felt like I had no time to myself because I had both school, student teaching, and the TPA to do things for, along with maintaining my home/taking care of family.

It was a negative experience and felt like a waste of time.
In a program where student teaching was taught simultaneously with masters courses in the evening, I had little time to plan for school, much less have a social life.
It made me more stressed since not only did I have to prep for teaching and school work, I also had to worry about completing the designated aspects of TPA.
I stressed out about it, but I planned a lot of time to complete it. It took a lot of time. It was very repetitive.
I was stressed because I had already failed before and didn't want to fail again and restart.
It took up a lot of time.
I recorded countless times and have repeatedly justified my lesson and teaching strategies on every document. Many of it seemed redundant. I think having to clip the video and time stamp it is a waste of time.
I was spending hours and hours working on the TPAs. I would miss important events to do it.
I have children of my own and I completely shut myself out from my personal life. I was focused on this tpa and I was overly stressed and overworked. I still talk about how stressful this time in my life was.
Constant stress
I was very stressed and slept little due to the amount of time it took to write out the TPAs and edit them.
It caused a lot more stress than was truly necessary.
It took up a lot of the little personal time I had.
Personally it made me way more stressed out than necessary.
It did not. It was busy work.
Personally, it negatively impacted me. It was stressful because it didn't really demonstrate my skill as a teacher it was about passing a test. It's also not a realistic process that happens once you are in the classroom. Financially, it was hard as well. Having to retake some of the tests while not working during the time I was student teaching/attending the credential program.
It took more time away from family time, and cost more money to submit them.
It was stressful because I was on the first group to complete the revised TPA, so my university and mentors were unable to support in comparison to other years. Additionally, I had to complete my masters at the same time as the revised TPA with how course work aligned, so it caused more stress
I was extremely stressed.

It added a fair amount of stress and took a lot of time, as well as the logistical challenge of recording and submitting video
It was very time consuming and caused unnecessary stress.
It took a lot of my free time to complete the FAST
It detracted from completing my doctorate degree and time from my children.
It took away from other priorities in designing lessons that were engaging and differentiated enough for my students who weren't all part of the required categories to differentiate for.
It was added stress at the beginning of student teaching, when I should be focused on learning how to teach.
I had less time to dedicate to my classroom and students.
It was very stressful and difficult to understand exactly what they were looking for
It was easy for my environment.
Very stressful on top of my already stressful University work and daily student teaching.
It took a lot of time while I was teaching full time with an intern credential and going to classes for my credential and masters at the same time.
It was very stressful. There were times that I had to be redundant in the TPA to get a good score.
It put a lot of stress on me. My school did not teach us how to do it and we were confused the entire time.
The edTPA was an assignment/requirement that placed stress on my personal life to fulfill the rigorous expectations from my teacher prep program and complete the assignment which took many hours to complete and review combined with the stress of knowing my career was contingent not on the years in a teaching program but instead on one cumulative assessment that did not feel aligned to the actual teaching practice.
It added stress to already hard academic courses
It caused me anxiety and depression.
It was very stressful and time consuming.
Cost and time added
I would have been able to graduate sooner and receive my credential sooner if it wasn't for the edTPA. I couldn't complete all of the written portion while student teaching and working, so I had to submit it after I was done student teaching. As a result, my credential from Utah wasn't processed in California until after the school year had already started (and that was with my district's request to expedite it). I also missed the first week of the school year and the onsite safety trainings.

It was added stress that I didn't need at a time that was already very stressful for me during COVID school shutdowns and adapting to distance teaching.

It was stressful. Schools were closed due to COVID two days before I was supposed to videotape my lessons. I had to re plan everything and figure out how to complete the video segment virtually. My internet was out the day I planned to record my Zoom class. I had to go to a neighbors house to use their internet to teach my Zoom lesson to students who volunteered to come to an extra zoom class.

Personally I was very stressed about the EdTPA and felt like I could focus on anything else until I passed

I was extremely stressed out. I lost a lot of sleep. I lost a lot of family time with my newborn baby and husband due to working on the TPAs and making sure it was perfect for submission. I wanted to completely quit teaching altogether because it was just too much. I had a few mental breakdowns until I passed both TPAs.

I worked 2 jobs and had a little one at home, the tpa took a lot of time to complete on top of trying to maintain financial stability of not getting paid for student teaching.

I had to quit my part time job in order to complete the tpa. I was stressed out all year long because I was doing my masters program as well and I had to student teach for the whole year as part of my program. I was told if I did not pass the tpa, I was not going to graduate.

It added a lot of stress.

I had to work at my job during the pandemic and during my teacher preparation course, and the TPA added an extra time restriction as well as a financial burden.

It caused an excess amount of stress

The TPA was extremely time consuming and stressful.

It was awful- unnecessary stress, I missed out on family functions, not to mention that it was stressful completing 3 and 4 while student teaching and not getting paid.

I had extreme anxiety, frustration, and times where I wanted to break down because I was so stressed. Trying to complete this with classes and my internship took a mental toll on me.

It did not. It just took a lot of time like homework.

It constantly made me feel like I wasn't adequate to be a teacher because I kept missing the mark by 1 or 2 points all while having students that were exceeding academically.

stressful

I happened to have passed on my first attempt but many of my peers had to resubmit and a couple dropped the program for this reason. It caused a lot of anxiety and worry around the financial piece as well.

Added more conflict to my work load
Did not have a life with student teaching
Stressed me out
It took up way too much of my time and was way too tedious.
Added stress to an already full schedule as a parent and educator.
I completely it during the pandemic. It was terrible. I was very depressed.
It impacted me in a negative way. I spent my whole summer trying to complete it because I was starting my job in the fall.
It took a lot of extra time to prepare for where I could have spent that time helping students. Since the TPA is such a high stakes assessment, it put a lot of pressure on me at work and in my personal life. I was spending too much time outside normal business hours trying to complete the assessment to perfection. Also, since the TPA depended on video submissions, it seems a little unfair that my passing and the issuance of my credential landed solely in the hope that students would participate and say the right things at the right time. Truthfully, it was very high stress for little reward.
It is an added component that adds stress to becoming a teacher! I believe in person coaching will benefit teachers more.
very stressful
I very nearly quit trying to finish my credential.
It was an incredibly stressful addition to an already stressful time. Most of us student teaching were not working or making money, while teaching and taking classes full time, with assignments from accredited university programs and real world experiences in classrooms on our plates. The TPA is so intricate and subjective based on the grader that I spent countless hours making sure every last detail was perfect and I shoved as many hot topic terms as I could into my writing, and it was still sent back to me ungraded without telling me if the work I did was on the right track or not. As teachers we are meant to provide our students with background knowledge and context, and I don't think that completing the TPA while student teaching did that. Attempting to complete it post Covid while I was in the classroom as a full time teacher made much more sense in context and in practice as I had been in the classroom for a longer period of time. At that point though, the TPA felt like putting on a dog and pony show, while my induction program coach and administrator's evaluation of my teaching practice felt like a much better assessment of my teaching practice than a written report and mere clips of teaching turned in with the masses to the state.
I had increased anxiety and lost substantial amounts of sleep over my TPA. I also experienced large amounts of self doubt due to not passing my TPA for a condition code over a single line of incorrect font.

The EdTPA took a toll on my mental health and it is not realistic for teaching. I understand that the main point of teaching, assessing, re-engaging, and assessing again does make sense. However the amount of detail in each prompt and question was not realistic for what was really happening in the classroom, at least not at the Kindergarten level. It made me feel like I was not meant for the profession and it was hard to focus on my teaching values when I was trying to meet the expectations for EdTPA.

Again it added unnecessary stress to myself to the point that I was more concerned about how to pass the edtpa than learning from it.

The TPA had a strong negative impact on my personal life. Becoming a teacher and all the responsibilities that come with it are already stressful enough. We are not paid for student teaching, so the financial stress of completing the TPAs was great. The pressure and work that go along with the TPA led to a lot of unnecessary stress and gave me an unhealthy work-life balance, as my time outside of the classroom, which should have been spent focusing on personal health and joy, was consumed with TPA work.

It helped me gain insight into how I might be viewed by my admin but even so there's no conversation there. It's all just people judging you from short snippets of what is probably an hour or so long lesson

I was always so stressed about the TPA it caused me to lose sleep

Hours of my life

Lots of added stress.

I think it made me focus on paperwork more than the real needs of my students.

I had a mental breakdown! I had absolutely no time to practice wellness, let alone everything else I had to work on. Plus, with the pandemic going on, it was all just too much for any person to handle. I still can't figure out how I made it out of it all with sanity left.

I barely had any time to complete my TPAs during my graduate program. I was not informed about what the TPAs were until a month before I graduated and got little to no help with completing the TPAs. The mental toll to try to complete them while subbing or long term subbing was extremely difficult and I rarely had time for myself during those times.

The CalTPA caused me so much stress and anxiety that I contemplated quitting my program. The CalTPA was one of the hardest, most stressful things I've ever done in my life.

It was something that was always hanging over my head and didn't allow me to relax when I had already finished a day of teaching as an intern.

I was extremely stressed and emotionally exhausted.

It was stressful. I wanted to not become a teacher because of how tedious it is.

It caused extra stress and I lost. Focus of it was important.

It made me question whether or not I could be a teacher. The requirement were daunting and extensive, which was very discouraging.

While completing the TPA I just felt overwhelmed, stressed and anxious. There was a point where I did not want to continue because several of my friends had try completing the TPA and did not pass it.

It was exhausting. My personal life was put on hold, which I had prepared for but it was hard to manage at times.

This is causing a lot of emotional distress, mentally, and physically as well. I've had to seek therapy high stress because of the assessment it took him away from me being able to enjoy the school year the students to check the time away from me and my family, and loved ones.

It was stressful. People in my program quit due to the edTPA and the added workload. It was a very high stakes assessment that was expensive for unemployed, full time students.

It added a lot of stress to an already stressful time. I had another student teacher in the class with me so we had to share the time between us and this was a long process doing both cycles of the CalTPA. I was anxious and felt like the work I turned in weren't lessons I was proud of but ones I made only to fulfill my requirements.

Lots of stress and it very much negatively effected my mental health. It also took so much time that i couldn't do things to take care of my self.

Personally, the TPA took time away from my social life, as well as had a drastic effect on my mental health. The TPA is rigorous and I had the worst anxiety while completing it. The headaches and panic attacks were deeply not worth this doing this assessment.

It added unnecessary stress.

It stresses me out and kept me away from family due to numerous hours that are spent to complete the work.

My mental health was already drastically shot being a new, 1st year intern teacher during COVID distance learning and having to try to identify support for an unprecedented time in education while completing other required assessments. I had to seek therapy to develop healthy work life balance while still being expected to go above and beyond for my students.

It completely consumed all personal time, while simultaneously working for free it left no time to earn side income.

I had many sleepless nights and the Sibme app was consistently not working.

It caused extreme stress to the point of being physically ill.

It made my life much more stressful.

Stressed me out and felt run down. Especially when I had to redo one

It was long hours of basically busy work with no real purpose. Made it more difficult to find time to lesson plan and grade.
It took a complete toll on me mentally and physically and even my students noticed
It was a major cause of stress. Partially because I felt like I had to plan a circus of a lesson, and partially because it was hard to complete all of the templates in the manner they wanted.
It created hours of stress and lots of tears.
My TPAs ended up being around 40 pages of redundancies. It was an extremely stressful time because I did IMPACT program, and the TPA could have taken away my livelihood if I didn't pass, so I repeated myself over and over.
It was a very stressful time.
It caused unnecessary anxiety and stress. It wasted time, caused me to lose sleep and had a negative impact on my mental and physical health
It was so stressful. Like incredibly stressful to try to get all of the paperwork done and then also record the videos. I was so overwhelmed. I did not pass either cycle.
It took up a lot of my time outside of an always busy life with coursework and student teaching. Luck for me, I was unmarried and without children. My partner, now husband, was very understanding and supportive. I was also not employed at the time besides being in school. I can't imagine how someone would manage if they were employed, married and with children.
It was a huge time sink and amount of stress with no feedback afterward that could be utilized to improve my effectiveness.
It took way too much time. By the end of the process I had written a short novel (120 pages on MS Word) but one that nobody would ever want to read.
TPA took away my main focus which was to teach the students. I was stressed trying to complete it.
It took hours away from family and relevant coursework.
It added stress and hoops to jump through. My school administration had to make changes to accommodate the TPA preparation process and lesson teaching process.
I was stressed from doing the TPA.
I would stay up at all hours trying to complete it and be exhausted all the time creating a very unhealthy work life balance

It is currently stressing me out because I can't get a job as a teacher because I need to pass cycle 2. My district needs teachers and this is keeping me from getting hired as a teacher, only as a sub.

Takes time from my teaching and waste my time.

I was so stressed that I lost a close relationship.

It put me in debt because I couldn't become a salary teacher until I passed

Sleep deprivation, extreme stress.

It only added stress and took away from me having a personal life because I was at home working on my TPA.

It wasted time. It caused several major anxiety attacks that should have led me to seek medical treatment (but did not because of the stress of completing work).

It took significant time away from my family.

It made me more stressed and anxious.

I had to stay late many nights in order to complete all requirements.

I was constantly stressed out at home. I had a baby who needed me, plus I had work to complete for my classes and student teaching. The TPAs just added unnecessary stress.

The TPAs were unbelievably stressful and I know this is a common thought shared by all my coworkers and friends who are teachers. I spent ridiculous amounts of time working on the TPAs which had absolutely no positive impact on my learning how to be a teacher, and took away valuable time from planning with my master teacher, working on university coursework. It had a strong negative impact on my mental health, and to be honest if I hadn't passed the TPAs on my first attempt I may have given up on becoming a teacher because I'm not sure I would have been willing to go through that process again. I feel like the state of California should compensate me for the stress that the TPAs put me through. It was one of the worst things I've ever had to do in my life.

It was a complete waste of time and energy. The first couple of years teaching is hard enough without having to complete an assessment that fails to truly display the skill a teacher has in the classroom.

Added so much stress and work on top of full time student teaching and credential course work.

I lost a lot of money completing the TPAs. I had to take time off work and also pay for a babysitter in order to complete the TPAs on my University's timeline. As if the barrier to entry for teachers isn't bad enough already.

Negatively, it made me feel like I could not teach since I barely passed and the lesson went poorly that day. The TPA seemed overly harsh and did not know my students. I taught in the inner city, and the TPA could not show the improvement of my students throughout the year. It showed ONE day.

The TPA stressed me out a lot. I felt like the need to prove my ability to be an effective brand-new teacher was over the top with this assessment.

It causes me a lot of stress and anxiety (especially because I completed it during the emergency shutdown in 2020) that did not enable me to live my life normally. It caused me to take away time and focus from my family and friends.

I was pregnant, working full time, and going to school full time. This took so much time away from my family during a very difficult time after also having complications from birth. Being hospitalized after birth and having to worry about finishing a TPA and everything else was extremely stressful.

It gave me a ton of unnecessary stress and anxiety.

It was busy work. It took a ton of time and was completely unhelpful and confusing

It was highly stressful. Prepping, filming, writing, uploaded was very time consuming and took away from prepping for my students. I did my TPAs as an intern. There is not opportunity to appeal decisions that are condition coded. I had to pay again from a small mistake that could have been fixed with an appeal.

The work for the TPA was like no other. Myself and my peers focused solely on the TPA and gave half hearted participation in our courses .

The TPA negatively impacted me personally while completing my teacher preparation because it added another category of stress in addition to commute time, completing coursework, and all requirements of student teaching aside from TPA

It was extra stress. I was already a new teacher, completing my credential program while teaching after COVID. I did all of the TPA requirements while teaching, I didn't need to prove it with another \$300 and huge homework assignment!

Did not help me other than allow me to get my credential. I still have fleeting stressful thoughts about this write up for my Edtpa. It was soooooo useless for me because I felt it did not display how I teach on the day to day and how I progressed as a teacher throughout the year.

The TPA was overwhelming and felt like busy work. It had a very negative impact on my mental health and took all of my breaks away from me for weeks at a time. We have a lot of requirements as teachers. Completing these TPA's felt like a complete waste of time and not helpful to my career at all.

It affected my mentality greatly being stressed about finishing the TPA along with all other work that was being required of us during the teaching program.

It severely impacted my mental health. I was so worried about not passing. I was passing observations from my principal so I knew I was doing good but the TPA's were asking way too much from me.

It was extremely stressful and time consuming. I felt I could not focus on my time in the classroom because I had so much to do outside of my clinical hours.

It added so much unnecessary stress. The feedback was vague and unclear and it made my student teaching time less about learning and more about getting specific videos for the TPA.

It made me hate myself and think I wasn't a good teacher

I failed it once and almost gave up

It was so overwhelming to complete a ridiculous amount of work, plus continue school, plus student teaching, plus working.

Stress caused me to lose sleep eat terrible and even get sick

I felt stressed, depressed and so incredibly anxious. CalTPA made me feel like I was a horrible student and I would never amount to anything as a teacher. I have never felt so disappointed in myself then when I did calTPA

Too much workload to balance with student teaching. Many of us work through it since it isn't paid. The TPA got in the way of both income and being a good student teacher.

Negatively. High stakes and unrelated to the reality of the profession, and requiring extensive preparation, stress, and inane writing to circular prompts - it only took time and attention from the limited personal time I had left in the already challenging process of learning to be a teacher.

The entire time I was in my credentialing program everything I did was either practice for the TPA or the TPA itself. When I had to make a unit plan for the time, it wasn't so I could learn how to do that, it was so I could learn how to do it to TPA standards. The first time I looked at ELD standards it was for TPA. The first time I used any video editing software it was for TPA to cut my 55 minutes videos in 5 minute clips. I spent hours learning new and useless skills that I haven't once used again, I lost sleep, I lost time with my family, I cried about the stress that this assessment was putting upon me. I did my credential program in the 2019 - 2020 school year, I did my TPA 1 instead of going to the hospital when I caught COVID because my instructor told me if I missed the submission date it would be weeks before my score was released. The rigidity of the TPA assessments do not reflect the empathy and grace we are supposed to learn in order to show our students equality and support. Everything the TPA stand for it the opposite of what we want educators to be.

It was one of the hardest times of my life. I had to complete these TPA's as an intern with little to no support from my program and district. I failed 3 times. I knew I was a great teacher, passing all evaluations, recommended to mentor other teachers who passed the TPA's. But you have to play the TPA game and write the liking of your grader. With each submission, my scores fluctuated. Including sections I did not change from the previous submission, because it was given a passing score. When I received my scores back, those passing sections were now deemed a lower score. Untouched passing scores were dropped. They provide no feedback or minimal feedback to failed scores. My mentors and coteachers aided me in the process, and reviewed my work, saying it was "fine and looked good." But I still failed. It affected me in the classroom. I was now retracting the same lesson to make sure I got camera footage that was appropriately students felt that my classroom experience had changed. I took time off work. It also hindered me from beginning induction. They allowed other 1st year teachers to start induction without completion of the TPA's but I was not allowed to start induction until

completion. So I am a 3rd year teacher finally starting induction. And then it was waived. So all that time money and stress was pointless.

Took so much time away writing them that could have been in classrooms getting practical experience.

I spent hours at the library writing my CalTPA instead of with my family. My absence was particularly acute during the holiday season.

It took several months to complete and took away from my personal life. Made it heavy on my work life.

I have had no life at all during the weekends. I am on the computer from Saturday morning through bedtime, get up and repeat the next day. I couldn't even go to the grocery store or do household chores.

Terrible test! Not helpful. Waste of time. HATE!

The assessment was excessively time consuming, redundant, and stressful. It did not help me as a teacher and caused me severe anxiety and depression.

I slept 3 -4 hours a night for 8 months. Between student teaching, coursework, and TPA's, I was on the verge of a mental breakdown. It was so exhausting that I didn't complete the last 6 units of my masters program.

I was extremely stressed doing the edtpa. I focused on that way more than I should instead of focusing on how I could Better myself as a teacher and my lesson plans.

The edTPA was a time consuming and anxiety-riddled assessment. My mental health would have been better without it.

I had to cut my hours at my paid job because it was impossible to complete the tpa, student teacher, and work at a paid job.

My mentor and I did not feel that the teacher performance assessment accurately showcased my potential as an educator.

The way in which the TPA has negatively affect my personal life is the stress of having to balance work, school, life has been immense. My husband and my family have relatively no time because my weekends are filled with trying to make sure I pass TPA. My son said, "All you do is stay on the computer now". I am exhausted to say the least and then the worry of my career being held in hands of assessors critiquing if I was in the videos long enough, or if I used the correct academic language that they want me to is nerve-racking. I know that it will get better but in the mean time I have been sick physically behind this process and currently still dealing with stress related ailments from stress and anxiety. Also, having the knowledge that some teachers got the CalTPA waived due to COVID makes me question the motive behind keeping this redundant and repetitive way of measuring a teachers ability to prove they can teacher. Yes, I believe there need to be a test, evaluation, measurement of some type to judge a teachers ability to effectively teach but CalTPA is not it.

I honestly had several panic attacks, anxiety, fear that I wasn't going to pass, and it almost destroyed my marriage. Honestly one of the main reasons I have trauma from my teacher credential program!

The rigid format of the TPA added immense additional stress on top of a heavy work load both student teaching and completing teacher preparation courses. The reality of a teaching career being put on hold due to a non passing score led me to feel like the daily work I was doing would only be validated so long as I pass the TPA.

It took valuable time away from what I actually needed to be doing, which was lesson planning and student teaching.

While working on the TPA's it caused more stress on an already stressful few months.

My Husband and I went to several difficulties while I was completing the TPA process. I would stay up late trying to complete my work while still waking up early to work. We also did not have financial funds to pay each time I needed to submit a TPA task. It was extremely stressful to our household.

The TPA was stressful and had a huge impact in my life. I was unable to attend life events and other items because I had so much work to complete on top of my credential work.

The TPA took some much time preparing, it took time away from my own children.

It caused severe levels of stress, took away time from my family and overall made me reconsider teaching all together.

The TPA took over my personal life during the weekends since, preparing lessons and classwork was my main priority during the week. So I had to spend more time during the weekend focusing on completing the TPA.

The TPA was incredibly overwhelming and an unnecessary amount of work while also student teaching/ going to school full time. I spent hours of my free time working on my TPA.

The extra workload from the TPAs put tremendous stress on my personal life.

The TPA had a negative impact on my mental health. It held me back personally and career-wise. I was unable to take several jobs that were offered to me because I had to complete the TPA first. Additionally, because I have ADHD, the TPA was extremely difficult due to the volume of the assignment.

The TPA was very stressful and time consuming and ultimately impacted my teaching performance because I did not have sufficient time to complete my daily work responsibilities.

While completing my TPA, my fiancé, two years broke up with me because I did not have time to spend with her. To quote her "if you can't care about me as much as you do this stupid TPA then we should be done."

It created heavy stress and I failed it by two points the first time. It really deterred me from joining the profession. If it weren't for the counselor that was assigned to me I wouldn't have joined the profession. I thankfully passed the second time

It was a lot of work and gave me a lot of stress.

It was very stressful and I didn't get meaning out of it because what happens in the classroom is completely different.

I was overwhelmed with taking over multiple subjects while continuing to complete each part of the EdTPA. This was on top of familiarizing myself with the grade level content, attending weekly meetings with my supervising professor, and prepping lessons. I felt as if I was being assessed on ability to write rather than what I taught.

The TPA was additional stress and did not prepare me for the realities of a teaching career

I felt it did not provide a great representation of myself as a teacher, but was an excessive amount of work that ultimately made me feel like I was not fit for the job.

Between teaching and completing the TPA I didn't really have a personal life, which lead to a lot of stress and burnout by the end of a student teacher year.

It caused a lot of mental and financial stress. My program had just switched to the Pearson CalTPA, and my professors did not know how to fully support us on how to pass the TPAs. The financial cost of the TPAs was a massive barrier to me when I was already completing student teaching with no income. I had to pay an extra \$150 to revise my CalTPA so I could pass. \$150 might not seem a lot, but as an unpaid full-time student teacher, that is a lot of money to pay. I was fortunate enough to live with my future husband and in-laws at the time to have some financial support while not being paid. Yes, there is an internship program. But our program heavily discouraged us from even picking that option. I also saw several prospective teachers take that route only to drop out due to the lack of support.

It tested skills in a way that I do not use in the real world.

The TPA had a stressful impact on my life.

It was a very stressful process and I had to resubmit a portion so the pressure was on as I awaited the results the second time.

As a parent, the TPA limited my personal activities, including spending time with my family. This was especially the case because I wanted to finish in a timely manner so that I could obtain my preliminary credential.

The TPA caused unnecessary, additional stress with little to no benefit for me or my students.

The TPA was a nightmare and I shudder thinking about the semester of my life that was enslaved to unpaid labor and a ridiculous assignment.

Personally, the TPA was very time consuming, as well as mentally and physically exhausting. It was additional work being added on top of teacher preparation coursework, as well as masters coursework. The TPA ended up being a culmination of countless hours of extra work that was anxiety inducing and had a direct correlation to a lack of sleep. Furthermore, as a single mother, my personal life was heavily impacted in a very negative manner as all those countless hours added up to time missed with my child; who was also severely impacted by the stress of the TPA through me.

The TPA was a high stress situation that I am still not sure what I was supposed to be proving or learning from. It was an insane amount of work on top of being a mother, a student, and a student teacher. There were many, many late nights trying to manage all of the stress and still be a human. Not one person I have talked to about it has mentioned that it was helpful in any way. In fact, when I talk to teachers who did not have to complete the TPA, every SINGLE one of them told me that if they had to do it, they would NOT become a teacher.

The CalTPA was very stressful and overwhelming. It negatively affected my mental health.

I lost friendships and relationships. I was stressed all the time and had no time to socialize. Failing felt like BEING a failure. If your wording wasn't right, if your explanation wasn't up to par for what was decided was enough (and it was subject to interpretation) then you weren't enough. It made me question whether or not I actually should be a teacher. The TPAs honestly made me want to quite on more than one occasion.

Personally it was extremely time consuming outside of student teaching and caused a great deal of unnecessary stress.

Extremely high levels of stress, absolutely zero free time, no time to work a job to pay my bills and get by.

Failing this test literally sent me into a depressive episode. I quit a lucrative career to teach and I was absolutely devastated by the results of my test. Today I am a competent, loved, respected teacher by kids and staff and in no way did the TPA help me with that.

Personally, the TPA had a very large negative impact on me in the classroom. Trying to complete the TPA created unnecessary stress and make it difficult to complete successful lessons with my students due to the needs of meeting video requirements. It also had a negative financial impact on me.

It made it hard for me to work and stressed me out to the point I considered giving up. My daughter recalls me crying while trying to complete these while already working as a teacher.

It added stress to a very stressful time. I was not paid and could not work, I attended classes, and then had to do that on top of everything else.

I've wasted over a year trying to pass the TPAs over one point when I could of been done with my credential.

The requirement and worry instilled on us as teacher candidates to attempt, submit, and eventually pass the TPAs was very impactful to me personally because although I attempted both cycles and submitted them, I did not pass by a few points. I attempted passing Cycle 1 twice and did not pass. This was over a year ago between my student teaching semester and into the summer of 2022. Based on these outcomes, I felt discouraged and annoyed that I would need to return to attempt them again until I finally pass which I at times, I feel like it is very unlikely considering that each time I submit, there are different assessors grading them, which makes the whole process very subjective and without equity, in my opinion. After these attempts to pass in 2022, I decided to take a break from even trying/revisiting them because I was going through a lot of personal life changes such as graduating, moving out, and getting married. These are all aspects that require a lot of planning. Because I did not have my TPAs passed, I graduated without even having a preliminary credential to my name although ALL of my other credential requirements were met with flying colors such as all As on my Methods courses, passing the RICA, passing all my Bilingual Authorization requirements, etc. This made me feel discouraged and very unsure of

my teaching future. Luckily, I am currently hired on a Special Contract with my school district for the 2023-2024 school year waiving the requirements because of the HUGE need in the state for teachers, specifically Dual Language teachers like me. Because I am currently a first-year teacher, doing the same as all elementary school teachers, trying to meet the needs to be an effective teacher has not allowed me to find the extra time to genuinely return to work on these TPAs because I am still required to obtain them because I student-taught in the Spring of 2022 so the waiver did not apply to me. Due to this, I still worry about my teaching future because my next years in teaching are not guaranteed because I still need the TPAs passed to obtain my preliminary credential and have the right to qualify for my school district's Induction Program which is something very important that I should have the right to have as a first-year teacher. I find it unfair that I do not get this same treatment.

Negatively impacted my time with loved ones.

I had to isolate from family and friends so I could complete the work. It was mentally draining and felt I was wasting valuable time away from my kids.

High levels of stress

The additional time spent working on TPA on top of the work of student teaching had a negative effect on personal relationships. Also made it difficult to find additional time for a source of income as we are not paid during student teaching

The TPA had a decisive negative impact upon my personal experiences and mental health throughout the process. It seemed throughout like nothing more than unnecessary and arbitrary hoop jumping serving no greater purpose than the enrichment of those offering the test. The time I was forced to dedicate to its completion actively detracted from the time available both for getting experience in the classroom during my preparation program, and later on my second attempt while teaching from my available time to write and revise lesson plans, to grade assignments and analyze student data (outside of that in TPA itself), and to pursue professional development opportunities. Furthermore, the process itself, its high stakes, and considerable cost all inflicted considerable stress, to such a degree I was unable to attempt it again during my first year of teaching as a result of just thinking about it causing my anxiety, stress, and depression to worsen. Following submission from my first attempt, far from reducing my stress, the anxiety around whether I would pass or not and the test itself was sufficient to (admittedly coupled with other factors) induce a severe bout of suicidal ideation. The TPA process actively harmed my mental and emotional health as well as my teaching practice.

Extremely stressful and felt unrealistic knowing that the expectations from it weren't applicable for everyday class instruction or student interactions.

extreme anxiety and greatly negatively impacted personal life

No one wants to be a teacher these days, yet they make it so hard to become one. The TPA took valuable time away from my friends and family. Especially attempting it while already working for free as an unpaid student teaching intern. Work all day unpaid, go to classes all afternoon, write answers to prompts all evening . Horrible experience

The personal impact that the TPA had on me personally was negative. It greatly contributed to higher stress levels in an already busy and demanding credential program. I struggled with balancing the demands of my student teaching experience, credential program coursework, TPA demands/meetings/requirements, as well as trying to financially support myself while volunteering full time in a classroom. Without the TPA, I would have had more time to focus on learning to teach from real-life experiences in a classroom with real students, instead of planning one lesson, teach it one time, and my entire skill-set as a teacher be evaluated by one filmed lesson on one day. The TPA does not provide a realistic snapshot of a teacher's abilities or potential to grow.

For the edTPA I was careful to give myself plenty of time so that I wouldn't be stressed. However, even with ample time, the edTPA was incredibly stressful during the credential program. It felt like we were writing our thoughts into a void. I much rather preferred my observations with supervisors so we can get more personal feedback.

I had multiple crying spells over the stress of not only completing it, but also the thought that I may or may not pass. Then the added stress that I would have to retake classes and pay the tuition if I fail the first time was hard.

I had absolutely no free time. I was either doing my student teaching or working on the EdTPA.

It was stressful. I had to dedicate a lot of time outside of work to complete it. Also, because I was already done with the program courses, I had to reach out to a mentor outside of my program to help. Lucky for me this mentor was more helpful than CalStateTeach. It was something to mentally prepare for but it was the biggest relief when I finished/passed.

Less connection and communication with loved ones at this time. I was very stressed, and focused on the TPA.

It took a lot of my break time and took a toll on my mental health

Added stress and prolonged me from receiving my teaching credential.

It impacted me negatively as it caused a great deal of personal and financial stress.

It overworked me and other students who had already been in the classroom for 3+ years. I never used it thought about it afterwards, just busy work we had to do to "check the box."

It was time consuming for not a great outcome

It was stressful but my university helped us prepare.

It made me really stressed out. I was interning so not only was I fully prepping for all my classes and completing my coursework but I had to do the TPAs as well. It was really difficult juggling all of those things. There were times where I was up until 2 am trying to finish everything.

It added unnecessary stress, endless hours spent typing in boxes that interrupted my ability to work on lesson plans, my coursework, and my part-time job. All of my FB memories from the month before it was due are about how many boxes I had left—same with BTSA. Formatting the video alone took hours.

It made me extremely tired and stressed.
It was mentally draining.
It did teach me, however, to not procrastinate, because so much was on the line and put so much pressure on me.
I was so burned out after that semester that I took a semester off before starting working. I had almost no time to do things that weren't school related.
I completed mine during distance learning in 2020 and I basically neglected my duties as a student teacher to work on the EdTPA. It was unnecessary stress and hassle when I could have been focusing on actual teaching.
It was stressful and so expensive at a time when I was already working, attending night classes, and student teaching.
It took many hours on to complete and prepare while also attending classes, completing student-teaching, and working part-time. It was very stressful to juggle.
It was exhaustive. I had an excellent professor that guided me toward success. Otherwise, I would've been lost.
It took time away that I needed for family and self-care.
Stressful, stressful, stressful. Pre-service teachers are already stressed - we get thrown into the deep end with no prior training that isn't theory-based in a field that requires daily, weekly and yearly differentiation. I'm stressed enough dealing with students, grading, NOT GETTING PAID and struggling to pay my bills, personal life that doesn't stop because you're in a prep program. Why is this assessment added on top of that!
The CalTPA was a lot of work, I remember spending my time on breaks while working waiting tables at a restaurant (after a day of student teaching or attending courses at SDSU) writing answers to me CalTPA, it was a massive use of my time while already being so busy.
The TPA took lots of extra hours away from my student teaching and classes which then caused more time to be taken away from my personal life.
It created a lot of extra stress for someone who is already stressed about learning how to teach.
It was "busy work".
The TPAs contributed to my overall anxiety. I would have preferred more real-world training in scaffolding, etc. than having to write to multiple assessments.
It was very stressful, and time consuming.
No impact

Wasted time. I had already learned what we were being taught in my credential program.
I didn't have any personal time and wasn't able to relax for an entire year. I was stressed all the time and was doing unnecessary work.
Lost sleep, heightened anxiety and stress, took time away from my relationships
Took long hours away from other important events
Really brought down my mental health.
It was horrible. I was beyond stressed. It negatively impacted both my work and home life.
The TPA ended up being a 12-15 page document that felt like the same things repeated in different tenses (planning, present, outcome). Many of the questions were not clear what they were asking for. I had anxiety about not being able to meet the timelines. It took up the time I had after school leading to a lack of time to reflect and enter my practice for the next day.
Edtpa is hell
A great deal of extra stress and work while already completing a full load of classes and unpaid internship as a student teacher. Additionally, much of the information needed to complete the TPA was still being learned in the coursework so it was not really possible to pace out the TPA. It has to all be fine in a hurry at the end after learning the prerequisite material.
I was highly depressed because it was lingering over my ability to become a teacher.
Very negatively. I was trying to prepare good actual lessons and had to spend wasted hours answering educational theory questions. Those things are nice to know, but writing and rewriting pages and pages of questions was absolutely counterproductive to my ability to teach.
It was extra work that I did not have time to complete.
It stressed me out heavily for a year and a half. I am a mother of two and I had to be a teacher and a mother while doing the TPA. It was insane and not helpful at all. I deserve to be compensated if it does hey eliminated.
I spent a lot of hours working on this extensive performance assessment. This took time away from actually preparing to teach in the setting that I currently teach. In addition, this assessment does not adequately prepare teachers in a dual language setting, intervention specialist, nor other roles available in school districts
I honestly cried numerous times, I had anxiety and stress during the whole process. It most definitely impacted my personal relationships I had at the time.
It affected my mental health and wasted my time. I also lost tons of sleep over this and my school kept me from going to student teach a few days to hold days we worked on it as a school but it kept me from the classroom where I actually got practice as a teacher.

On top of student teaching, taking courses with my university, I also had to complete the edTPA so a lot of my free time was taken up by the edTPA
I felt totally overwhelmed and it seemed like the whole thing was just a bunch of compliance for compliance's sake.
It had a huge impact. I was very overwhelmed and stressed. I had a huge fear of not passing due to certain requirements even though I was able to complete them. I wasn't sure if the person grading it would approve of it.
There is so much to get done as a new teacher, that I felt it was just one more task on my to do list that instead of being better for my students, I became worse because physically I was present in class, but mentally my mind was elsewhere worrying about what had to be done.
It was added stress to complete with time frames. I had to pay additional tuition to pass the edtpa due to the workload of teaching and schooling also happening.
I was completely stressed while completing these assessments. They caused me anxiety and made me debate leaving the education world many times.
It was extremely frustrating and challenging- especially when teaching online.
I had less time with my family while spending free time working on the TPA. I was very stressed and that left me with less bandwidth to deal with my family.
I stressed myself to illness many times and it had a negative impact on my marriage as well as our family planning.
I often worked late into the night away from my family to complete my TPA.
It made me contemplate whether I wanted to become a teacher.
I was miserable. The template isn't very helpful. It's very easy to get something wrong and get a condition code. I was stressed about passing and I didn't get to enjoy my experience
It impacted my mental health because it was something else that I just had to complete to get my credential. If I failed, I wouldn't get said credential. I didn't see the value.
There was a lot of lost family time due to the heavy requirements and paperwork associated with TPAs.
It stressed me out and took up months of nights and weekends to complete
It felt like I was hoop jumping.
Again it created an extreme amount of stress and anxiety in my personal life.

It added a lot of extra stress to my life while also trying to teach a class and practice skills that are necessary in the classroom.

It created an immense amount of additional stress on top of the stress of teaching full time.

Took a lot of time away from planning lessons and from family.

The TPA made me and every single person I knew also completing the TPA rethink becoming a teacher. It was a hindrance. Many of us had to take at least 1 day off from student teaching to complete the TPA. If California is in desperate need of teachers, the TPA should be eliminated. It's simply another hoop to jump through.

I was very stressed while doing my TPA and especially during the time waiting to see if I passed.

It added stress and fatigue. It was already hard enough to be working without pay.

It gave me lots of stress and anxiety. It was affecting every aspect of my life. I almost dropped out of the program because I thought I was going to fail my class. I didn't pass it the first time and I'm still trying to complete both TPA's.

It wasted my time when I could have been using the time to meaningfully prepare for lesson planning during student teaching.

Because it took up so much of my time, I gained 30 pounds and slept for maybe 3 hours a night trying to get everything done. I started to grey early, and it's taken me a few years to even BEGIN to undo that damage.

I had to isolate myself to finish

It took an obscene amount of time to complete all of the writing and planning. Most of which was extremely unhelpful and irrelevant to my current teaching practice. It added an unnecessary amount of stress to an already stressful situation of working full-time and taking classes full-time, all without pay.

It had a negative impact

Each TPA was a severe source of stress. Even with managing my time well and starting early, I was still overwhelmed by the amount of questions in each TPA and the level of detail required to feel like I sufficiently answered the prompts. I still remember that during the course of one of my TPAs, I developed an eye twitch in response to the stress and screen time induced by the TPA.

A lot of stress impacting my mental health.

Tired and miserable and checked out of my real life, including my teaching job.

I failed the first time, it made me feel like I wasn't qualified to be a teacher. It made me second guess this profession.

I had almost no life during and was very stressful to complete.

I was stressed out and focused on the assessment, not learning how to teach.
It was a stressful project each semester of my 3-semester program. The time would have been better-spent being able to focus on the students not worrying "will we look good on video?"
I was exhausted, stressed out and terrified I would fail a needless hoop and not get my credential. I have numerous arguments with those I lived with due to stress and asking them to help me work through the problem.
Incredibly stressful and time consuming with a job and family life that already is all consuming. Incredibly late, sleepless nights, financial strain, sick almost constantly.
It was very stressful, especially having to try and adapt and do it during online teaching during COVID.
It took my mind off of student teaching in person because I was distracted by the stress of TPAs
My teacher lied to my class about the process and expectations, including the due date. He only admitted it when students got suspicious and started researching it on our own. It brought a lot of unnecessary stress. There is more to share than this text box.
I was constantly burdened with the extensive amount of work that needed to be completed. I was unable to fully focus on my student teaching.
Stressed me out
Stressed me out to no end.
The TPA process is a complete waste of valuable time in the ever growing list of required tasks that are placed upon teachers.
It was extremely stressful. I had to work 40 hours a week for free as a student teacher, complete schoolwork and then the added stress of the TPA was very frustrating.
I spent probably 2 hours per day after teaching, coursework, and planning working on the TPA. Recording over Zoom was a nightmare. I was constantly stressed and when I finally submitted my last part, my wife commented that I was a whole new person and it was like she had gotten her partner back.
I was extremely stressed about completing the TPAs while pregnant. It took months to meet all the written requirements and another month to get the videos exactly right. I could have used that time planning meaningful lessons that were engaging.
Its requirements took away from the learning experience for students because I was focused on meeting the needs for the TPA instead of the specific needs for my students. I had to take a day off from student teaching to complete the writing portion of the TPA.
Negatively. Had to see a doctor about health concerns related to stress and overworking while student teaching and not getting paid.

Added a lot to my plate which already felt immense with course work and planning for my student teaching
When I finished the TPA I started to find a little more of a work-life balance. I was able to get more sleep and regain some of the weight I lost.
As a new teacher it has been really difficult navigating between grading, preparing lesson plans, and other school responsibilities and at the same having to worry about the CalTPA. I barely have enough time to meet all my other responsibilities.
CalTPA took extensive hours to complete, negatively impacting my personal life and strongly contributing to my desire to look for jobs elsewhere.
It was an added stressor to already having to complete course work and student teaching.
It was a massive psychological and financial stress in terms of hidden costs of taking the test on top of completing and paying for the student teaching program as well.
The stress of completing and perfecting the TPA negatively impacted my health and well being, as well as my relationships. I was already doing so much with teaching and going to school, it felt like too much.
The Teacher Performance Assessment negatively impacted my stress levels, causing me a great amount of emotional upheaval while completing them, student teaching, and completing my own university coursework.
My personal relationships suffered from lack of time and energy available to devoted to them. I was extremely stressed while working on the TPAs and began experiencing hair loss. I spent more than 1 meeting with my supervisor crying and asking for help because I was afraid of failing TPAs.
It created an abundance of stress and feelings of overwhelm and anxiety.
The TPA caused me talk with my family and to reconsider whether teaching was a doable career path. The magnitude of the assessments was also detrimental to my students as I focused primarily on the assessments and not on them. I ended up taking days off, re-teaching lessons, and ultimately ignoring student needs during the time I needed to be finding and harvesting the “right” info for the assessments.
The TPA was a clearly useless stressor while working on the meaningful parts of the preparation program.
It was very stressful to complete. It was unnecessarily difficult and confusing. It took an enormous amount of my personal time to complete. It was so much work that I was not ready to submit it when my student teaching was complete. I had to take an extra month to work on it and submit it for the following cycle of grading.
The TPA impacted me personally by adding an insane amount of stress in my life that honestly made me want to quit the profession. If there were more jobs in my area, I probably would've quit.
The TPA in my opinion was a long winded, and repeated the same questions over again. It was frustrating.
I was anxious, sleep deprived- getting 3 hours of sleep a night- had no social life and was not eating.

There were many times while waiting for my TPA scores to be released that I thought that if I did not pass my TPAs that my career as a teacher would be over before it even began. Not only that, but the process of filming students while student teaching made me feel like I was using them for content, while trying to teach them. This made me feel incredibly guilty as I would have rather just practicing teaching students in order to better meet students needs instead of trying to do that and get a good clip for my TPA.

We were the first group of participants doing the CalTPA program, so we had little to no guidance on how to complete the requirements. Many of us were incredibly stressed, didn't know if we would finish in time, and felt the requirements were excessive. It caused me a great deal of undue anxiety during an already stressful time.

The TPAs taught me that when you become a teacher you will arrive to a school site and jump right in to making a positive impact on your school and community. Cue in the recent SUSD tv commercial saying our district is "great"! But in reality, our district is falling apart.

The TPA took tens of hours to complete and took away from my personal life. During the teacher preparation program I did not have time for a personal life and I do not see how parents would be able to do this (as someone who was childless and single at the time of completing the TPA).

It stressed me out constantly. It made it hard to focus on anything else

It was stressful and a financial burden.

It caused increased unnecessary stress

It was so stressful and traumatic. Personally, I know how to read a rubric and follow rules and do what it's asking. That doesn't help me learn how to teach.

It was a source of stress, anxiety, and far too costly for a beginning teacher to have to shell out for.

It overloaded me in a time when I was already so busy. I was also an intern teacher in the classroom so it was even less helpful.

The TPA was so stressful that I lost sleep and mental health during the year I was completing it. My personal relationships suffered and I seriously considered quitting the profession completely many times, especially because this TPA is conducted while student teaching and attending school, full-time, completely unpaid, so you must also work a full time job on the side of all of that in order to survive. The TPA also requires meticulous attention to word choice and UDL/SDAIE references, which only allows a very narrow lens of teachers to "pass" the TPA, which seems counterproductive to the program.

It impacted my mental health significantly. I was so hyper focused and concerned about not passing that I did not prioritize my own well being as a newer teacher. I was navigating pre vs post Covid classrooms all while completing an assessment that did not accurately represent my ability to teach.

The TPAs added so much stress on top of student teaching and taking courses at my university. I felt extremely overwhelmed with the requirements and felt like my teaching was not authentic because of all of the boxes the

TPAs wanted me to check. I did not pass my first TPA which then added even more stress and pressure as I had to go back and resubmit before turning in the next TPA.

As a mother or wife and a teacher, the TPA took me away from everything that is important to me. It seemed like a senseless activity that just made us jump through hoops.

I had no time for to take care of myself. I put on a lot of weight through stress eating.

Felt like I wasn't good enough.

It added pressure to what is a year full of learning as a new teacher.

It was extremely stressful. Paired with university coursework and the pandemic, it was overwhelming. It took up a lot of time, and I did not feel that it benefited me directly.

Again, it caused me immense stress which caused me to be checked out or not as invested in other aspects of the program.

It was stressful and overwhelming.

The amount of stress I faced when completing the TPA caused me to begin anti anxiety medication and therapy. I struggled to maintain a job while student teaching and going to night classes. The excessive amount of work impacts working students, the very students we are supposed to be training to help.

It was additional paperwork that I felt like no one really read.

It was too all consuming of my time. I had no time for a job, friends or family

It made me extremely stressed out and took away so much of my time at home because it was spent on the TPA.

The TPA was very stressful and took a big chunk of time. It was helpful that my credential coursework was aligned with what I had to turn in for the TPA, so that helped. But it was still a lot to do.

It was very stressful. If I didn't not complete it I could not be a teacher.

It added more hours to already stressful coursework.

I think it was very stressful and costly. I couldn't work while I was in student teaching and only subbed classes here and there.

It was added work and added stress.

The edTPA felt like an unnecessary stressor and strain on me. It was very repetitive and cumbersome trying to logistically figure out how to complete it, even when I was preparing before the schools shut down. As a student teacher I felt like I had a huge number of hoops to jump through and this felt like another one. It made me feel like becoming a teacher was overly difficult for no good reason. I even took a semester off because my program

was so stressful. I felt very overworked and isolated. I'm not saying the edTPA was to blame for that, but it certainly did not help.

It was challenging to make sure to hit key points in videos that were 5 minutes or less with no editing. It was stressful considering that it had to be a video without editing different parts together. It was challenging to include all aspects that were mentioned in the rubric to score high enough. It was like trying so hard to perfect or score high enough to pass than taking in the knowledge from teaching.

It took up more time doing busy work that I didn't find valuable.

It took time away from lesson planning and stressed me out SO MUCH

Stress, anxiety, unclear application and use of the rubrics made the target unclear

I felt that I did not enjoy student teaching as much as I would have liked to due to the TPA. You become extremely worried about it, to make sure you write the right things.

It was hard because I didn't have time to dedicate to my family.

It took up a lot of my family and personal time.

It took time away that I could have been doing other things.

If stressed me out, and it was very expensive.

Stressful

It was a lot of stress of trying to manage time to complete. I completed one and was in the process of completing the second TPA when thankfully it was waived.

I felt that I put a lot of time and energy into it when I could have been putting that time and energy into something more meaningful.

It was busy work that took time from collaborating with mentor and actually practicing more hands on teaching techniques and strategies. Video recording and reviewing the recordings was beneficial without having to document it all.

Not at all, in fact has a negative impact by consuming all my time.

It caused a lot of stress and doubt if this was the career for me.

I spent too much time outside of studying to complete my TPAs.

The TPA took away significant personal time. The credentialing program was already very time consuming and the TPA took away significant time away from my loved ones at home.

It contributed to the stress I felt at meeting deadlines and passing tests in a profession widely viewed as “easy”. I had less time to participate in social activities or just hang out with my family because of the time the TPA took to complete.

The TPA is a great opportunity to be exposed to what the profession requires but again, I believe the credential program I went through did a great job at exposing their students to those same ideas and opening doors for us to personally experience real life situations in the classroom and community.

It was my main focus during my student teaching. I did not get a true experience because it was geared to pass the TPA exam.

I felt like I worried more about the TPA rather than enjoying more time with students and the experience of being their as a student teacher,

I was unable to achieve balance in my life and it took a toll on my mental health because I had to spend so much time on the TPAs and because I was unable to work and be paid, I was also stressed about finances.

I understood the purpose of completing cycle one after I completed it. While I was doing it I never understood what I was doing. Aside from my professor, no one knew how to help me because this assessment wasn't implemented when they became teachers. Most experienced teachers said that the support you can give to ELL or SPED are usually in their Teacher Edition books anyway. Instead of using the tools that are offered to us the TPA made it harder and stressful to complete because I also didn't know if it was good enough.

The TPA negatively impacted me personally by adding additional workload and stress on top of my university coursework, students teaching, and 4 hour daily drive.

The TPA was extremely time-consuming and stressful to complete. I spent many long nights trying to understand what was being asked of me, not to mention actually writing it. It was also a financial burden as someone who was not yet working (and being actively told by my university not to hold any jobs outside of student-teaching). It made me question whether or not I really wanted to become a teacher.

I remember kicking my roommates out of the living room so that I could force myself to work on my edTPA. It was stressful.

It caused an immense amount of stress.

The TPA caused a lot of stress which impacted my teaching.

It was a lot of busy work.

It caused me stress and anxiety. Student teaching already consists of a lot of work. The TPA just took away valuable time from the work we already had to do for our credential program and in the classroom.

I failed my first attempt. In order to pass my second attempt I devoted weeks of my life solely to this with little regard for my personal health or sanity. I gained ten pounds and it deeply impacted my mental health. The experience made me feel like a bad teacher. I did pass eventually.

I had no time for other things, it stressed me out and I had zero guidance or support from the one professor that was allowed to support us through TPAs
It impacted me negative because I felt like I couldn't focus just on learning how to teach/ IEP paperwork, grading, etc.
It was not good for my mental health and absolutely effected my personal life. My sleep was compromised, and it was nearly impossible to complete everything and show up for all parts of the teaching program (student teaching, coursework, classes, CSET and RICA studying) and my personal life was basically put on hold.
I had less time to dedicate to student teaching because I was writing all the responses for edTPA.
I didn't pass the first time and had to retake it. Meaning I had to spend extra money. However, when I went to the class to figure out what happened, they couldn't really tell me why I failed. The lady just told me to break it into smaller paragraphs. That's all I did. I didn't change any wording and the second time I passed. So it wasn't so much about my knowledge or preparation that I didn't pass. Whatever reason they didn't pass me it had nothing to do with my knowledge
It was a lot of extra work that really just felt like hoops to jump through. It was a lot of extra stress.
It was extremely stressful!
It had a negative impact on me personally while completing my teacher preparation. During student teaching, I struggled with balancing planning lessons and grading work, completing the TPA's, and having a personal life. I was placed at a late start school and would head home around 4 to 5pm. Each evening I would then work on my lessons and afterward I would work on the TPA. I would complete my work around 9pm and have about 1 hour to myself. Since I had to work on the TPA each evening and/or night, I felt that I wasn't able to give my all in my lessons. I would have liked to have more time to work on my lessons especially when I took over full-time during the last two weeks of my placement. I would have liked to have more time to work on my lessons to make them more creative and engaging instead of having to sacrifice one or two hours an evening and/or night to work on the TPA. I also would have liked to have more personal time in the evenings and nights. I found myself not enjoying my student teaching experience and was overall very unhappy and stressed during those three months.
EdTPA made it challenging to strike an effective school-life balance at a pivotal time in my teacher training.
Asking someone to teach full time, go to school full time, and dedicate 40 plus hours to an assessment that bears no resemblance to actual classroom teaching is cruel at best and will drive potential candidates away at worst. I was so tired and stressed while completing it; I was barely eating and sleeping. I was restless for the weeks I had to wait to get results. I passed. Four months later the governor waived it for my year due to Covid. It was all for nothing.
It was an added stressor on top of the coursework, exams, observation hours, and unpaid student teaching
I had no self-care time during spring break while I was writing it.

It was stressful and required a lot of writing.
It made me want to quit.
It made me hate this job.
It overshadowed everything for a while and made me needlessly stressed out for a few months. It was really frustrating that the things I felt best about in my student teaching was not reflected in the TPA.
I had virtually 0 personal time with student teaching and grad school coursework combined with the edTPA
It was stressful. I felt that I was more stressed over the TPA versus the actual classroom lesson plans and teaching.
It caused so much stress I literally had multiple panic attacks. They kept telling us if you don't pass you'll never become a teacher.
Absolute shutdown of personal life. Horrible for my mental health. Made me have a personal vendetta against Pearson which I will have for life.
It was a lot of extra stress on top of student teaching which is already a lot to take on and learn. I broke down in tears more than once while working on it.
I did extremely well on it, but only because sacrificed sleep and my mental, emotional, and physical health. I sacrificed weekends and holidays. I worked on it every chance I got, even forgoing sleep, which—had I gotten proper sleep would've made me a much better student teacher. I was surviving on caffeine. Because I had to prepare for the TPA, I took public transportation — a bus and a train— so that I could have time to work on the TPA from 4am-7am. Otherwise, my days were spent in my classes, doing homework, student teaching, grading, and attending mandatory student teaching and school events. I also spent any holiday and break on the TPA. My weekends were split between completing homework and completing the TPA from 10am-5pm each weekend day. I didn't go out with friends, I didn't exercise, and I rarely attended family gatherings. Instead, I watched videos on preTPA exams, read articles on the TPA, and attended workshops. As you can see, the TPA had a very negative impact on me personally, while completing my teacher preparation. If I had been able to sleep, and have some time to recuperate on weekends and holidays, it would've had a positive impact on me.
It was time-consuming
It was a huge waste of time and a huge source of stress. The entire process took well over a year.
The coursework plus teaching, plus the masters thesis was of priority. The EdTPA was an extra assignment that was not necessary in my teacher preparation
It was very stressful. It's hard enough having to student teach and then attend classes. The TPA is just a huge burden on my mental health on top of all the other things we are responsible for.

It was very time consuming and at times, stressful. It impacted the amount of time we have to work on other coursework or spend on personal time outside of a full load of coursework.

The TPA added stress, took me away from my family and friends, and forced me to take time off of student teaching in order to complete it. I finished cycle 1 on a plane on the way to family vacation, and I am not a procrastinator.

The TPA negatively impacted me in many ways. It was very consuming so I was unable to care for myself throughout the process. I got sick throughout from stress. A lot of time was spent trying to perfect everything so when I did not pass the first time it made me feel like I was not worthy of being a teacher.

So much unnecessary stress and angst.

Extremely stressful. I was a mess because of the high stakes aspect of the test.

Yes. It was a huge stress and I was preoccupied with navigating COVID and the assessment.

It took months and months of my time.

The workload was strenuous and because I was intern teaching, added to my work load without any benefits

It was all I thought, worked on, stressed about. When in reality I should have been focusing solely on my student teaching classroom to meet the needs of the students with a mentor teacher. It took time away from doing what mattered most. I failed my TPA after ensuring perfection with my professor who has a strong background in the TPA world. She was shocked I didn't pass. We went over everything and it made no sense as to why I didn't pass. It was heartbreaking seeing all that hard work and money go to waste. I resubmitted and passed using very similar verbiage. The grading seems inconsistent.

Very beatitude; I felt like I was working two jobs while completing my teacher preparation.

The TPA added extra stress and took up lots of personal time.

It was awful. Cut into my time doing coursework and teaching.

Personally, the edTPA was incredibly stressful and felt unnecessary. It was a months-long process that ended up rolling over into the summer because of a technical difficulty on my supervisor's end when recording one of my observations. It took time away from friends, family, and myself, time that I already had very little of being a student teacher and full time grad-school student. Overall, it was the hardest part about my teacher preparation and really pushed me to a breaking point.

The TPAs were so time demanding and stressful that I missed out on precious family time, I was short with my children, and was forced to use vacation time to work on the TPA instead of rejuvenating my soul and engaging in the oft touted "self care". It was pure torture.

The amount of work that went into analyzing one 30-60 minute lesson negatively impacted my personal life. It was extremely stressful because my career, plans to get married, and plans to buy a home were put on hold. If I

did not pass a TPA to move forward with my career how could I possibly fathom buying a home without the salary to support me.

The edTPA had an extremely negative impact on my personal life and mental health. The edTPA took at least 50 hours to complete. This took time away from my family and caused immense stress. Additionally, after the edTPA was submitted, the month of waiting for results caused anxiety and panic attacks. Moreover, the cost of the edTPA was financially straining. At teacher candidates, we already take 16 weeks of unpaid leave to do student teaching. Forcing us to pay \$300 for a performance assessment is not right.

The edTPA was stressful and had major negative impacts on my mental and physical health. I lost sleep, was very stressed out, and was not able to take care of my own personal/academic needs.

It was overwhelming to have to worry about another exam after having completed a preparation program and a masters program. It was a lot of work and time that felt unnecessary as I felt well prepared with the program I completed.

It was extremely stressful without an real validation or learning from the experience.

The TPA's were very overwhelming to complete. Not only was I student teaching, going to school, had a family, but I was also completing TPA's just to explain that I was proficient which I feel I had already proved by having my BA and passing all the other tests such as the CSET's and RICA.

I failed the initial draft submission to my university three times due to poorly communicated feedback.

It took time away from my family in many ways. It impacted my mental health.

It took time away from my home life, and ability to work for the period of time where I was completing cycles. While student teaching, completing coursework, and still attempting to manage a living wage to maintain residency in the state of California, the TPA did nothing other than consume valuable time with family, friends, or work.

I felt the TPA made me attempt to teach in ways that felt unnatural in order to fulfill requirements. It frequently emphasized language that rarely occurs within the actual profession, making it essentially unnecessary once a person begins teaching. It felt like a massive hoop I had to jump through in order to teach and get to enjoy my credential year as a learner. The TPA was a major point of stress. It's unnatural structure and language often made me doubt my burgeoning teaching abilities, which at times made me waiver on whether or not teaching was the right profession for me.

It was time consuming and made me depressed. Made me contemplate using drugs to finish.

The TPA was one of many factors as a new teacher that eventually led to one of the deepest depressions of my life. Being unable to pass the TPA initially was very costly, during a time when I had little money. It was very stressful because I had to go onto a temporary credential that only worked for one year. If I was unable to pass during that time, I would have few options for continuing to earn income and no longer be able to be in a classroom in order to continue to re-attempt the test.

It had a very negative impact on me personally. I was completely overworked with student teaching, working a part-time job to afford living expenses, and the TPA added zero benefit to my program. I was working 12-14 hour days trying to complete all my expectations and got sick multiple times from being overworked.

I had a miscarriage during my time of completing my TPA. It was obviously not caused directly from the TPA, but I was missing sleep and stressing over trying to complete it along with classes and student teaching.

The TPA made balancing student teaching (unpaid), my part-time job after school, and the rest of my life more difficult.

I was consistently sacrificing family time, planning time, and personal time to meet the demands of the TPA and the corresponding deadlines set by my preparation program.

I cried... often... and I thought about quitting teaching because I felt that if I could not complete the TPA that maybe I was not a good teacher. Many colleagues had to remind me that this test was not a good measure of my capability in the classroom. But my enthusiasm was very destroyed by the time I did the test for the 3rd time and did not pass. I also spent \$600 on the test, including retakes, which was not helpful since I did not get paid for student teaching.

Very high levels of stress. I spent over a hundred hours on each of the two cycles. I was constantly paranoid that my TPA would be rejected for one reason or another. I easily passed both sections, but it weighed on me for the entire year. It also took away a significant amount of time I would have spent with my friends and family. The credential program was challenging, but worthwhile. The Cal TPA was a strongly negative experience that colored my entire perspective of the year I spent student teaching.

The TPAs have taken an extremely long time. They have made me question myself as a teacher, when I get reviewed each year and pass with outstanding marks. I have had to purchase supplies for my TPAs, for some people they can't even work because they have to observe people in the classroom. The TPAs could be eliminated because principals of the schools do exactly the same thing when reviewing the teachers within their first 2-3 years of teaching.

Took a lot of my personal on top of student teaching and going to school.

I did not pass one of them and had to push back student teaching. I was then required to take a one day class that cost \$200. Seeing that I was working towards an art credential, the person running the "class" stated that they were not surprised that I did not pass because "the art people never pass".

TPA created stress in my personal life. Strain in my marriage and my work relationships. The Cal TPA pushed me into counseling and anti anxiety medication.

The teaching preparation program already had post-grad classes that were long that took place after a full day of student teaching. TPAs created another long and stressful assessment during this challenging time.

The TPAs were tremendously stressful. The pressure of completing the TPA while enrolled in coursework along with clinical practice was excruciating. I felt the TPAs took valuable time away for preparing for clinical practice and coursework.

I had a sharp reduction in my time available to complete my student teaching hours. The time I would have spent doing homework and making lesson plans went to working on the EdTPA. My DCT grew less sympathetic about accommodating the hours I needed to complete and submit the EdTPA on time, and this was the experience of many of my education program colleagues. In a word, it was stressful, anxiety inducing and very expensive cash grab. When it was all over, I was relieved, but not at all with a feeling of accomplishment. It took time away from my family, my schoolwork, and my lesson planning. My entire science single subject cohort failed the EdTPA the first time around. Having to do it a second time was demoralizing. I watched people decide they were walking away from teaching having just one month left to go of the program.

It was hard to complete a task that required so much paperwork while also learning how to be a teacher. It took time from me during my prep and my free time I see it as mostly useless.

It took an immense amount of time to complete and negatively affected my personal life.

It stressed me out and added unnecessary work in skills that I did not use in the classroom

It caused an unreasonable amount of work and stress.

Time waste

NA

It took away many hours from my family in order to draft the TPA

The immense pressure to complete the TPA (similar to RICA) is unnecessary in a MS environment

My anxiety skyrocketed, and I had a few very severe breakdowns during the three and a half years that I spent with the TPA looming over me during a global pandemic as I was actively running my own classroom and doing online school. When I got the email stating the TPA was waived for me, I cried. I feel like I wasted years of my life that I will never get back. I wasted

I was so stressed and overwhelmed. I gave up my weeklong spring break vacation in order to write the EdTPA. The last 2 months of our credentialing program was essentially how to pass the EdTPA. I was not able to focus on assisting my students in my student teaching program because I needed to spend time on writing responses for EdTPA.

Stressful!

This was a nightmare. I wrote 40 pages just to say I wrote it. I cried many times, and lost hours of sleep because I was doing my TPA while I was teaching and it was just not sustainable. I have seen many teachers almost quit because of the TPAs.

Item 2C: Educator Preparation Committee

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<p>Stress over the rubrics, paid extra for outside coaching to pass on first attempts, and pretty irritated that we can admit those who had the covid waiver didn't need the TPAs for a preliminary/clear, but everyone else does. Make it make sense.</p>
<p>I was constantly stressed out and often felt like i should change my career path because I didn't understand the TPA's</p>
<p>This was one of the most stressful and frustrating times in my teaching career. I very often felt like I was scrambling for information and explanation and at times did not even have a Resource to rely on and on the few times I was able to email an advisor I was not given sufficient support. I had a virtual mentor teacher pre-Covid that visited my classroom once in a semester. I did not student teach or have a coach teacher or have a mentor teacher that was a classroom teacher</p>
<p>The TPA was one of the first things that taught me to sacrifice my life-balance as a teacher. The TPA increased my anxiety.</p>
<p>I lost my job because of the CalTPA</p>
<p>It was massively detrimental to my mental health. It took away time from my students that could have been spent elsewhere. The cost of the TPA is also a hinderance. The cost to retake or have your test regraded is ridiculous. We are working and going to school. People training to be teachers are unpaid and in debt, adding costs makes it impossible for many to complete.</p>
<p>I became stressed out and overwhelmed. I withdrew from my family and became a totally different person. Waiting to see my results was extremely anxiety inducing.</p>
<p>Mentally drained. I almost quit teaching.</p>
<p>After student teaching for a full day, unpaid, I had to go home and do hours of extra work. There was practically no guidance as our mentor teachers didn't have the same requirement, and the university had little availability for meetings. I resorted to paying for a TPA prep pack (while not getting paid), and had to take time away from my family and friends. It negatively impacted my relationships. I spent most weekends working on my TPAs and had no time to even think about my own mental health needs.</p>
<p>Because of the lack of support and the cost, it created a lot of stress in my life . I felt lost. Also, as student teachers it is hard to work because we need to be student teachers. Therefore, many of us are managing a tight budget. The cost was a burden.</p>
<p>Increased stress and frustration and distracted from additional opportunities to learn and collaborate with educators.</p>
<p>It was an added stressor in my life. The school program provided no guidance. It was assigned, we were told good luck, and warned/threatened about failure and having to pay the college more money to retest. It felt like a last resort money grab.</p>

It caused a great deal of unnecessary stress and confusion
It was beyond stressful. It affected my family life and my personal health.
It created unnecessary stress and it was extremely time consuming where I could have been preparing for other things that would have had better lessons and outcomes for my students.
The TPA is a complete and utter waste of time. It took an extreme toll on my mental health during my time as a Student teacher, and it was nothing more than a pointless distraction that was hanging over my head for months afterwards. As stated, I was unable to focus on learning how to teach and had to focus on getting the material for my TPA done. That was what everyone focused on in my University classes. They didn't give advice about how to be a better educator, how to prepare for certain things like behaviors, or how to do sub plans or how to deal with administrators and parents. They cared more about getting you ready to pass the damn TPA. COMPLETE AND UTTER WASTE OF TIME.
It caused a major financial and personal stress that hindered my professional development in a critical stage of my yet-to-be-started career.
It made me lose sleep and made it difficult to relax till I knew I passed.
It took up an enormous amount of my time to tackle the first cycle of the CalTPA during my last semester of student teaching. Aside from preparing the lesson and activities I planned to film, the additional paperwork was exorbitant. Because of this continuation of work even after the lesson was filmed, I had to continue to sacrifice time that I could have spent making meaningful improvements to the next lessons on purely bureaucratic work. Having to complete the first cycle of the CalTPA also took time away from my university coursework, making the acquisition of both my preliminary credential and my masters degree unnecessarily difficult. Because of the expectation that we complete the CalTPA before we start our teaching jobs, I also felt extremely unprepared due to my lack of teaching experience in a physical classroom. Subsequently, I felt that I needed to spend even more of my time to adequately prepare myself for taking on the CalTPA so early on.
I already have a history of depression and anxiety and I had a VERY poorly skilled mentor teacher which did not make me feel safe in her room so I was very anxious throughout the experience.
It gave me an immense amount of stress
It was extremely stressful to try to complete without support!
It was stressful and I neglected my students.
I became overwhelmed, and reached close to a breaking point. I had a full time job (student teaching) was taking classes then had this additional huge report to write.
It was stressful and isolating!
It was so long and repetitive, it took a very long time to complete. After teaching all day, I would go home and write and it was very draining.

It caused many sleepless nights. Instead of focusing on my students and their needs my focus was on passing an assessment that was a poor measure of my ability to teach.

It added additional unnecessary stress.

It was financially draining, took many hours, and took me away from my newborn baby.

STRESS, ANXIETY, PANIC

It was another obstacle that I endured along with student teaching for free

I lost a contract with the district my first year of teaching because I could not pass the TPA. It took 5 times to pass it. Not to mention the financial burden that it was at the time.

The TPA impacted me personally very negatively by causing a significant amount of stress and taking away from my teaching.

Personally it took time away from my family, my hobbies and my job. I was constantly working and trying to pass the TPA I lacked the proper time and dedication to be successful.

The CalTPA ruined my life. I submitted it first during the Zoom learning year of '20-'21 and was disqualified for not having students on camera, despite the fact that it was DISTRICT POLICY to not require students to be on camera. It was a financial burden on me to submit another \$150 to hopefully pass, so I put it off for more than a year. I hate the CalTPAs with every fiber of my being.

I am under constant stress trying to pass the TPA. I have spent hundreds of dollars preparing and taking the TPA.

While I felt successful, The various TPA elements seemed sperate from district, school, and curriculum requirements. It left me wondering if I am doing what is being asked for, and will I be able to deliver what is required.

I almost quit multiple times. It did not seem worth it to me to continue going. Luckily, I had some great people at National that helped me finish. I missed many family gatherings and time with my family. I was also so stressed all the time and did not get to put the time into my actual class that I wish I could've. As a beginning teacher I was already experiencing teacher burnout. This pretty much destroyed the last few months of the year for me in all aspects of life.

The TPA was so long and stressful that it caused me to gain weight and have feelings of isolation and depression. It also cost so much money which makes it inaccessible to strong teacher candidates from underprivileged backgrounds. I had to use student loans to pay for it.

I was going through the death of my dad when I had to finish my TPA, and it was an unnecessary stressor to also be needing to finish something that wasn't going to help me in my future career.

It made it impossible to rest and recover from teaching. I was constantly working on the TPA rather than focusing on what the students in the classroom needed. I would imagine that it turns a lot of teachers off of teaching

before they have even begun. It feels like an administrative hoop to jump through that does not take into account the reality of what it's like to be a teacher at the beginning of one's career.

I was stressed, causing my mood to change toward my family, friends and students. I had stomach problems too; it was just so stressful.

I was constantly stressed and told by my blocker leader that if you don't pass the TPA you should not be a teacher. I did not pass on the first sets on the first try. I questioned whether I should even be a teacher because of this. I had multiple sleepless nights because of the TPA

Caused lots of stress and time

I was completely overwhelmed in a constant state of anxiety over doing the TPAs.

It was a source of stress.

It was very stressful and caused a lot of anxiety.

Very stressful

Made me anxious and was time consuming.

I completed the First TPA right before COVID so it had minimal impact. The second I attempted to complete during COVID and it became overwhelming and stressful.

As a mother of two children going back to school and teaching, it was time consuming and had a negative impact on my personal life.

Negatively. Fun is the first thing to be cut when work and assessments are taking focus.

It racked my brain while trying to complete it.

I hated it because I came into the profession to teach children not so much spending 21+ hours per week to write and edit 31 pages with choosing carefully the clips where the children are on their best behavior. It didn't help that COVID also happened.

It was difficult to allocate time during my student teaching and work obligations on top of my classes.

It was monotonous and was stressful to manage between the college and district.

It became a burden and felt like it took time from work I could do to plan, become familiar with lessons, and my personal life. It made teaching more stressful as a beginning teacher.

Extreme stress and I paid \$600 of my own money.

I was immensely stressed out completing the essay writing and formatting.

It was constantly looming over my head, which didn't help me focus on my career
Personally I spent weeks and countless weekends working through and editing and checking against the rubric so that I wouldn't have to re do the test. I lost out on so much of my personal time and self care that now that I'm not having to worry about the busy work, I feel much more calm and able to take the stress of daily and teacher life much easier.
It was overwhelming
I think it had a negative effect on me at the time, it made me feel insecure about my capacity as a future teacher. The process and parameters seemed intentional convoluted and thus demoralizing.
It caused a lot of stress.
It was overwhelming on top of student teaching, which is where I got the most valuable content for becoming a new teacher.
It was a lot of work that I never went back to ever again.
It wasted a lot of family time with my children because I had to write and plan all the lessons and the crop the videos. Also if you don't have the right software, it can be very difficult and frustrating to crop and upload onto the platform.
It is extremely challenging to work full days as a student teacher, attend your own classes & complete credential coursework, and work on your TPA all at the same time, especially when you are not getting paid for any of it. This is all even more difficult for credential candidates who hold a separate job throughout their student teaching, let alone other obligations they may have in their personal lives. It's hard just to HAVE a personal life.
It was a very stressful time in trying to balance my courses and still have to focus on TPAs.
It added a lot of stress to an already stressful situation. Student teaching, not working, taking out loans, and adding another requirement to get my credential.
It was very stressful and time consuming to get it all done. I was nervous about not passing.
It was very stressful while studying for other exams
It didn't.
It was stressful trying to make it fit what they were looking for when I am a PE teacher
It was extremely stressful. It was hard to learn to teach and worry about the paper and videos.
It added stress to the process of completing my student teaching.
Same as above

The TPA was very time consuming. They ask for a lot in that assessment. On top of classes and having to do basically 40 hours a week of student teaching, it became too much and took away time from relationships.

I spent HOURS working on the TPA. I was doing student teaching, working 10 hours a week, and going to afternoon/night classes. My life revolved around working or school. I would also do homework for my coursework and work on TPAs. I felt stressed and overwhelmed. Sometimes, I wanted to give up, but I genuinely have a passion for teaching.

Just added so much unnecessary stress, worry, and extra work to my life.

It was stressful to the point that I developed anxiety. I knew that I had to pass this to get my credential and if I didn't I wouldn't be able to teach anymore.

It took a toll financially, physically and mentally.

Again, just another thing that I needed to complete.

It was a huge stress and strain on my mentally and emotionally, and while I completed it with high marks, I also know that I have a natural talent for writing the kind of edu-speak that appeases scorers. Not everyone has this naturally and I know it was quite the drain on many of my colleagues, which in turn was a further drain on me because of the empathy we share.

It was incredibly stressful and the final product was not reflective of how my day to day teaching actually looked.

It was very stressful, took a lot of time and energy to prepare for and complete.

It took time away from participating in school events both for the school I was teaching in and college.

It took time away from family and caused unnecessary stress.

My personal life and time outside of school was lessened because of how much time the TPA takes.

It was very time consuming to complete. Therefore, taking away hours that could be used to earn money while in the program.

No life!

I didn't really have time for anything else while working on my EdTPA.

It was very difficult to have time for personal life and TPA along with other work.

Added stress and took time away from other aspects of life

I had to stay an extra year at my university as realistically I was not able to implement the second cycle of the calTPA from April-June as state testing is done in this time. Moreover, from August to September teachers must

set boundaries and implement consistent expectations so any CalTPA lessons and video taping had to do after which forced me to stay an extra year thus also affecting me financially so I could pay for the extra year.

I endured a lot of stress. It was something that impacted my life and career choice. If not passes I couldn't get a job. A different assessment is needed.

It took a lot of time from my personal life.

I was beyond stressed by it and it took away from my life including being able to devote myself to my student teaching experience.

It was just additional stressful busywork

Not horribly, but it wasn't fun. For others it's a huge barrier that is so unnecessary.

Both cycles stressed me out tremendously.

There was too much work that could only be completed outside of class and student teaching, leading to even less personal time or time to work for an income

Added needless stress to the learning process that was positive otherwise.

The edtpa prevented me from gaining a credential and the same pay as a classroom teacher while being on a pip or stp. This was a large cause of anxiety in the family due to testing requirements affecting income.

The TPA's were very stressful. I spent many days preparing until late at night. It was all I could focused on for that semester of school. It also brought a lot of anxiety.

It was the sole cause of stress during my student teaching and caused me to have to pay for another semester to retake TPA 2 when the only reason I failed was due to poor technology when filming the videos. I was forced to purchase an iPad to improve my video scores.

The additional workload of the TPA (writing up the report, uploading and clipping video clips, extremely detailed lesson planning) put a lot of additional stress and strain on my personally. On top of student teaching during the day and going to grad school classes at night.

The TPA took up a lot of time that would have been better spent with actual students.

The program I completed was already intense; I averaged 16-17 hour work days. TPA on top of teaching and course requirements meant I wasn't able to meaningfully reflect or apply learning within the time frame.

Completing the TPA reports seemed like it was never-ending, repetitive, somewhat unnecessary, and time-consuming. The time it took to complete the reports was the most stressful part of the TPAs especially for someone like me who took it very seriously and wanted to be thorough.

It gave me more work.

Not much.
I felt the skills I reviewed in the TPA were useful, but I ended up writing well over 80 pages including all the essays and lesson plans and spent many hours editing the videos...the ten or so extra hours per week on top of all the other coursework, student teaching, and 2 hours of commuting total per day meant I had almost no time for sleep or my personal life.
It negatively impacted me because I had to write lesson plans for my teaching, complete coursework, write a thesis, and complete the TPA all at the same time. It made it very difficult for me to work, do school, and have a personal life all at the same time. Again, if it wasn't so much busy work, it wouldn't have been as detrimental to me personally.
It added a lot of stress to an already stressful time of year in my first year teaching with my intern credential.
It was stressful. By far the most difficult year of my life. I was a graduate student, living in the Silicon Valley, student teacher M-Th (eventually Friday) , with classes in the evening. I would squeeze side jobs in whenever I could and didn't have too much homework
I spent over \$1,000 taking the edTPA. I believe it does not showcase my ability to be a classroom teacher. I learned the most through student teaching.
I was cranky, and anxious all the time.
I was fortunate to not need to work while I was completing on my TPAs, but if I had had to juggle a career with them it would have been very difficult.
It was the most stressful experience of my school experience
While I completed the CalTPA, this assessment took a MAJOR toll on my own person health and relationship. CalTPA was constantly on my mind, because I knew if I didn't complete this assessment all of the hard work toward my credential wouldn't matter. The reality is that it was much more the pressure and fear of the TPA that caused more problems than the TPA itself. Once I sat down and completed both cycles I felt like the process wasn't that bad - I passed both first try with great scores. I just believe that they cause a tremendous amount of anxiety within the new teacher community.
I had to lose a lot of personal time, after work and on weekends. It didn't feel like I had a social life or even time for myself because I had to worry about completing this, plus other coursework, plus curriculum, school responsibilities, personal responsibilities, etc.
It was stressful and unnecessary. I learned the most by teaching in the classroom rather than trying to justify my ability to meet arbitrary benchmarks.
Instead of spending time with my family on holidays, I was locked in my room working on TPAs for 2 Christmases in a row because that was the only continuous time I had outside of my classroom where I could sit and focus on it.

Took me away from family time during the weekends.
It's grueling and doesn't allow you to work any other jobs. Not even making what a sub makes is ridiculous. I could barely make rent. I had to work nights at Target making nothing. The mentor teachers I were paired with didn't really care and had aged teaching methods that were detrimental to the formation of my pedagogy and teaching skills.
It was very stressful.
I completed it while working as a teacher intern and I almost had a mental breakdown trying to get that done, manage a classroom on my own with very little experience and develop lesson plans for three preps with no curriculum provided. It was completely overwhelming and borderline traumatic. I felt there were better ways that I could have been evaluated to determine if i met criteria for a credential.
It took so much time to complete and then retake when I got one point off. It also cost a lot of money to do and redo. It took time away from my focus while I was teaching in the classroom.
Many hours spent away from family and my students to write extensively (thesis length) which was unnecessary or helpful to learning to be a teacher.
It was nerve-wracking and made me very stressed out.
It was incredibly difficult emotionally and mentally. The time, energy, and resources that went into preparing the TPA were unbelievable. Especially undergoing the process in the midst of COVID and online learning. The TPA was unreasonable in assessing the effectiveness of my submission, I believe.
Had a hard time focusing being a first year teacher, while worried completing TPAs on time.
Lots of stress and time away from family
It made a really difficult time even more difficult
Cried a lot of times.
The TPA's were exceptionally time-consuming. Coupled with lesson planning, and coursework, I felt horribly overwhelmed.
The level of stress having to complete the TPA and student teach while trying to figure out finances was a huge negative impact on my life.
The TPA left me with virtually no free time during my student teaching. I was fortunate enough to student teach full time without having to work. I can't imagine how people who were working full time and student teaching full time would have been able to complete the TPA without seriously neglecting their own sleep.
It took a whole summer for me to complete, making the year difficult to enjoy.

I felt that the TPA interrupted the experience as I focused on trying to prove myself to an assessor versus truly taking the time to learn in the field. It was more of a negative distraction.
I spent hours every evening typing the perfect answers after teaching all day in the classroom. My four children at home cried daily because they missed me. I had to get lots of support from friends and family. If I didn't pass my TPA I was going to quit teaching even though I love to be in the classroom and am an effective teacher. I couldn't put my family through that again.
Long hours and studying made a very stressful homelife.
None at all nothing but busy work
The amount of time and stress that it took to complete was far too great
It caused a lot of stress and tension in my personal life.
Caused undue stress while I was doing my year long residency and program coursework. This was during COVID shutdown. Additionally I received no stipend for my residency due to COVID. I was stressed financially and emotionally and had no time for my family (husband and two kids.)
added stress
Stressful. A lot of additional work and stress
It was an added stressor. Admittedly, I finished both the first and second TPAs partway through/during COVID so it was more difficult than it might have been otherwise, but, I think, even without that barrier it would have felt like one more (very big, career-breaking) thing on my already lengthy to-do list.
It took many hours to complete my TPA which did negatively affect my personal life. As someone with anxiety, it also negatively affected my mental health.
I had to take a lot of time off work to complete it. Filming could be stressful, and the work often felt redundant.
It was stressful given the amount of time that I had to spend on it, taking away from lesson planning and personal life.
High stress situations caused some mental breakdowns, put stress on my supporting teacher, and changed the schedule and routine of the students.
It was busy work that took time away from actually preparing for the students in front of me on a day to day basis.
It took a lot of time and stress when working full time for no compensation in addition to side work.
It was very stressful and overly technical.

It was time consuming, cumbersome, and expensive.
Na
It was very stressful managing the program, student teaching, and completing TPAs simultaneously.
It was a lot of time and stress to get everything ready. We were old school and had to use a video camera which was technology that I didn't own and had to find and borrow.
It was time consuming and the write up was long. It was very disappointing that I was one of the first cohorts that did the cal-tpa but yet they waved it for other candidates. I already had my hands full with course work and student teaching. Adding this in was stressful.
The additional cost of the TPA had a negative impact on me personally while completing my teacher preparation. I was already not being paid for working in a classroom, I did not need an additional expense to take a test to prove that I could be a teacher in a classroom.
I felt overwhelmed and less prepared for the classroom time because so much effort was expended working on the TPA assignments.
I was incredibly nervous and did not know how I'd do.
The TPA was very stressful and tedious.
Extra unnecessary work
It was incredibly stressful and confusing. The language was very difficult to understand and the instructions/requirements were difficult to created and do.
It was extremely stressful and pulled me away from the needs of my family and my students.
It was extra work in a time when I was already working a ton and not getting paid.
I was dealing with a death in the family the same time the TPA was due. The TPA was redundant in the work it required.
It was very stressful and took an obscene amount of time. It weighed on me the whole time while I was preparing for it.
It was a distraction from my student teaching and classroom takeover
I was sick and depressed for months
Very time consuming and anxiety causing work.
It was a completely unnecessary stressor. It took an inordinate amount of time to work on, which was horrible when I was student teaching full time along with still taking teaching classes.

It was a significant source of stress and I needed to step away from my family and taking care of myself (exercise, hobbies, etc) for several weekends to be able to complete it.
I spent many hours focused on the TPA, which took away valuable time from my family.
It created much more stress than was needed.
While completing the TPA, I was working full-time and student teaching. The TPA took any remaining time and it affected my mental health and wellness during that time.
The time and energy spent on the TPA was a personal hardship, as I was already a full time student and student-teacher. The TPA does not encourage healthy or sustainable work-life balance for teachers.
It added stress, took so much extra time, when people are doing teacher prep with no job, no income.
It was tedious work that added more stress to the teacher preparation work load.
I had to complete mine right when Covid hit. It was unnecessarily stressful. I spent hours working on the computer, which I don't find is effective for my actual teaching practice.
The process took a lot of time and caused a lot of stress, during an already busy and stressful part of my life. While I passed easily, it took a good amount away from other areas of my life.
Completing the TPA was beyond stressful.
I remember being stressed and spending a great deal of time outside school, work, and student teaching working on it. I felt like I was all consumed by the TPA at one point and was just trying to keep my head above water.
personally it was super annoying plus was not free
The deadlines were always during holidays and breaks which left little time for family and fun.
I completed it simply because it needed to be completed. It did not impact my student teaching, except possibly in a negative way because it took time that I would have spent lesson planning.
It took a lot of time, which was less time to focus on self care and family/friends.
It was stressful.
It didn't impact me personally.
Stress
I was always tired and stressed.
Personally, it took months to write. Hours and evening spent stressing over the results.

It was a lot of stress. I was worried about getting it right.
Added stress and took away from useful educational opportunities
It was frustrating and time-consuming—and in ways that had very little to do with teaching or learning.
The assessment stress me out.
They added to my stress. Some of it was good, like filming and reflecting on lessons, but again some of the questions were repetitive.
It was stressful and everyone in my program only barely passed. I have been told this is because the assessors tend to just mark it done as soon as you have enough points to pass, but that was really discouraging to a lot of us.
Stressful moment.
Stressful managing demands of TPAs and demands of student teaching
The TPA was a major obstacle but I prioritized the students along with my mentor.
It impacted me negatively on a personal level because it took forever to do and it was all just repetitive busywork. So it took a lot of time away from things that would've better benefited me. I did all four TPAs and it took me so many hours and I don't think it really contributed much to my teaching career.
The TPA took time away from my personal life. It felt like another stressor that was completely unnecessary.
The time I spent on the TPA took away from a lot of the energy I could have been putting into the fieldwork.
It personally affected me negatively as the workload was tremendous and extremely stress inducing.
It took away from the teaching experience on days I had to record for my TPA lessons. I was so worried about making sure I got all the right pieces for my TPAs, that I wasn't myself, was stressed, and was not being the best educator I could be.
I learned about various cultures
It was stressful.
Stressful
I lost sleep, experienced anxiety attacks, had a near mental breakdown and had to take a few days off from teaching to complete my edTPA write-up (that ended up being over 80 pages).
Yes. I started my credential program January 2020, and then was expected to complete this 100% virtually. Thankfully, I had recorded videos the week before school shutdowns. The TPA, in my opinion, compounded the

trauma of the COVID situation. Additionally, the stress of completing the TPA on top of teaching full-time (I was intern track) was more stress than needed.

I believe that the student teaching phase involves a significant amount of work, and having to complete the Teacher Performance Assessment (TPA) added to my anxiety, stress, and overall time commitment. Personally, it was a highly stressful experience for me

The stress of preparing for the TPA seriously affected my physical health. I had to enroll both of my school-age children in therapy as a direct result of the time I spent on the TPA (versus family time after work hours). I passed both cycles on my first try, but my second score was low. The comments in the feedback still bother me a lot. It feels silly, but my self-esteem and confidence as a teacher seem to have taken a lasting hit.

It was stressful and took away from the little time I had to relax, as well as taking away time from the useful and helpful things my university was assigning. It was an unnecessarily tedious hoop I had to jump through which provided zero benefit to my training and all it brought with it was stress.

It stressed me out and at time it even made me question whether I should become a teacher. I, and every other teacher I talked to, felt like this test in no way determined the efficacy of teachers, so it felt like a pointless hoop I had to jump through (AND pay for) during a time that was already hectic and difficult.

It was stressful and gave me anxiety for weeks.

It made my personal life challenging as I was juggling work, student teaching, and school

It was a waste of time that could have been focused towards classroom prep & the actual workload of a teacher

It added unnecessary stress considering I was already evaluated by my supervisor and my mentor teacher.

It was brutal!!! I would put my kids to bed and go to my desk to work on TPA requirements until my bedtime.

it took away from time i could have spent learning from my mentor

Personally, there were multiple emotional breakdowns while completing the TPA, as I had to write detailed lesson plans for my program, attend classes, meet with mentor teachers, meet with supervisors, teach a full day, and then also work part-time so I could pay my rent and bills. The amount of work the program already required took the majority of time, and the added stress of writing the TPA caused me to miss work shifts which led to additional stress over the lack of finances I had. The stress and lack of money got so bad the other teachers in the department gave me a tote full of groceries so I could at least bring a lunch.

It meant getting a part time job while I finished my TPA. The year it took, from completion to being reflected in the system was brutal. I had graduated, had no support, and earning less than my peers.

The TPA negatively impacted my personal life. Hours and hours were taken away from my focus during my student teaching experience and family life. I would have rather used that energy in my classroom experience during student teaching. I submitted a document of over 60 pages... and to what value?

Personally I was so stressed I was physically sick multiple times throughout the 15 week course.
Drained my psyche and eliminated personal time.
The TPA was challenging and I felt very stressed in completing the assessment.
It was overly time consuming and tedious
It was a much added stress that took away from student teaching.
I could not work full time.
Added stress, made me consider leaving the program
added extra stress, had to take time out of teaching to complete, did not help at all
I was stressed, crying, pissed off my mentor teacher, couldn't keep up with prep for my clinical placement, etc so it was a snowball effect that impacted everything i was doing. Especially since the TPA seminar people that guided us told me the day before it was due that i had to redo everything despite continuous check ins because it didn't meet the criteria.
The TPA process negatively impacted my personal life and my mental health. It happened to coincide with the death of my grandmother, which I was not even allowed by my supervising professor one day of bereavement, to grieve for. Completing the TPA came at a high personal cost to my personal relationships along with Completing the TPA came at a high personal cost to my personal relationships along with unnecessary additional stress to my working relationship with my mentor teachers. Yes, I said mentor teachers because I had two different mentor teachers at the same time. so, although I did complete my TPAs on time and achieve a passing score, I had to take several months off after the fact to process the fact that my grandmother had passed away, and I wasn't given any time by my program or any extension to complete my TPA to be able to process that. Who is going to compensate me for the cost of that?
It was very stressful as there were multiple parts. I wish it was included in my assignments during my credential program like it was for a colleague of mine.
It stressed me out in an already overwhelming credential program and put more work on my plate.
I had very little time to do anything outside of the TPA and student teaching.
It helped but it was difficult to make it practical for what the requirements were with technology with my subject matter.
I was a teaching intern so felt a bit unsupported. It was "just another thing" to add to the workload alongside regular curriculum planning, keeping up with university coursework, and juggling all personal life. The minutiae of planning is something I have never done since that time!
Time consuming, stressful.

I had a baby at home so it was rough. Luckily, I had a huge support system that made it possible.
Stressed, and over thought the entire process.
Each cycle took about two months to complete. That's a long time and the stress and pressure to finish was a lot.
It took more time away from my family than I would have liked.
I wasn't sleeping much (homework and working full time)
I have never been so stressed out before. I have a high stress tolerance but that experience almost broke me.
I was so focused on the TPA, I didn't have time to decompress or detach from school hours.
Added a whole lot of stress, but strengthened relationships with my fellow teachers also going through it
It was stressful since my mentor teacher refused to give me time off. My mentor believed that once a student teacher starts teaching, they do not get any breaks except for illness (this was NOT the case for others in my cohort).
It was a lot of work in addition to student teaching so it was extremely stressful and took up most of my free time
It was too much work- real preparation is done in the classroom
It was highly time consuming, which was challenging during an intensive program.
It was of course a lot of work and stressful. I submitted my edtpa march of 2020, one week after everything shut down for covid. I was able to meet the deadline, but I appreciate that we were given extensions and flexibility due to the circumstances. I think the bar for having a teaching credential needs to be high, we are professionals and I do not appreciate that teaching is seen as "anyone can do it" and the lowering of standards because of the teacher shortage is not the answer. The edtpa is part of creating a high standard for receiving a teaching credential. However most of my colleagues from my program got teaching jobs without completing the edtpa and were still competent and successful teachers.
It was very time consuming.
It took a chunk away from family time.
It was long and tedious. It took up a big portion of my personal life.
It was a lot of work added to a busy schedule. Making sure the wording was correct and everything was in the correct place made it stressful.
When I was completing my TPA I was also planning my wedding. I think my last one was due the Friday before my wedding. So I was super stressed out about it. But it helped prepare me for teaching and prioritizing things that had to get done no matter what was going on in my social life.

Time and energy dedicated to this assessment is not given to teachers who wear many hats.
TPA was a challenge during the COVID Pandemic. Personally added a lot of stress in a time where stress for most of the public was at a high.
It was frustrating because I would keep getting different results each time I submitted it.
I believe it to be stressful and high stakes- it's lengthy as well.
It was very stressful. It was a lot of work and anxiety.
It was very stressful and a lot of anxiety built up as it was a final project and there was little time to correct if something went wrong or need to be corrected or redone.
It was very overwhelming not being able to focus just on teaching. I wish the TPA was part of the credential program.
It was stressful and time consuming, but that is typical of being in a university program.
I did feel that the TPA was an added stressor for work- on top of Covid and all other occurrences at the time.
The TPA impacted my personal life in a more negative manner as it completely took over my time. The majority of my time away from student teaching and university classwork was spent analyzing, writing, editing, and discussing edTPA. It made it difficult to fully balance work, school work, student teaching, and social/personal life.
There was no work life balance. I was constantly working. My social life became non existent. I feel like the TPAs were made to be a huge hurdle that I needed to overcome to enter the classroom. I think the amount of work needed to complete it needs to be re-evaluated. If I have to go through induction anyway once I get hired at a school and have to basically do another version of the TPAs (Inquiry Based Questions), what's the point of doing the TPAs in the first place?
I was very stressed out and did not have much time for me. It was a long and hard few weeks as I finished it up and planned for it.
The TPA was very overwhelming and caused me to have a lot of anxiety. Since I was student teaching (unpaid) having to work an evening and weekend job in addition to completing my credential program it left hardly any time to complete the TPA. It did provide me with the importance of time management which is a huge part of teaching and maintaining a work/life balance.
It is a large amount of work, and teaching already puts a significant onus on professionals in the field outside of the work day. This further impinged upon my ability to find time to take care of myself properly.
It had no impact because I'm a professional educator. My personality as a teacher is strictly to teach, so there was no change.

It was stressful but in a good way I wanted to do well on it and pass it
While challenging and time consuming I was able to complete within my student teaching period.
Although it was a bit stressful it prepared me to overcome challenges.
Helped me with professionalism to prioritize tasks and deadlines.
It made be talk to my other potential teachers in the program
It was exhausting and nerve-wracking but for the most part it made me more self-reflective of my teaching style and student impact.
It did not impact me in a negative way. I just knew I had to get it done.
Learned to understand my community
I was not able to spend as much time with my family
It was difficult to manage the workload but teaching is a lot of work so it was good overall.
It showed me the importance of self reflection, and accessing available resources to better meet the needs of students.
It was more work on top of student teaching hours and courses, but it didn't have too big of an impact.
The TPA impacted me personally because it helped me to reflect on what worked and didn't work for me as a student.
It didn't affect me personally other than the aforementioned.
With good time management it had very minor impact.
I found it to be professionally satisfying because I enjoy planning and reflecting. However, it was very stressful and I believe I was able to complete it because I was at an early point in my career and had more time on my hands.
I marked positive above, but really, it neither negatively nor positively impacted me on a personal level.
Same as above
The TPA was stressful but my credential program did a good job balancing coursework with the TPA.
It definitely stressed me out, but also prepared me to be able to defend my teaching practices, move forward with best instruction based on relevant data and research, and was something that I knew I would never have to do again in that much detail with as significant of a time constraint as that instance, which made a lot of other parts of full-time teaching feel easier by comparison. I like that it made me truly think about why I was choosing

certain instructional practices, and whether or not the students were directly benefiting in a tangible way from those decisions.
I felt it was good practice.
Lots of stress and anxiety.
I was very overwhelmed, to the point I cried multiple times while gathering evidence to submit.
It took up time and stress, since my program did not provide enough guidance or support
It had a negative impact due to stress, work load, and time. However, it's realistic to what teachers do in classes
It was extremely stressful and time consuming. I was working 40+ hours a week and going to school and completing the TPA. I'm not sure the stress and anxiety was worth it.
It perpetuated my anxiety, contributing to weight gain, hormonal acne, feelings of hopelessness and irritability, etc.
It was extremely stressful but I'm thankful that my program helped us chunk it and stay on track.
It was stressful and had no bearing on everything I have had to do as an educator
stressful
The TPA process was a huge hurdle in my personal life. I was not sleeping, had to take time off of work, and isolated from my family for most of the months during this time. The only upside for myself was that I was not a parent; although being a caregiver for my parents was something I tried to balance during a portion of time when I completed the TPA.
I did not have a personal life at the time. The EdTPA workshops, prompts and video recordings took hours to do and analyze. If recordings did not meet the requirements they would have to be re-recorded and lessons had to be restructured before the cycle date submission. The commentaries for the EdTPA were up to 10-12 pages long. When the appointed edtpa professor looked at the draft submission, I would receive generic feedback with notes to redo/retest students for data/trends. This was very time consuming.
I was overwhelmed by taking classes full time and working full time, but my classes prepared me. We were able to bring practical examples to class, student work samples, etc.
It was a lot of work
It was stressful. Some of the pedagogy seemed irrelevant when you go into practice. TPA 3 and 4 have most impact on my practice as I have a habit now of reflecting.
It was busy work and expensive.

It took a very long time to write and that pulled me away from other things that needed my attention.
It added additional stress through my preparation program.
It was all-consuming. I was very stressed and not living the most balanced life at the time.
Took a lot of time to write, answer questions, etc.
Took a lot of time for compile information that is not necessary for graders.
Waiting on results impacted my ability to switch from intern to preliminary & my status in my class was changed to a sub for 2wks
It allowed me to reflect on my teaching style.
It gave me more confidence as a young teacher.
Completing the TPA was a stressful experience. I did not complete the final TPA by an arbitrary deadline set by my school site, before the end of my district-intern program. It has become clear in hindsight that my school site used the TPA as justification to arbitrarily terminate my employment as I completed my credential program (I was asked a few weeks later to return and refused).
It was discouraging, as it felt I was putting a lot of work into something that would not be extremely relevant. I would like to see current teachers (actually in the classrooms) be on a committee to come up with a relevant and accurate assessment for incoming teachers, rather than several essays and videos/annotations. Also it costs too much in a time when you make no money, and are actually spending money (tuition) to do someone else's job for free.
The spring is a very challenging time to be a teacher. I waited until the last minute because I was overwhelmed all year as a full time student and full time intern teacher, & figured I could use my whole sprint break to really type up the 70 page report. Unfortunately, I got broken up with the first day of sprint break, but because the deadline of the TPA was so firm, I sat down and wrote and analyzed the whole spring break while distraught and had to take a day off work as well to finish up the length of the report.
It was a lot of work! I got very little sleep. Minor hiccups in the process would send me into desperate crying fits because I was just so tired. The demands of the TPA often but not always lined up with my student teaching work, so there was a lot going on. I lived in front of my computer for the duration of that process. I became isolated in the world of student teaching and CalTPA writing/prep. It was not healthy.
I developed vertigo for the first and only time in my life while completing my TPA, as I was also taking credential classes and completing my student teaching assignment. There was way too much work that was unnecessary for preparing me for teaching.
It took so many hours. An exhausting amount of hours to write. probably 80 plus hours? For me I was teaching full time and had a family and it was too much especially because I had to repeat it and put in ANOTHER 80 plus hours to complete it.

The idea of being given a measurable score was not helpful and caused a lot of stress and anxiety. It should have simply been a pass or no pass measurement as it made many cohort members compare scores to one another.
It was a lot of work and I had to make severe adjustments as we went online and asynchronous while I was supposed to complete it.
It was stressful to complete with school work and work to pay for my teaching credential/bachelor's student loans.
It was super stressful, but made me stay focused while going through the credential program, working, and student teaching simultaneously. To me, TPAs were there as a hurdle to overcome to make sure everyone in the credential program was serious about teaching. My TPAs were four 50+ page papers; I believed that they were there to weed out those students in the credential program who weren't 100% passionate about teaching. Maybe without those TPAs some teachers not completely serious about teaching challenging demographics (first-year teachers usually get the worst classes) would have left the class mid-year. I've seen it with teachers who did complete their TPAs.
I spent 400-450 hours working on completing TPA 2 over 4 years. I spent a lot of free time and summers working on it. I did pass it, but only after not passing it by one point and resubmitting 6 weeks later after spending more of my free time. Often, the evaluator is from a Junior College and is not even familiar with the standards, especially in a Physics course integrated with Earth Science, which is not a traditional Physics course.
Writing the narratives to the standard expected of us required a lot of time, effort, and typing, some of which I felt was redundant.
It consumed a huge amount of my personal time and thought space. It was very high stress.
It was difficult. I stayed up many nights and attempting to complete the TPA took time away from my family. (A necessary sacrifice because I really wanted this)
I was super stressed and sleep deprived all throughout my student teaching.
It was very stressful but not unmanageable.
I was completing two credentials at once. It was stressful the pressure and consumption of time. It's definitely good to have something but it doesn't signify a good teacher from someone who is good at the monotony.
It was time consuming and felt redundant. While it could be meaningful and impactful, it ended up feeling more like busy work as I already have reflective practices.
It was very stressful, and somewhat discouraging.
It was a lot of work and led to many late, stressful nights. Using current examples from the classroom helped me complete the TPAs
N/a

The 4 TPA took a substantial amount of time to complete adding stress to my life.
Since the CalTPA was so high stakes it added a lot of stress to my life while completing my credential.
Although the TPA's can be helpful in developing as a professional, they are stressful and that took a toll on being able to spend time with family or for self care.
While completing the TPA it did affect my personal as it is time consuming. I was working, going to school and then trying to complete 2 cycles in less than a 6 months. I was stressing but I do take responsibility for trying to complete both cycle in that timeframe was crazy.
I believe the TPAs are a great tool for teacher development but I did also feel overwhelm during the process of meeting the requirements. I personally felt stressed with not having enough time in the day to clearly explain the process that took place in the classroom after a full day of teaching.
It was a lot of work to complete and took time.
Made a neutral impact
It made me realize the areas I needed to work on.
By having a hands on experience in the classroom and reflecting on it after watching a video of my teaching, I was able to see more in the classroom. As I was teaching, I was not able to catch every child's reaction like the camera did. This help me reflect on my teaching and push me to make sure I look around the class more frequently. It help built my teacher philosophy. In the more personal perspective, it help me know with clarity that it was the profession I wanted to seek.
High stress like any high stakes assessment but manageable since I didn't procrastinate
It helped me to be a reflective practitioner.
It was stressful, but I tried my best to complete it.
It was stressful because of people made it seem harder then it was
Create mentorship and professional relationships and professional goals
It was very stressful and the TPA specifically made it so that I did not get any breaks from student teaching or college because I had to spend thanksgiving, winter break and spring break writing it.
It's putting a lot of stress and we can't redo it . If we fail we need to start over again a new lesson .
Made me worry I wasn't going to get my credential if I didn't complete the paperwork.

It was a very stressful and time consuming assessment. I withdrew a lot from spending time with loved ones and hobbies to lock myself for hours on end to complete TPA templates. This caused me to have emotional outburst and feel depressed.
I learned time management, what to look for in student's education needs, and understand the barriers to education
I felt it was a valuable step in self reflection.
The TPA impacted me negatively because I was already jumping through so many hoops that felt unnecessary (I got my credential in 2009), so it was another stressor to add.
Didn't impact me
It definitely was time-consuming, but with a preparation program and support it's attainable. Candidates should be aware at the start that time management is CRUCIAL!
Long unpaid hours of work on top of regular work.
Does it really impact me?
Personally, it took a lot of time (cycle 2 took more than cycle 1).
It was stressful
I had to give up family time and work hours to complete.
It was an added stress to my life and workload. While I was completing TPAs, schools shut down and I had to work with what I had recorded at the time. Years later, I passed both which was a huge sigh of relieved. However, they were extremely time consuming and did not add much value or thought to my teacher preparation.
Very stressful, but due to covid I was unable to complete filming
Fucking tiring, especially not knowing if I passed or not
TPA time was very time consuming but that is to be expected when working through a credential program.
It was stressful but manageable.
It was a challenge. Especially the video taping.
It was a lot of work but manageable.
There were many late nights and more planned lessons that helped me to evolve as a teacher. I now know there's not only one way to measure student knowledge of the material
It didn't. The stress of the TPA is nothing compared to the stress of the actual job.

It didn't have a major impact. It was just like any other homework. Being a teacher was something I wanted, so this wasn't going to stop me.

It was part of learning how to multitask.

It was a little stressful, however plenty time was given to complete it. If there is a shortage, pay teachers more. Don't dumb down our career for others.

It was a stressful component to have to complete while teaching full time. Since I was an intern teacher. But I was able to use my own classroom and trusted students.

It helped me consider how my decisions would impact students

It took time management- but so does being a teacher.

This is what the district, and admin want to see.

It took so much time between student teaching and working and the tpa they I would only get 3-5 hours of sleep each night and had multiple emotional breakdowns

My personal life was greatly impacted by the TPA requirement. I have a job and a family. The TPA and all the sections that needed to be completed took away from my family. It also added so much extra stress and were expensive to have scored.

It took time, but my program did a good job of making sure we had time and started on top of it

The TPA was definitely uncharted waters for me, a challenge that I felt made me realize whether or not I would be capable of teaching. I felt the payoff was worth the effort a million times over.

It was one of the most difficult tasks I have ever had to complete, but it was that much more satisfying to complete.

The TPA was rigorous, so it required a lot of my time to complete. However, it is segmented into parts and then to smaller parts, so that it is something that is done over time. I was able to work on it over time as part of my homework. It was time consuming, but within my expectations in taking the teaching preparation program.

No impact.

It caused a lot of stress.

It did take up A LOT of my time

I completed my TPA during the start of COVID. I had all the components and typed up the TPA. It did not impact me negatively as it allowed me to continue learning.

Yes it was difficult and time consuming, but it proved we could follow through on challenges. It made us look and think about the different parts of teaching and how they are interrelated.

I felt like it gave me a good idea of how to properly structure a lesson plan while implementing certain things that help guide students, such as the rubric.

I had less time for my own wellbeing and mental health because I was juggling part-time work at Target, student-teaching, TPAs, and my credentialing classes and coursework. It was a lot, but I think it was all necessary.

The TPA was very stressful to complete on a personal level. I was working on an intern credential in my second year of teaching, and it was really hard to balance doing my job well everyday and preparing, delivering, and reflecting in writing upon such high stakes lessons for the TPA. It added a huge level of stress.

It was stressful but it helped me become a better teacher and use it through my student teaching.

Very very stressful, however my university helped me understand the TPA. Even though I failed the first TPA, my university was there to support me and prepare me for the retake.

My hours afterschool was devoted into TPA.

The TPA greatly stressed me out.

I was very stressed, however it put me at ease that it was broken up into 2 parts. I was stressed and anxious about the first TPA, but once I received the score I felt at ease and calm when completing the second TPA. It definitely took a lot of time and energy, which at times pulled me away from family time.

It was overwhelming to complete the TPAs. At the same time, I did turn them in during the pandemic, so I know that added to the stress I was feeling.

It took some family time but was usually completed at night after my kids went to bed. The impact was minimal.

It was difficult to go to school and teach for my mentor teachers without pay. That was financially disabling

It took a lot of time but made me better in the classroom overall

It was difficult, but overall helpful.

It didn't. It was just an annoyance, but a standard to adhere to.

It was a lot of work but it helped me become a better teacher because we had to show our understanding of the teaching concepts and teaching strategies.

It took time from my personal life; however, this is a profession and teachers are fostering the future. CTA should be looking to foster great teachers, so teachers can in turn learn to foster great young citizens of our communities.

It was a lot of work. I spent a lot of time completing it. It was a requirement that made me realize the importance of working hard as a teacher. I felt like it made me really consider if I wanted to put in the work required to be a teacher.

Though time consuming, it was a great way to take my theoretical learning and tie it to actual in-class performance. I would say this is more important than the actual coursework.

It was difficult and I didn't like it, but I learned from it.

It was hard, but worth it to fully understand.

It required me to spend time lesson planning and analyzing my teaching performance.

It was not a negative.

As a parent, I have a better understanding of all areas of teaching.

It was a lot, but it kept me honest and preparing high quality lessons for my students.

It required me to be disciplined, work hard, and sacrifice to achieve a goal, just like we teach our students to do.

Personally the TPA seemed like a lot of work but the program at Sac State really helped have certain deadline to when we should record our videos, a deadline for writing out a section, another deadline for another section of the TPA which helped a lot on staying track of the deadline. This really helped me since I tend to procrastinate.

It allowed me to organize, structure, and define my teaching style. It allowed me to analyze what I was doing and why.

APPENDIX D: Open-Ended Question #2

Which aspects of your teacher preparation program best prepared you to meet the needs of student in California schools?

I believe the student teaching portion prepared me the most. We analyzed data and lessons. We had to analyze recorded lessons with our supervisor. It also gave us time to discuss underlying issues with peers (just as we would in a normal school staff meeting).

Collaborating with other teachers in the field. Observing various classes and student teaching was very beneficial.

My district's induction program.

Visiting classrooms, watching other teachers teach, and subbing.

Student teaching itself taught me a lot along with my course work on how to create lesson plans and analyze student weaknesses and strengths and how to adapt to their learning needs.

The readings assigned and the discussions in my university program were most helpful. We discussed scenarios and logistics of teaching.

Student teaching and collaborating with my mentor teacher and other teachers at my site.

Student Teaching was the best way to get hands-on practice before obtaining a classroom. Mount St Mary's did a great job in all of their courses to prepare me. The strategies and knowledge obtained in those courses are still being used today.

The aspects that best prepared me were my classes at CSU Fullerton, and having classes that focused on how to plan fun and engaging lessons, as well as classes that focused on how to deal with real-life classroom issues, such as classroom management, organization, and interacting with parents. I also really benefited from my time in a physical classroom where I was able to gain hands-on experience.

Spending time in a classroom student teaching. Also, observing multiple teachers to get ideas for different styles of teaching. I also enjoyed when I got to work with my peers to collaborate on designing unit plans instead of 1 day, multi-page lesson plans. Looking at how a whole topic would be taught over the course of a week or month was more helpful than the individual day by day. I enjoyed working with my master teacher and seeing all the parts that come with being a teacher outside of just teaching in front of students.

Lesson planning and seeing how assessment are best used

Student teaching

The classes showed me how to find the standards. The classes then showed me how to lesson plan and organize my thought on a lesson.

Student teaching
The aspect of the teacher preparation program the best prepared me for teaching in schools is working with students in a student teaching setting. Working with students is the only way to truly know if you want to get into education. You can be a great lesson planner but not good with kids, the best preparation is actively doing it, which would be teaching.
Observing in many different classrooms, student teaching, and working with other teachers at a real school in a real classroom was the best preparation.
I became the best teacher by working in the classes room with students and had guidance from my mentors.
When asked to dive into demographics and review the schools repost card helped to see education on a more in depth level. Induction was very helpful as well with many relevant trainings and reflections on campus wide activities and in classroom lessons
Student teaching
Classroom management and SEL
I felt my coursework on assessments, EL students, and students with special needs prepared me the best to meet the needs of students in California schools.
Meeting with my mentor teacher helped me the most. We would meet weekly to talk about the good and the bad. He gave me helpful tools to be successful.
Collaborating with others, peers as well as mentors.
The basic reading class that should be the whole of the credential program as reading for comprehension is what teaching is all about and what students in California are struggling with most.
Observations and student teaching
My clinical practice
Working with ELL students and addressing their needs in the classroom.
Due to the pandemic, I felt my courses helped prepare me to lesson plan but the program did not help prepare for how students were affected and learning from virtual.
Site-based mentorship and collaboration. Also, collaborative experiences with other teachers in my program.
Physically, working within a classroom
The passionate educators in the teaching field and resources provided.
Student teaching

What prepared me the most was working in a variety of classrooms.
Doing hours in schools! Having real experiences in the classroom and with students.
None of it. Hands-on experience was the way to go for me. No exam prepares you for a real life classroom. Being in the class, learning about students and with students is the one exam we need as educators. Maybe send in a real life person to observe us, don't have us write and record videos. Those responses and clips do NOT show anything of what really happens in the classroom.
I learned the most from my student teaching experiences. I would love to have had more time doing that.
The service hours and being in the classroom was the most beneficial. Nothing will ever beat the hands on experience that is learned while being there.
The coursework reading and discussions helped build a foundation but my experiences in real classrooms student teachings had an immense role in preparing me. Seeing the real setting is everything. Also planning, teaching and reflecting on lessons I taught with my mentor and supervisor were far more helpful.
Working with my mentor teacher and having that hands on experience prepared me to meet the needs of students in California schools more than anything else in my prep program. A lot of the courses I took weren't relevant to what is present in schools today. I learned a lot from the EL course I took, such as how to scaffold, what strategies work best in the class, and how to meet the needs of EL students in general. Aside from that, no other course helped to prepare me for working in a classroom. I also learned a lot from being observed by my admin and induction coach and reflecting on their observations. I believe the induction program was way more helpful in preparing me than my college program was.
I loved my Math Methods class. I think out of the entire schooling experience at East Bay the Methods class helped me most.
Working with my mentor second mentor teacher and being able to plan and do lessons in the classroom. Receiving feedback from my supervisor and mentor teacher on my lessons was extremely impactful because I was able to learn and grow as an educator.
The coursework helped me understand the psychology behind teaching, but my student teaching experience was by far the best, most helpful portion of my teacher preparation.
Student teaching
Due to finishing my credential during the start of Covid, I had a lot of professional development regarding inclusivity, diversity, and meeting the needs of all students.
Learning how to understand different types of students - EL and other special populations.
Student teaching and mentor teacher

I found what I learned in my courses valuable, plus teacher observations, student teaching, and, although it's not part of the program, sitting in on whatever meetings I was invited to helped a lot. One course in my program specifically had us plan for and teach one class period as part of our coursework and that was a valuable experience as well.

The best part was working with my mentor teacher and talking to my university supervisor. I could discuss the real life issue and get feedback.

Learning routines and styles of education as well as common IEP needs in direct instruction, observing veteran teachers in their classrooms, having an on-site mentor available to monitor, ALTHOUGH much of the time with on site mentor was spent discussing preparation for the TPA

What best prepared me to meet the needs of students in California schools was the hands-on, in person student teaching and collaborating with my mentors and professors.

Student teaching helped a tremendous amount as well as induction. Having a mentor teacher throughout the process was a huge help. They were able to help answer real life things as well as show me how to handle many things I would be faced with.

My experiences within the classroom.

The student teaching portion. Being able to collaborate and learn from experienced teachers while actually performing the job is what prepared me the most.

Student teaching and working closely with my mentor teacher was the best preparation for the classroom. The second best preparation was meeting with my university mentor teacher and classmates who were also student teaching at the time. It was helpful to hear the strategies they were using in class, sharing best practices, and knowing that challenges are in every classroom and discussing ways to overcome those challenges.

The most significant aspect was the in-classroom student teaching. True hands on experience with classroom management, teaching strategies, learning about and working with different types of learners to help all be successful, and learning how to effectively lesson plan. Actually doing the work with supportive mentors is where I learned the most skills to be a successful classroom teacher.

I did a district internship, so learning on the job and being able to apply theory directly was what was most useful.

Hands on, having student teaching helped but it also created a financial burden being in a classroom full time and not getting any pay

Being an intern because no class can truly prepare you for having your own classroom and parent interactions/ contacts.

Induction , student teaching, field observations , writing lesson plans.

Meeting with a mentor was the best preparation I ever received other than getting my bachelors degree. No meeting, assessment, or observation ever gave me half as much knowledge as meeting with another teacher did.
Practical classes, where we wrote lessons and practiced delivering tasks. Anything with classroom management. Phonemic awareness instruction
Student teaching
Collaboration and learning more about different types of manipulatives (UDL) were the most helpful.
The student teaching was the only real aspect of my teacher preparation program that prepared me to teach students in California.
My student teaching best prepared me for the realities of teaching and helped me understand and meet the needs of my students. I enjoyed applying coursework.
Student teaching experiences in the classroom and collaboration with my cohort in my credential program.
Student teaching and methods classes.
Student Teaching, I wish csula had a apprenticeship program rather than a short 6 mo. assignment
Working directly with good teachers and supervisors. Time in the classroom with a quality observation, focused feedback, and support to make meaningful changes.
Student-Teaching, mentorship, collaboration
Working in classrooms as a student aide for students with special needs— developmental, emotional, &/or physical disabilities. Volunteering long term at schools— for bilingual education.
The best preparation was observations that I received from my mentor teachers at my site. My campus coaches were amazing.
Support from a mentor teacher or university mentor.
My specific content area classes for example the classes I took for EL students and students with specific learning needs. Those classes really helped me. I was the one seasoned teachers turned to for information about EL students or how to read an IEP but I had a good understanding about it.
Just my university supervisor. Most mentors or teachers in the classroom had no insight into what the TPA was or how to do it.
Learning from professors and mentors and collaborating with coworkers.

My student teaching and observations because I had a chance to see other teachers working in action while also putting everything I learned from my program into action.

Nothing prepared me for the needs my students might have. It might have been because I was going through the teacher preparation program during COVID.

I think the actually student teaching along with the classes that taught what the standards are and how to read them and ways to teach the standards to different grades, strengths, needs, etc. I learn best from examples, so I still continue to seek ways to do things more effectively via other teachers on Instagram.

My master teacher let me come everyday so that I can get the most out of the experience, even if I couldn't see everything.

Mentorship

Actually being inside a classroom. It was a disservice to all students with the online credential program and student teaching. The only thing that helped was being a part of a strong and experienced team my first year.

None! Being a teacher first year prepared me. Parent conferences, open house, using the curriculum, scope and sequence, collaborating with grade levels, reading groups. State just wants money

Working directly with students in the classroom

The student teaching semester

Having my supervisor and my mentor teacher visit me weekly and give me immediate feedback as to what I was doing right and what I could improve on helped a lot. At the beginning of my student teaching I was very soft spoken and once I got my first job as a teacher of record I was more stern and assertive with myself and the students recognized that.

The aspects that best prepared me was having formal observations from my mentor and site supervisor. They were able to give specific feedback about my teaching that I was able to implement right away into future lessons.

Ability to student teach and collaborate with mentors. Student teaching needs to be paid to allow this opportunity for more folks

My student teaching and coursework provided by Sonoma State University best prepared me to meet the needs of students in California schools.

Listening to veteran teachers and reading the books they recommend. Focusing on the needs of students from underserved groups was very valuable

Unfortunately, my student teaching was completely online due to COVID. My teacher preparation did not help me prepare to teach. The only thing it helped me do was learn how to be more tech savvy, such as having slides to teach with.

Meeting with a mentor
Student teaching was the most helpful, by far. Group work, collaborative discussion, and networking and forming friendships with my cohorts were also incredibly helpful. Lectures and reading books dense with academic language were the opposite of helpful.
I loved getting to observe other teachers. Seeing examples of active teaching and tools to use were the most helpful. I did learn a lot from my student teaching, but it was an added stress as we don't get compensated for it and many of us had to work multiple jobs and/or take out more loans.
Hands-on, in the classroom experience with veteran teachers.
It met only half since taking a course and learning is a lot more different than being in an internship/student teaching.
Courses dedicated to reading instruction, sensitivity to student needs, designing/utilizing curriculum to meet the needs of all students were extremely beneficial.
Mentor Teaching and classroom observation/debriefs. Talking with students about their fellow struggles and triumphs; collaboration with student teacher and university professor/mentor teacher alike.
Working with the master teacher in her class. Best experience of the whole program.
I think working hands on with students and mentors was the best thing in my education.
My student teaching experiences best prepared me. Being able to be in different classrooms and working with different types of tenured teachers and their students helped me learn a lot, fast.
The student teaching portion of the credential program was the most beneficial to prepare me to teach. I was learning from an experienced teacher who was able to model different strategies and listen to my ideas. Then I was able to practice as I was taught with real student in a real setting.
I think part of the best help of the credential program including induction was having the chance to speak to teachers in the California system and the reality of where students are emotionally financially economically and how that impacts the student as a being versus a test score. We don't need our credential programs or induction to sugarcoat the reality of our students, that's what social media is for like #teacherinstagram. But being able to speak to experienced recent teachers of how to handle classroom management, behaviors and the difficulties our students face regardless of their placement on their exams was crucial and reassuring to hear when it came to the difficult days I had in my own classroom. It was comforting to know that I was not alone. Another aspect that supported me was the general and somewhat detailed coursework related to sped and RSP students because as a gen Ed multiple subject we will have those students and need to learn the process required federally and statewide. I had been witnessed to a lot of IEP meetings and never was able to follow along what was being said until those courses broke down all the acronyms and the forms and the modifications into plain English and it took a load off of me knowing that I was aware of the basics and not sitting in a meeting

clueless. Which then allowed me to come prepared to those meetings and give my full support or comments as necessary for the students and their interventions/modifications.
student teaching
I had 1 professor that taught us skills to actually help us in the classroom. The rest of it felt like busy work that I have not utilized in the classroom.
It trained me in student behaviors and collaboration. I did not feel prepared after finishing the program.
Honestly, only my 2nd year of induction. I was FINALLY placed with a great mentor, who really took his time to show me curriculum and observed me over 30 times, co-taught lessons, went over data, etc. His feedback was way more valuable than any TPA feedback on only one lesson.
Student teaching.
Working with a teacher with visions that align with mine. Teachers who center their teaching and task around equity and cultural relevancy
The aspect of my teacher preparation program that best prepared me to meet the needs of students in California schools was co-teaching and working with a mentor teacher. Having someone guiding me and providing feedback after each lesson help me reflect on my teaching and adjust the lessons to better support our students and their needs.
Courses that had me engage with other PE teachers and any specific PE curriculum.
Video taping my lessons has been beneficial especially being a music teacher.
My teaching internship prepared me the most because it gave me the first year of experience as a teacher.
university program
My professors at CSULB and working in actual classrooms were what helped me the most in my teacher preparation experience.
I feel that my professors practiced much of what they felt was best practice in how they adapted to learning and teaching during COVID. I also feel that my classes in literacy and the frequent discussions and reflections with my cohort, university supervisors and mentor teacher offered invaluable knowledge and insight that the TPA does not.
The discussions we had during class, the material we studied, and the student teaching heavily impacted how prepared I felt to meet the needs of students in California schools. I had to do my student teaching virtually, this means the first time I would be physically in a classroom with students present would be at my first job. I felt terrified of the thought, but once the school year started it did not feel as overwhelming as I anticipated. I realized I was prepared to work and help my students thank to the program I had been a part of.

Being able to observe, reflect, and then make your own plans and apply your learning on a weekly basis helped immensely. It also helped that I got to debrief with my mentor and also with my program supervisor. Having multiple perspectives was invaluable. Learning how to differentiate from my mentor and seeing how she did it was extremely valuable as well.

Student Teaching

Student teaching and working with my induction mentor.

Not on a TPA how about that? But in all seriousness getting to know your students. Lesson planning based on the subject. And knowing how to interact with different types of students, admin, and parents.

Having a mentor really helped because they guided me and supported me.

Learning different teaching strategies and classroom management strategies

Meaning reflections with professors/fellow students.

Working with a mentor teacher, observing teachers, working with classmates to discuss strategies that help them in the classroom, and going to PD for new teachers.

The coursework and student teaching helped me refine my skills and learn to implement more effective strategies.

The student teaching portion of my program and having a school mentor throughout my last semester.

Student teaching was one of the best ways for me to be prepared to meet the needs of the classroom.

The student teaching experience and induction were the best part of my program. The hands-on experience and mentorship is so helpful.

Working with my teaching partner- hands down. Although I didn't student teacher (directly to intern) I think it is beyond beneficial to get potential educators in the classroom EARLIER! Don't wait until the end of their program... get them in there after the first few courses to sub, observe, and see what it's like to actually be in the classroom.

The best and only aspect of my teaching profession that helped me learn and meet the needs of students was the actual in classroom instruction from my mentor teachers and teaching in an actual classroom, not the TPA or the classroom instruction on teaching.

The coursework and lectures.

None. Holy Names was a terrible school and it's good that it closed.

Not much. Theory is great but we need hands on experience. Education feels like it is 10% teaching and 80% dealing with behaviors from students and parents and the last 10% is being told to do more. Student teaching was the best part of the program. Actually seeing a teacher in the classroom and how they managed all of this.

A course on reading literature to children and how to create meaning making.

My instructional coach provided by my district.

My student teaching placements.

None. My preparation program consisted entirely of busy work.

Induction at Rialto Unified School District. Working with my mentors where I was able to ask questions and get instant feedback helped tremendously. The coursework was all theory, not even "Hey we have scientific studies to show this works" theory. It was just a bunch of things people felt teaching should be, but none of it backed by science. It was fairy dust, a waste of time.

Field experience and working with my mentor teacher.

Student teaching & observations! Being IN it is way more applicable than reading and writing papers.....

Student teaching and interacting with my mentor teacher.

Student teaching was the one thing that best prepared me to meet students needs in California, the in person experiences were the most important.

Classroom observation and student teaching were hands down the two experiences that prepared me the most to support students. There is no class or book that can truly prepare you for what it's like to be in a classroom with 25 plus students with varying personalities and needs and how to effectively manage all that until you are in it and doing it

Student teaching and the literacy/discipline specific (I.e. methods of teaching science) courses.

Being in a classroom teaching.

My diversity and equity in education course helped me learn to quickly identify student needs. My literacy courses continue to provide strategies I use to help my students read at and above grade level.

Actually student teaching hands-on in the classroom experience. Not the writing of the TPA portion outside of the classroom. I would have more support within the classroom than write for TPA.

The student teaching with a mentor teacher.

Student teaching.

Being in the classroom.

Student teaching was the most important. We got hands on experience that no books or lectures can prepare you for.

My program didn't prepare me as well as my internship did.

Becoming more familiar with the standards for the grade, but other courses were able to do this.

The coursework and student teaching experience, I did not feel that the TPA added anything new that I did not already learn during coursework or experience in student teaching. Student teaching was more helpful than writing the TPAs. The TPAs did not seem appropriate for me to complete well during the student teaching experience. Revisiting it as a teacher I was able to understand it much better, but that just came with the experience and induction, still making the TPA ineffective in preparing me to teach.

Student teaching and having a mentor teaching.

My college professors and the fieldwork and student teaching I did were the most helpful. Working with classmates was not helpful but working with master teachers and their team was monumentally beneficial.

Student teaching

Student teaching.

Student teaching. I felt that was really important being able to work in the classroom directly and working with the students and staff. You learn first hand how to be a teacher.

Student teaching helped prepare me the most. Additionally, visiting classrooms during coursework.

Student teaching.

We had a course that allowed us to discuss problems of practice and seek input, I also took a very helpful course called Teaching Diverse Learners, and another one about embedding language development within content classes which I still implement years later

Being in the classroom and spending time collaborating with mentor teachers and taking over a classroom.

My final student teaching with my mentor teacher was the most helpful

Having a teacher mentor/supervisor from the university helped the most.

Being in the classroom and working with colleagues/department has been the best way to learn how to be an effective teacher.

Student Teaching

Student teaching and having Mentor Teachers.

Student teaching in two different grade levels in two different districts.

Working with a mentor and other teachers
Writing lesson plans, COMP training, standards and curriculum implementation, small groups and ell coursework.
I took a science pedagogy class that modeled how to engage students that I still think about to this day, and then I took an elective from a Vietnamese professor who made social Justice real to me in a way it never had been and has impacted the philosophy of my practice for my entire career. The other coursework no doubt helped, but I don't remember it as clearly.
Going through my credential classes and actually being in the classroom helped me prepare to meet the needs of my students.
Student teaching (and substitute teaching in the side).
Actual in person work with a mentor
The classes
Classes in behavior , classroom management and data analysis. Student teaching was a massive help.
Helps me know what I need to know (mostly) to be a teacher
My coursework and student teaching experience
I was an intern so teaching in the classroom and meeting with my local support teacher and program supervisor were the most impactful parts of my teaching program .
I was disappointed in the Sacramento State teacher preparation program. There was not preparation in regards to behavior management or teaching students with disabilities. Only one of my professors had high school teaching experience before becoming a professor. Another one of my professors was hired for the sole reason that she was the wife of another professor. Another professor continuously said inappropriate things. I learned the most from the real life student teaching experiences with my mentor teacher. I was lucky to have a really great mentor.
The opportunity to student teach with teachers that went through the same preparation program.
The foundational classes and working with my mentor school supervisor.
Time in a classroom and real expectations with students but also time it takes to plan
Actually student teaching and being in the classroom.
Student teaching. Nothing beats hands on experience with mentors that are currently in the game and can provide real world advice.

Student teaching was the most impactful part of my teacher education program. I got to work very closely with my mentor and her teaching team, which allowed me a lot of feedback. Student teaching also provided an opportunity to work with my supervisor, who again provided me with lots of feedback regarding my teaching.

My student teaching and supervisor.

My credential program and classroom experience.

The classroom observation hours requirement, and having instructors that were actually teaching while teaching me.

My intern program, school observations, and induction prepared me the most.

Student teaching with a mentor teacher.

Being an intern and having my principal and coach come in and observe or evaluate my teaching and give me actionable immediate feedback on what went well and what could be improved on.

student teaching

I appreciated the emphasis on social justice and equity that was embedded in my program.

Mentorship from my advisor and master teacher

Just working with my mentors was the best thing. Other than that this program was just busy work for an already busy profession

Being in the classroom

Real life conversations had with my mentor and other candidates prepared me the most. Hearing about their student teaching (and teaching) experience and real life examples helped me the most.

Working with highly qualified mentors.

Working with mentor teacher and supervisor

Student teaching helped me the most!

Classroom Management, Creating Assessments

Actually learning while teaching at a school. Day to day learning and growing in teaching field by being coached and observed.

the student teaching

I was best prepared by observing experienced teachers in the classroom and working with a mentor teacher.

I felt well prepared by my teacher preparation program for meeting the needs of students in California schools. I was taught pedagogy, how to read, understand, and apply CCSS along with NGSS, and how to plan effective and engaging lessons. It was over four years ago that I graduated, so forgive me for forgetting any other specific aspects or details. I do remember feeling prepared and supported for student teaching, and beginning my career. My student teaching added to my understanding in these areas, and being in the classroom the past few years as a full time teacher has taught me the most.

Student teaching and hands on work with students was what best prepared me to meet students needs.

My hours in student teaching/fieldwork prepared me most to meet the needs of students in California schools. The real life experiences taught me more than anything I learned in the classroom.

Student teaching and being mentored by experienced teachers.

I felt that student teaching and university coursework best prepared me for teaching.

Two week takeover

Observing other teachers and classes

A paid me tor teacher. Strict attendance and high expectations at my school placement site.

Collaboration and any hands on experience. The more teaching and helping with other teaching duties the better.

The classroom experience where I got to speak with my mentor teacher about teacher moves, student needs, planning, etc.

Having a mentor teacher and working in the classroom on a daily basis throughout the week is by far the most helpful.

Student teaching really helped me become more prepared in the classroom. I feel as though if someone wants to do an intern route then the TPAs are good to have however if someone is student teaching they get a lot of the TPA material hands on in the classroom from the mentor teacher or supervisor.

I feel that working with my mentor teacher/student teaching best prepared me.

I believe that observations and reflections with a mentor or supervisor were the best things for me.

All practical application helped me meet needs of students. Observations and student teaching. Also my SPED class that helped break down IEPs and techniques for teacher students with special needs.

My mentor teachers

My mentor and student teaching

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My classes at university.
What best prepared me to meet the needs of students in California schools, was just my student teaching hours and reflecting on my teaching with my classmates during program. Learning from each other and learning from my mentor teacher.
Actual practice in the classroom. No amount of theory can prepare you for the day to day needs of 35 students.
The aspect that helped me the most has been my supervisor for my program that comes to observe me as I do lessons and our discussions about what can go better and what could need improvement and areas of success
I had a foundations class that mainly focused on creating a lesson and the components of effective practice. The professor was amazing and taught us how to build community in our classrooms. I no longer write 8-page lesson plans, but I use the community building techniques everyday to maintain strong relationships with my students.
Working with a mentor teacher; being in the field actually prepared and presenting lessons
Student teaching!
Only student teaching. If student teachers had a stipend to afford gas/groceries that would go leaps and bounds more to support them. When teachers are cared for they can care for their students. It seems that this who run the program forget that those in the teacher preparation program ARE ALSO STUDENTS.
Collaborating with other teachers.
In class student teaching
Having a mentor teacher with site support that could take the classroom education and make it applicable to my specific circumstances and demographics.
Student teaching and observing (real classroom experience) and feedback from mentors
My mentor teacher and working in the school.
Student teaching
Everything except the CalTPA
Observations and student teaching
Student teaching, mentor teachers
Only the Sped courses
Very little did looking back. I think the EL class may have been the most useful but since that was taken at the very beginning of my program and not during student teaching, there was little to no opportunity to apply (and remember) much.

Having a mentor
Watching my professors model classroom teaching. Learning about equity.
Collaboration with other teachers, observing classrooms, etc.
Clinical practice and the classroom management courses best prepared me to need student needs in the classroom
Being an intern and learning by doing. The relationships I made in my cohort and many of the professors were amazing and a huge resource to this day.
The aspects that helped the most were the coursework and student teaching with a master teacher and university mentor. Those were applicable to the real world of teaching.
Working with my mentor teacher and other teachers in student teaching was most effective.
Student teaching was the best part. Hands on learning and being exposed to the behind the scenes work that goes into being a good teacher were something the TPA did not compare to.
Mentor teacher and university coursework.
University mentor teacher, school mentor teacher, subject-focused teacher preparation courses.
Student teaching helped, because it was hands on.
The student teaching which turned into long term subbing for me
student teaching
Student teaching prepared me best. However, it should be a paid internship.
Student teaching and substitute teaching. Substitute teaching was the most invaluable experience because no program can prepare you for the most random things that have happened in class.
Student teaching, teacher observations.
My student teaching helped me the most.
Student teaching
The classes and meeting with my mentor.
My on-site curriculum coach paired with my CST mentor were phenomenal.
Student teaching helped the most because I was able to actually be in the classroom with kids.

University coursework somewhat, but the only part I felt was truly helpful was actually being in the classroom, working with kids, and talking to actual teachers about how they do things. So much of the practice and pedagogy I learned went out the window once I got into the classroom because a lot of it is ineffective.
Mentor
Student teaching
Student teaching, definitely. But that should be paid.
My teacher mentor, and University instructors. Observations of qualified and great teachers. Regular meetings with my teacher mentor and University instructor.
Student teaching. Having the ability to try out my ideas with a real group of students, and get a feel for what it's like to have a class.
student teaching and collaborating with my mentor teacher
Meeting with a mentor and observing other veteran teachers.
Student teaching (without the CalTPA)
Working with mentor teachers and others in the field.
The exposure to various resources and tools that I can use in my classroom.
Behavior management as well as learning how to support English learners .
Student teaching.
The collaboration with other students!
The collaboration with fellow peers and mentor teacher. NOT the EDTPA.
Going into the classroom and getting the opportunity to student teach and make observations helped me the most.
Getting to know my students
Real life experience. Nothing can prepare you for teaching except for the experience itself.
Time in the classroom was most helpful along with feedback from mentor teachers and supervisors.
Student teaching, getting real hands on time in the classroom was the best teacher.
Clinical practice and meeting with other teachers

Student teaching/ mentor teacher
Student teaching.
Visiting mentor teachers and multiple teachers at various sites.
My full time student teaching placement. I had an amazing mentor who allowed me to do a lot of teaching and work with students. I was able to attend nearly all IEP, SST, and 504 meetings for my students.
Student teaching is the closest thing to having your own classroom. That's where the focus should be, not on an assessment that involves you in a process that you will never repeat as a teacher.
Clinical practice, observations, and mentorship were by far the most effective and best preparation for the profession. Close second is the subject instruction in the prep program, as preparation to learn by doing in clinical practice.
I did a residency style credential program where I was in the classroom 3-4 days a week with my mentor teacher for the entire year. Nothing could have prepared me better than that, watching a master teacher interact and adjust on the fly to new circumstances was more than any textbook class or digital assessment could ever teach. Helping them create new content, letting them show me how they usually do things then bringing new tools to them and combining skill sets. I learned more about teaching strategies and techniques for accommodating students in two weeks with a mentor teacher than TPA ever showed me in the assessment manual.
Nothing competes with actually being in the classroom. So allowing me to be an intern was the best experience my program gave me. And I had to fight for that.
Student teaching And classes on how to teach reading
University Supervisor, mentor teacher relationships, creative collaboration with unit planning and lesson ideas
Interning and having support from my coworkers
This year I have a great mentor teacher that is helping me. Last year I got no help from my mentor teacher and I suffered at work because of it.
Working with my content specific professors was the most useful part of my teaching credential program
Student teaching, mentorship, and coursework.
Having a guiding teacher and her immediate feedback after I had done a lesson. What went wrong and what went well. My classes that helped structure a lesson
Student teaching and course projects related to our actual students, such as assessing a student's reading ability and analyzing the data or observing students work on word problems and evaluate if they used direct modeling or relational thinking.

Student teaching
Student teaching, and early childhood education classes.
The classes, my internship, implementation of strategies from my mentor, and my university supervisor all have prepared me to be an effective and innovative teacher. Although I am still learning and evolving toward Mastery, I feel that having an additional regiment to have to work on while trying to improve your teaching skills from the state is what can cause some teachers to walk away from the profession.
Working with other veteran educators and my Mentor teacher observing me and giving advice.
The experience with my mentor teacher was the best preparation I received.
Being in the classroom with my master teacher.
Student teaching.
My classroom management class was the best aspect for equipping me with actual skills to meet the needs of my students. I can honestly that none of the other classes benefited my teaching career.
Working with other teachers, my mentor, and my credential supervisor gave me the most preparation. As well as the course work.
In my preparation program I felt my literacy course helped me the best because it helped give ideas to I should be looking for in my students.
The most essential part was teaching my own students with help from a mentor teacher.
The best preparation from my program was being able to student teach and get the feedback from my mentor and have one/two days of teaching by myself completely to better understand the workload and time it takes in being a teacher.
Student teaching/ being in person with students. Having a real life application to the concepts I was learning during my credential program.
Student teaching was the most beneficial aspect of my teaching program.
Student teaching and substitute teaching best prepared me to meet the needs of my students.
The university program was most beneficial for me.
Working with Lauren Cella in McFarland she was an amazing mentor and full of educational resources.
Student teaching experience. If anything I think student teachers should have assigned days where the substitute on their own to really understand classroom management and planning of taking over classrooms.
I felt that the classes overall helped but not the TPA.

Mentor teachers, experience teaching students without fear of failure. Taking professional risks to learn the ins and outs of the demands of teaching.
The 14 weeks of in-person student teaching prepared me the best. I worked day in and day out with children of all levels and saw how my mentor set up a daily schedule, handled conferences, grading, and behavior.
Clinical hours in the classroom under the direction of a strong mentor teacher
Student teaching in various different settings.
Working with a mentor teacher, discussing observations they had, and observing other teachers.
Having a bachelor's in the subject that I teach, Child development and psychology classes, History 401 (covering all the content for social studies from 6th - 12th grade), and my culturally responsive teaching class. All prepared me for the needs of students. Also, being the teacher on record/long-term substitute teacher. Lastly, having highly trained veteran teacher mentors and university supervisors to support me during student teaching.
Student Teaching
Classroom experience.
The classes that I took at California Baptist University that taught me theory, strategies, and about the technology I would or could be using in the classroom.
College courses, student teaching, and education work experience.
Student teaching and meeting with my mentor teacher.
I learned how to structure lessons, that's for sure. Nothing ever prepared me for the true nature of our crippling education system and sheer amount of labor that is required of teachers.
Classes that provided insight to the CA standards as well as how to read, and search through them. As well as, any coursework that actually explained expectations of teachers, classroom management, and how to break down and understand different curriculums. Any classes that actually addressed how to teach and day to day classroom and school expectations were the most impactful and what I draw upon today. Classes which focused on lesson planning, TPA, and general behavior were not as helpful as they did not address what to expect on a school campus and/or in the classroom.
We were required to have a full year in the classroom which I think is the BEST way to be prepared for meeting the needs of students in the classroom. I started my student teaching one month before the COVID lockdowns and I continued student teaching with getting put into a second placement that was not the grade I was initially put in and went from fully in person, fully asynchronous, synchronous, and then hybrid all in my student teaching year. This gave me a ton of practical skills that I still use today. I also know that if I had a more traditional student teaching without COVID I would have felt much more prepared for fully in-person teaching.

My program prepared me in carrying out instruction, but did not prepare me when it came to classroom management.

Actually teaching (student) in a low income school.

Hands on experience during student teaching and working with my mentor teacher was the greatest way to prepare. The best way to prepare is to do it.

Student teaching

Watching other teachers was 90% of how I learned to do the job.

Actually, being in the classroom was most successful. in addition to that, working with a mentor teacher at my school site, prepare me to meet the needs of my students.

The best aspects were the university internship portion. I had a professor able to help me improve my practice in the actual classroom

Student teaching

My mentor teacher and the RICA

The aspects that best prepared me in my teacher preparation program to meet the needs of students in California schools were my credential program methods courses, fieldwork opportunities, and actual student teaching.

Physically teaching in a room. The literal experience of teaching itself.

Spending time in the classroom was absolutely the most productive. I was able to receive feedback from my co-teacher and observe first hand how a teaching happens.

Student teaching

Actually going on to classrooms and working with students directly. The theoretical aspects of classes did not help as much as hands on work. Most of the knowledge I gained actually came from outside of the program capacity.

In classroom experiences working with an experienced mentor teacher were the primary contributors to my development as an educator, with the direct support and benefit of dedicated coursework, particularly that related to supporting ELD and Sped, as well as those related to classroom design and management as well as educational theory.

Student teacher mentoring and being in the field in real time provided a more realistic approach and gave me a better expectation of what to expect.

intern teaching in classroom was best education. no class prepares you for what being in classroom is really like.

Classroom hours
Student teaching experience in a real classroom with real students best prepared me to meet the needs of students in California schools. Additionally, the opportunity to be mentored by a CA teacher and collaborate with other credential teachers and staff was most beneficial because it is the most authentic experience I had to what a teacher's role realistically entails.
The curriculum, methods classes, and observations were most helpful to prepare me to teach. I also believe that being in a cohort with other aspiring teachers was the most helpful because we can all bounce ideas off of one another.
The physical hours of practice in class, observations from my supervising professor for the teaching program, and observations from admin and supervising teacher from my school site.
Student Teaching, but I strongly believe teachers should be paid as an intern or substitute.
My program had classes on diverse backgrounds, pedagogies, classroom management, and action research.
I was able to student teach at the school I'm currently employed at. This was also during Covid so it gave me a glimpse of how to manage a class through Zoom.
The Behavior Management course offered at CSUMB, as well as the Autism and Assessment courses were the most helpful. I still use material and knowledge I gained in those three courses.
Learning about equitable grading. Everything else was a bit of a waste. I learned the important things about teaching on the job.
Observations and substitute teaching (not required but I learned a lot about classroom management).
My coursework and student teaching.
Being in the classroom
1:1 work with my mentor where I could ask questions in real time and get feedback
Student teaching and getting an emergency credential.
When I was able to practice giving lessons to students and got feedback from my cohort.
Student teaching for a full year in the same classroom and having an awesome mentor teacher during BTSA were both great. Most of the CSUF classes were good. I started in their freshman future teachers program so education classes were a part of my entire college experience. Most of what you need to know to be a good teacher doesn't come from a lecture or a lesson plan template; it comes from hands on, trial and error.
Student teaching with my mentor teacher

I credential classes were beneficial.
My professors at CSU Stanislaus best prepared me to meet the needs of students. Their teaching methods and content were very impactful.
In classroom experience
Student teaching with an experienced and well suited master teacher
Working in a school, working directly with students, building relationships with the staff at my school, and mentor teachers.
Student teaching. There's nothing like real world experience. Student teaching should be required for a full year and a treated as a paid internship.
Student-teaching and working with mentor teachers. I found that to be the most insightful. However, the EdTPA and much of the coursework did not adequately prepare me for the realities of teaching.
All. My program was excellent.
The program prepared me for navigating the bureaucracy and repeating the same processes over and over.
My mentor teachers. That's about it. The rest of it was pretty much a wash.
Student teaching was the most important preparation aspect for my career while in the program.
Talking with my mentor teacher after teaching to reflect upon lessons and the day to day happens.
The only useful aspects of my teaching preparation program were my one class on classroom management and my daily check-ins with my mentor teacher. Much more useful information is gained by simply talking with other colleagues, rather than analyzing and completing the TPA cycles.
In regards to student teaching, meeting and talking with my mentor teacher. Collaborating at staff meetings. Reaching out and networking with other grade level and school sites. In regards to college courses, only one class truly prepared me. It was the social studies methods course. The only professor that truly helped you understand how to navigate state standards, curriculum, and plan a unit. All other courses had professors that taught a few years in the 90s and now have little to no experience in the current classroom. They give you unrealistic expectations of what it will be like. The social studies professor was a current 1st grade teacher. Up-to-date and current with the classrooms today.
The only aspect that best helped me was fieldwork and student teaching.
College classes and student teaching

Observing and co-teaching with my resident/master teacher was very helpful. I wish I had more time to be in the classroom with my master teacher to learn from her, and the whole process of teaching throughout the school year.
Student teaching
Classroom management
Student teaching. Follow the I do, we do, you do model. Practicing our craft will make us better, not sitting in a classroom.
Student teaching was highly impactful in curriculum design and student relationship building.
Class work
Student teaching.
First hand experience, being in the classroom. My program gave me a foundation but I would say the majority of RELEVANT and meaningful resources/skillsets came from being an intern and learning first hand. My program was a lot of "busy work" and lacked relevancy.
None of the TPA prepared me. It is a long repetitive complicated document.
Student teaching and working with a mentor teacher. Much of the coursework felt very irrelevant to the actual practice of teaching.
Student teaching and more time in the classroom!
Student teaching.
Actually being in the classroom teaching.
Observations and feedback received from them
Student teaching/ internship, working with my mentor teacher and collaborating with other teachers and administrators
Being in an actual classroom, working with a master teacher and actual students.
The legal classes helped and also the Educational Psychology classes.
Being in the classroom helped prepare me.
A few of my classes were nice, but honestly it was just doing the job that prepared me most. Also so much of the coursework was based in fantasy land where resources were abundant and time was endless, where my day to day was nothing remotely like that.

N/a. I do not use any assignments done in the program within NY teaching career.
Possibly having a mentor during college, besides that, none of the tests did.
Actually being in the classroom teaching and collaborating with my mentor teacher.
None.
Working with my student teaching mentor teacher and other teachers at my placement- hands-on work.
Being in the classroom best prepared me. I think some kind of evaluation process would be more beneficial after a year or two in the classroom. The TPA is based mostly on theory and requires creating lesson plans I have never used since the TPA
Hardly anything really. I learned more by actually teaching in my own room with access to multiple mentors.
Student teaching
I was paired up with a senior mentor teacher. She taught me sped language and how to accommodate to 504s and IEPs.
I believe substitute teaching taught me a lot more than the teacher prep program
EL teaching strategies. Aside from that, I don't really recall anything else valuable. My time student teaching was extremely valuable.
The in-person teaching with my mentor, collaboration with colleagues, and actually working with the students and receiving feedback.
Working with mentor teachers at my school site.
Reflecting on my instructional practices.
Student teaching, being in the classroom full time, and collaborating with my mentor teacher as well as other teachers.
Student teaching
I was working full time while doing the program and don't really think anything from the prep program prepared me, it was just the experience I was getting as a teacher and support from my coteacher.
Going to class and being in a cohort.
Student teaching.
Student teaching Observing other teachers

Student Teaching
The actual classes I took helped prepare me. Classroom management was a big help. The coursework was more helpful than the TPA's. I also felt student teaching was really helpful but I think that you should be compensated in some way. It was hard to do the coursework, student teach, and have a full time job. It was too stressful but I needed to money to survive. So I think that needs to be reworked as well.
I was placed at a great school with a qualified master teacher for student teaching.
Having a mentor teacher to bounce ideas off of.
Mentor teacher and hands on rescind
In-class student teaching experience and conversations with veteran teachers taught me 40% of what I know. My first year of teaching taught me the other 60%.
Working with a master teacher in the classroom
My student teaching experience best prepared me. This gave me hands-on, realistic experience in a classroom setting to understand the needs of students and how to meet them. Being paired with two mentor teachers allowed me to observe, in real-time, the strategies needed to support students' learning needs.
Courses on children/adolescent development. Courses on diversity.
I started in 19-20. Nothing prepared me for COVID. Only actually teaching for a few years and having a helpful professional community helped me grow as a teacher.
Having a group of educators built a great community
Student Teaching was very helpful.
Being in the classroom with students.
My most impactful classes were Foundations of Education, Content-Area Literacy, Inclusion, and CLAD.
Being in a classroom with my master teacher.
My classes and time with my mentor teachers.
Working with my mentor teachers.
Student asset based learning and focus students
Classes specific to my field
In class teaching was valuable and helped me feel more comfortable with teaching.

Mentor teacher
In class observations.
Interning and being in the classroom was by far the best and most important aspect in terms of my teacher preparation program.
Mentoring, student teaching.
Fieldwork. The majority of my courses at Cal State Long Beach were useless or taught by people so far removed from the classroom that their suggestions were wildly inappropriate for my school environment.
How to lesson plan by starting with the standards and how to incorporate EL standards.
The portions of my teacher preparation program that best prepared me to meet the needs of students in California were learning about different techniques to use in the classroom and learning about RTI, MTSS, UDL, and PLC's. Those are the skills and aspects of teaching that I utilize most often and have made my transition into my school district easier.
Maybe the course that focused on social justice?
Student teaching, hands on experience, observing mentors teach and other teachers. Some of the Course work did help prepare as well as it gave insight on student learning.
Working with my Mentor Teacher at a Title 1 school.
I think the induction program and the mentor that the school districts assigns you is the best course of action. The district mentor knows my school assignment and school assignment and has a better idea of the obstacles we are dealing with as new teachers. Additionally, the district mentor can see our growth and needed areas of development during those 2 years.
Working with existing teachers! No professor or standardized test comes close to aiding new teachers like existing teachers. If I had my way, we'd do away with traditional programs and making teaching an apprenticeship structure.
The coursework was helpful but at times it felt we were being taught how to simply pass a test (TPA) rather than prepare of us for actual hands-on teaching.
The part that I found most useful was collaborating with my mentor teacher. We paired well together and I cannot thank him enough for the insight and teaching strategies he provided to me while in the program.
The in class experience working with my Cooperating Teacher, hands on work with students, instructing in front of a real class, and lesson planning. These are the things that prepared me most—teaching is in the doing, no book or test can prepare you for that. It takes real practice and trial and error.

The university classes and the student teaching were especially helpful for preparing me to meet the needs of students in California schools.
Classes on instructing English learners and math instruction were most helpful to my actual teacher experience.
Student teaching
Student teaching.
Classes on assessment, SEL, and EL/special population students were helpful when preparing for my students.
Student teaching
some of the coursework and student teaching.
My school district offers a mentor teacher program where we have an experienced teacher helping all Year 1 and Year 2 teachers get through all of our paperwork. Additionally, I found someone who used to be an old TPA grader and she helped out a tremendous amount.
I don't think my teaching program prepared me to meet the needs of my students in the classroom. We didn't spend any time on teaching kids how to read the Rica is another assessment that does not equip teachers on phonic skills.
Student teaching/clinical practice and some course work (not all)
Student teaching and actually working in a classroom best prepared me to meet the needs of my students.
Student teaching ONLY.
The reading program with Anne Weisenberg, because we went to an after school program and read with actual kids. It was informative because we got to see how low some students are working with while in the upper grades. Eye popping to watch a 6th grader struggle with a 2nd grade book.
Clinical practice and collaborating with knowledgeable teachers.
Lessons on equity in schools, classroom management techniques
Student teaching was the most helpful.
Student teaching
The student teaching part.
A couple of classes were ok and meeting with my mentor were helpful
Having a mentor teacher, on the job training, classes in differentiation and special needs accommodations.

The sympathy and empathy of my mentor teacher during this horribly stressful time was the only thing that helped me which was offered within the program.

I was lucky enough to have two great mentor teachers from my district. Being in the classroom and having their guidance have been the most impactful. Also, watching other teachers teach was very informative and helpful. I learned the most by observing and trying new techniques in my classroom.

Student teaching helped me feel the most prepared to meet my students' needs.

The induction program with a mentor teacher.

Hard to say. I don't see it as useful but I had been tutoring for nearly 9 years prior.

Student teaching from day one.

Studies in meeting needs of students with disabilities, terminology to be able to communicate effectively in IEP meetings, studies on teaching English Language Learners, and teaching methods for best results, including classroom management methods that are tried and true.

Student teaching, mentorship, reading educational philosophy.

Working as a student teacher was the most impactful and beneficial preparation.

Student teaching interning, working with people already teachers in the population you will be serving.

Learning about de-escalation and classroom management. Learning about how to make a DCSF report. Learning how to navigate abusive parents, how to work with students that have disabilities, and protecting students in an ever-changing violent world prepared me to meet the needs of my students. 30 pages of detailed lesson plans did not.

Working with the students and seeing other teachers teach.

Student teaching

Student teaching

My student teaching in the classroom and working collaboratively with my grade level teachers.

Student teaching

Hands on learning, practice teaching with students. Being in the classroom observing and working with a mentor.

My University Courses and the year-long student teaching.

I think being in the classroom and just hands on experience was very useful.

Being in the classroom, working with my PLC team, and attending IEP meetings.
I honestly feel that teacher preparation programs in general need a massive overhaul. I was not prepared by my program. Most of it felt too theoretical and removed from the reality of the classroom. There's just nothing like actually teaching your own classroom in person. Even student teaching is not enough. Learning to develop your own curriculum, grading assignments, dealing with behavior problems and running a classroom, as well as communicating with parents, and balancing that workload for multiple classes, just isn't included in the program for the most part. I did not get to experience that until after a year of distance learning. So I struggled and almost did not make it through my second year of teaching, which felt like it was my first real year. In my opinion, teaching follows a sink or swim model, which is a major cause of turn over for new teachers.
Student teaching was a great way to better prepare for teaching. Before student teaching I subbed so I feel like that better prepared me to handle a class and be more hands on. Collaborating with mentor teacher and grade level was also helpful exchanging ideas and ways to support the students. Staying in a classroom long enough to meet students and be able to plan for their needs was another part of preparation that I found helpful.
Working in a classroom with my mentor and master teacher, as well as the program itself.
The classes I took
My professors and mentors and cohort colleagues were a great support. We became a small family
One of the aspects was to differentiate but not as much as I would like. I did not get enough feedback on my practice videos and felt that there was a focus on lesson planning and not much classroom management, examples of student misbehavior or IEP/504s.
Student teaching and the RICA
Student teaching
Working with my master teacher and mentors.
Student Teaching with my mentor and supervisor!
My college educators and mentor teacher
The credential program was very beneficial along with having an on site mentor to support
My master teacher/student teaching
Student teaching. The person [deleted person's name] overseeing the CSULB program was not helpful and does not know the answers to many questions regarding the CalTPA.
Student teaching and teacher observations.
Observations, student teaching

I believe that my time with my mentor teacher inside of the classroom was the most effective.
The student teaching was the most impactful. Our coursework was good, but nothing prepares you like working in a classroom.
There were specific classes that were so powerful- teaching ELD students, teaching reading (a class to support taking the RICA), and using children's literature to support learning to name a few.
My student teaching program provided their students with various resources and mentors that would support our needs and receive experience in and out of the classroom. This includes getting to know our students, their home life, backgrounds, needs, assets, and their community.
Working with my mentor teachers and University Supervisor.
Videos and actually doing the teaching inside the class.
The aspects of the teacher preparation program that best prepared me was my classes that helped me to learn how support Multilingual students in my classes and the law class that helped me to understand the laws around IEPs, 504s, and the like.
The courses at my university prepared me for the job. Something that will be beneficial that wasn't offered to me in my program was to hold a class where you can use different Teacher Edition books to build lessons. My professors were very understanding and helpful though out my completion.
The aspect that best prepared me was being in the classroom with students and with mentors. In addition to having university coaches helping guide along the way. Instead of completing the TPA maybe including more classroom hours of experience, or requiring candidates to sub to experience the role of truly taking over and having the full responsibilities of classroom management and curriculum instruction.
Student-teaching was by far the most impactful part of my prep. program. Being in the classroom and learning first-hand from my mentor teachers was extremely beneficial.
Pedagogy courses, being in a cohort of teachers during my credential of year, and student teaching
The teaching and the coursework.
My program offered lots of supports, sessions to clear up questions and to collaborate how it was going with peers. The staff who ran these were very knowledgeable and supportive.
The practical in class teaching portion.
Student teaching and my credential program
student teaching, focus on learning theories and child development, case studies, discussions with peers.
Student Teaching

Student teaching and observing
MILLS' equity-based education program practiced what they preached - restorative solutions, culturally responsive teaching, self/care practices as an educator to avoid burn out, historical context of Oakland schools, CA education, and US school system.
Grad school classwork and collaboration, professors, student teaching, actually being a first year teacher
My mentor teachers and the observations
My induction coach and school site academic coach.
Student Teaching
I believe all aspects on my teacher preparation program at CSU Long Beach prepared me to meet the needs of students in California schools such as the courses I took at CSU Long Beach, the observation hours I completed in LBUSD and PUSD, and student teaching.
Working with, observing, and teaching with my mentor teacher was the most informative and critical experience.
Student teaching and methodology classes, classes on SPED and MLL students.
Working with a mentor, collaborating with colleagues, observations, and student teaching
Mentorship for an entire while being paid a stipend through a residency program. Getting feedback on lessons from my mentor and students. Team teaching.
Clinical practice
Working with my mentor
Working with my mentor
Student teaching and having the opportunity to learn from veteran teachers both at my student teaching site and in my teacher prep program.
My classes and supervisor.
One on One with my mentor teacher. Seeing how she assessed students. She would guide me with the lesson plans and help me change something if needed.
The only helpful part was student teaching and reflecting with my colleagues of the same subject.
Student teaching

Student teaching and supervisor observations were the most effective for me. Putting everything I had learned into practice and reflect on it in real time with experts who knew my school and students was most helpful.

Student teaching in my university coursework were the two things that Best prepared me to meet the needs of students in California schools. Student teaching was hands-down the most helpful thing. I learned a lot from my mentor teachers. The university supervisor was also helpful. My classes were great because we could go over experiences and discuss situations that arose in our classes. We also got great ideas for lesson plans and for future units. If there was no TPA, this would've been a lot more manageable and I would've had a much better teacher prep program experience.

Student teaching, Praxis

My program practicum supervisor and on site mentorship.

Student teaching, hands on learning.

Quality mentor teacher

The student teaching portion and time with the university supervisor/mentor teacher helped the most. Classes where we discussed strategies helped as well.

- mentor teacher - university supervisor - classes that taught about creating unit plans - actual student teaching

I think the most useful time spent throughout my program was during student teaching. I was able to actually see what it is like in a classroom rather than learning what a book has to say about it.

Student teaching bar none

Student teaching. Evaluations by a mentor and peers. Real classroom experience.

Lesson planning was a very useful topic covered in my program.

Student teaching

Working and collaborating with mentor teachers and the school

Student teaching was the best way to become prepared to teach the needs of students! Experience is key in education. The more exposure to the classroom the better!

I was able to assess my ability to manage the classroom and deliver a lesson.

My technology courses, EL courses, classes about SPED students

Courses, professors/supervisors, guest speakers, readings, demos

My classes and my supervisor, Manny Herrera. My teachers were down to earth and really wanted us to thrive. Specific classes were Teaching, Learning and Equity, Universal Design for Learning, Arts Integration, and

Elementary Teaching in Mathematics. Also having a supervisor like Manny who took his time to really dive into my observations and get to know me for who I am and what I needed as a student teacher and a person was exceptional. I will say that my preparation program did not prepare me well for teaching elementary reading.

Hands on, one to one/small group lessons and discussions.

Student teaching, working with experienced professors, preparing for the RICA exam, and co-teaching along side other educators was extremely helpful.

In-person student teaching. Hands-on training is the most valuable preparation.

Working with my mentor teacher and schools, my supervisors, and other support systems that were able to evaluate me personally and help me grow, rather than rating me.

Live class sessions and collaboration with peers.

My methods instructor and student teaching supervisor were most helpful. My master teacher did not understand the purpose nor was willing to be flexible with scheduling lessons.

Coursework, support of supervisor and mento teachers, and student teaching

Recorded lessons, meeting with my mentor teacher, BTSA/Teacher Induction

Student teaching!!!

The real-life situations of student teaching in various classrooms and schools.

Working within schools was the most beneficial part of my teaching prep program. Nothing will ever compare to working closely with a mentor teacher and gaining experience by doing. Coupled with my excellent course classes, I was able to apply what I was learning in practice. The feedback I received from my mentor teachers, professors, and advisors helped me most to develop into both the kind of teacher that I want to be and the teacher I have become.

The role playing, skits, and classroom management advice. My program was amazing and I highly recommend.

Nothing is as good as being in the classroom with seasoned teachers. My student teaching hours were invaluable to my learning what effective classroom management looks like. However, those hours came with significant financial hardship. I would not have been able to dedicate so much time if I did not have others in my life supporting me.

Working and planning with my mentor teacher, attending PLC meetings, working alongside students caretakers, and collaborating with grade-level teams to create a classroom community that positively impacted students learning.

Some professors were excellent and helped to shape the whole teacher, whereas others were just a warm body at times and all of the learning about how to be a teacher fell on my shoulders, filled with endless reading with

no explanation in class. Too much focus on the TPA, and other standardized tests required of us. Induction was much more beneficial than anything I got in school and through the TPA.

Student teaching and working with my advisor.

The courses from the faculty within the program at CSU Stan are what were most valuable, the relationship I had with my site mentor and university supervisor are the reason I was successful in my first two years of teaching while working on the TPAs and completing the preparation program. I did not pass Cycle 2 on my first attempt and received a condition code with no score. I had to resubmit the same materials with two new documents added and finally received my passing score. Colleagues who were hired the same year as me had their TPA's waived because they were not interns but preliminary credential holders. The entire process was frustrating and seemed inequitable given the unique circumstances.

The mentor teacher was very helpful and I had a very good supervisor. Both were tremendously helpful in supporting me through difficulties with my breaking confidence from the TPA. They are still now resources who I go to if I need help with any classroom management or new ideas.

Clinical practice, to be certain. The university supervisors were also good. Some coursework was useful but it never felt as useful as the clinical practice.

Meeting with my mentor teacher regularly. The classes can teach you how to teach, but students each year are different and so are their needs. Being prepared to meet the needs of students comes with experience in the classroom in my opinion.

Student teaching in the classroom

Visiting a classroom. Preparing and teaching a lesson during classroom observations.

The credential program and being an intern teacher were most impactful.

Student teaching and Early Field Work best prepared me to meet the needs of students in California schools since I was able to be directly in the classroom with the students and learn about them.

The coursework and clinical practice best prepared me to meet the needs of students. The real life experience was imperative.

Observing 'seasoned' professionals in the field to see what not to do. The networking was also valuable.

The teachers who gave us hands-on experience and allowed us to learn by doing helped the most. The teachers who taught classroom strategies and had us practice them were helpful.

Collaboration with my mentor teacher, coursework and discussions with other teachers.

None of them. Just my experience in the classroom helped me.

Student Teaching.

Pedagogy and classroom management plans. Work with expert (experienced) teachers
I earned my credential as an intern, which means I was the solo lead classroom teacher within 6 weeks of starting my credential program. The thing that best prepared me for being in the classroom was being in the classroom and asking other teachers questions. The credential program itself was a long slog of jumping through hoops, again during a literal global pandemic.
We took an adolescent development class, which I think helped. We talked a little bit about trauma-informed teaching practices, but it was taught by a very brusque and cankerous veteran professor who made casual racist remarks and had a tendency to offend, so I think the learning value of that particular class was not as impactful. Honestly I think I was better prepared as a teacher by co-teaching as an assistant language teacher in public schools in South Korea, as well as a teacher training program led by now-retired Peg Sarosy at the American Language Institute at San Francisco State. And that apprenticeship model of teacher training, I always had a pre and a post meeting with my mentor teacher. I was always required to submit a detailed lesson plan the night before. By the end of the 16 week semester, I was teaching the whole class. By comparison, my mentor teacher for my English single subject teacher credentialing class maybe met with me for 5 minutes before the class. After the class, her Elementary aged son needed attention and was often present in the classroom, so I barely got a spare moment to really talk with my mentor teacher.
Probably my mentor. She provided me with real life tangible examples and practice. Most of my classes just felt like work to say it was done.
Learning UDL Guidelines and hands on internship practice.
The TPE's and my time as a student teacher.
Case studies were helpful because it left the least amount of room for the unknown
Actually being in and teaching in schools with a master teacher who could watch, coach, provide feedback. The University Supervisor I was assigned did not know about my content area. Every coach/assigned mentor I have had since my teacher preparation program has been outside of my content area, which feels like a big disservice compared to other more "traditional" subjects.
I lost my job because of the CalTPA
I think student teaching is a wonderful experience; however, it should be a paid experience. That prevents people from getting into the profession.
Classes where I got to experience lessons as if I was the student, I saw my instructors model strategies that I took into the classroom. My college had a very hands on and collaborative model.
Mentorship
The best part of the teacher prep program was actually teaching in the classrooms, but I actually got more experience doing this through subbing than my actual student teaching. At the same time, this was also the

worst part, as I spent thirteen weeks of full-time unpaid work while also working on the TPA or my other coursework every day.

Working with students face to face

Student teaching.

The mentor teacher requirement was the most beneficial aspect.

The intern portion

The data analysis component was useful as it gave a glimpse of how schools typically do analyze data.

My credential program, student teaching, and mentor program.

Student teaching, collaborating with my classmates, and actually practicing lessons. I enjoyed the comradery that we all enjoyed, and I am still close with many of my classmates. UDL training helped immensely, as did learning from teachers who either were still in the classroom or had just recently left the classroom. I got very little from administrators.

The social-emotional components helped shaped my understanding of how to approach students.

Nothing

Actively student teaching was the absolute best preparation for me. Almost nothing aside from being in the classroom with my students has adequately prepared me for teaching. Much of what I learned in my teacher prep classes became useless during and immediately after distance learning. think it would be far, far more beneficial to let teachers focus solely on their lessons and activities in the classroom and their university courses, so that they have the time they need to focus on improving their craft as emerging educators.

Actually talking to the kids and working with them hands on

Having supportive professors

My teacher preparation program was excellent in preparation. However, I was not able to use that preparation toward TPA's due to COVID restrictions that were in place.

Working with a mentor and being evaluated with feedback

None except for one teacher in a six week course who realistically gave tips, tricks and real life scenarios to help us become teachers. One teacher in two years of courses. She was more helpful than my mentor teacher.

Speaking with other students and speaking to other actual teachers. Speaking to professors with less than 10 years of experience or who have been out of the classroom for a long time was also very frustrating and, personally, a waste of my time .

Student teaching and collaborating with a mentor. Real experience is what prepared me.
The mentor collaboration was the best portion of my program.
Mentor programs and observations.
I interned through my program so I learned a lot on the job.
Classroom management and identifying what priority standards are and how to teach them efficiently were the two main areas of focus that led me to being successful.
Working with a master teacher
Student teaching.
Working with my mentor teacher.
SEL aspects of the teacher preparation program seemed to help the most when speaking in terms of needs of the students.
My teacher preparation program was a joke; I feel more prepared by actually teaching in a classroom than anything I had to study.
Interning in an actual classroom.
I don't remember.
I appreciated learning with the credential classes. They gave me the info I feel I needed to be successful. Something they did not help with was classroom management and other areas of being a teacher. We teach but there is so much more to being a teacher than just the curriculum.
The special education classes I took helped a lot. I don't feel like my preparation program truly prepared me for much and I regret choosing the program I did because I now have massive loans to pay off for a less than satisfactory program.
Being with a mentor teacher was invaluable.
My teacher preparation program did not prepare me well to be successful in the classroom. Being in the classroom and learning through trial and error was what taught me how to meet the needs of students.
Honestly? I learned more in my Preservice program that was helpful in my teaching.
The only thing the program prepared me for is the workload, which should be illegal. The courses did not support my needs as a teacher now and the direction given from mentors from student teaching was not at the support level needed
Student teaching

Observations and student teaching Best prepared me to meet the needs of students in California schools. Preparation programs help you in ideal classrooms but don't prepare you for reality.
Student teaching, practical coursework that directly related to Education Specialist tasks.
The student teaching and co teaching with my mentor teacher. She helped guide me and allowed me to grow.
Coursework
Recording my lesson which allowed me to see myself teach and have more deeper reflection of my teaching pedagogy practices.
As a student teacher I was able to student teach through the entirety of my program which was four semesters and I was able to be in different classrooms each time. This helped tremendously with learning not only from one mentor, but multiple.
The background knowledge on students.
My coursework, especially the classes around teaching ELLs, students in poverty, and students with special learning needs.
The coursework and the student-teacher mentor period was positively impactful during my program.
The mentorship program where you are a student teacher and teaching the students and getting feedback on how you teach by your mentor teacher and/or university instructor. When the university program instructors demonstrated different lessons and had us apply what we learned to where we student taught
Not much.
Opportunities to be mentored by a teacher in a classroom by far prepared me more than expensive and repetitive coursework.
There was good insight on methods behind teaching.
Experience and an excellent mentor teacher.
Coursework
None
Learning about the diverse group of kids we would work with. Learning about the link to literacy and life success.
Induction program; classes geared towards collaborating with colleagues, leadership skills, and behavior
A residency year with support from my program mentors got me got me through my first year, I don't think I would have made it without a mentor/ support system. The camaraderie and community built through a 2 year program has also helped sustain me long after graduation.
Student Teaching/Internship
Student teaching by far was the most impactful.
Student teaching and the induction program during my first two years of teaching.
Student teaching and working with a mentor teacher at my school site
I feel that actually being in the classroom as a paraprofessional and interning really help truly prepare me to meet the needs of my students in CA schools.

Student teaching. I was at my same school from all day, every day, from August to June-- that experience is invaluable. I worked closely with my mentor teacher but I almost never had contact with my university supervisor outside of our required observations & meetings.
Courses relevant to working with diverse populations.
Student teaching and collaborating with my mentor teachers.
Student teaching for a full year in a residency model program helped me see all aspects of a school year under the guidance of a mentor. My program also used a gradual release model for how much I would take over as a teacher to slowly build up to teaching by myself over periods of time.
Student teaching
Working with veteran teachers.
Student teaching and working alongside multiple teachers to see and experience different groups of students and experience real life issues and methods for classroom management
Student teaching! I wish we had more time for that instead of TPAs honestly. A year of student teaching would be amazing.
Student teaching and hands-on experience.
Being inside the classrooms and interacting with students
I think the math and literacy courses as well as the student teaching experience helped prepare me the most when meeting the needs of students.
Student teaching, my mentor teacher and my amazing professors.
The collaboration with my colleagues, mentors, and teachers.
Student teaching was the most helpful in preparing me to meet the needs of the students. I got to really experience what it means to be an educator in California.
Clinical hours seemed to be best practice.
Working with a collaborating teacher and having a supervisor who would watch my lessons and provide me with feedback.
By far, the hands on student teaching with QUALITY supervising teachers (let's move away from the problematic history of the term "master" teacher). Additionally, meeting with my mentor was helpful, but more in the sense of making sure I was on track to meet the semi-arbitrary guidelines of my teaching program and did not always best connect with the actual learning I needed to become a successful teacher.
working with my mentor teacher. Working in practicum.
Student teaching best prepared me for teaching on my own.
Being in the classroom with students best prepared me.
Real world experience and collaboration with individuals going through the same program.
My credential classes.
Student teaching because it allowed me to experience the life of a teacher and the expectations a district has of their staff.
Student teaching, working with a mentor teacher, and working with my advisor/head of the ELA cohort.
My student teaching helped the most and observing.
Student teaching

The internship, assessment classes and educational technology classes helped me a lot.
I enjoyed the mentoring during student teaching.
Induction with a site coach helped more than the TPAs did.
Student teaching mainly
Student Teaching Pedagogy classes Working in and observing classrooms during my undergrad program
Student teaching and capstone classes. I wish there were behavior management classes in college/ credential! It's one thing seeing a master teacher do it- they have years of experience and know how to establish respect and boundaries. For young teacher they need to be explicitly taught behavior management strategies, please!
On the spot feedback through conversations.
Student teaching and university preparation programs
Student teaching, methodologies, and history of education.
Student teaching and schooling.
Student teaching was the best preparation. Being in a real classroom, looking at actual curriculum and having somebody model what lessons look like was absolutely the most helpful. I felt like credential courses only taught you how you write lessons without a curriculum which is not what we actually do in most schools.
The student teaching and some of my CSUB courses best prepared me to meet the needs of my students.
The student teaching, working with my mentor teacher, supervisor, and cohort members was the most beneficial and useful for my preparation.
Student teaching was very helpful because it gave hands on experience with different types of students and experience being able to adapt lessons to students needs during a lesson.
Mentor teacher and my mentors within the program itself. However, this was an inequitable process as not everyone in my program had access to mentors who were supportive/helped them grow and develop their pedagogical practice.
The time I spent in the classroom both observing and teaching for my master teacher. Also, being able to have discussions about the student-teaching experience with my master teacher and college coordinator/mentor.
I honestly do not remember.
Classroom management and observations.
Student teaching was the most helpful, and my university supervisor was very helpful and the classes he taught about math instruction were great.
The aspects of my teacher preparation that helped me the most was student teaching and collaborating with my mentor teachers.
Student teaching
Mentoring and the classes we took. They were extremely relevant to my teaching practice.
Eld class and the reading class
My program required more classroom experience than other programs and I was so thankful to that. I was also encouraged to sub in different classrooms to get a feel for other grades, schools, and districts which made me more confident stepping into my own classroom. I spent 2 full years in

student teaching because I missed the cutoff on one CSET. I believe teacher candidates should be required to spend more time in classrooms to prepare themselves
Student teaching. Case studies. Observations.
Being in the same room with other people who were also working toward their teaching credentials. Although I've attained a master's degree since then and am currently pursuing a doctorate, my credential program was the last one I did in person (not online), and that aspect was thoroughly enjoyable to me, but it is increasingly rare. I felt more connected to that program because I actually made good friends by talking face to face with the people in the classes with me.
Writing about my teaching strategies and how they were directly related to the standards and assessments I chose.
Observing other teachers and reflecting on my own teaching. Implementing different teaching strategies in the classroom to help understand how to teach concepts successfully. Implementing different classroom management strategies to help understanding how to manage 30 students at a time.
Mentoring in the classroom, real data and constructive feedback. Partner teaching and overall first hand classroom time
I was on an emergency permit so I didn't complete student teaching. However, during that emergency permit, the actual interaction I had with my class, and collaboration with my mentor, were by far the most influential aspects.
Hands-on experience inside classrooms working alongside mentors and supervisors with experience.
Student teaching.
Student teaching. What NOT to do. My
Working with my mentor teacher while I did student teaching.
Working with my university advisor teacher and collaborating with other teachers both through my university program and within my district were the things that prepared me the most. Going through BTSA/Induction, especially in my 2nd year of BTSA at SSF Unified, helped me the most because my mentor teacher was also a science teacher working on the same lessons, grade level and curriculum as me, so it was a very good match and she provided excellent guidance.
Student teaching and observation in classrooms. My classroom management class also had a good impact on my ability to teach.
Classroom experience.
Working with my mentor teacher and talking through different situations, and actually teaching.
Student teaching and classroom management were the most practical preparation methods of the teacher preparation program.
Being in a classroom.
Not really
actually teaching in a classroom
Mentor, observing veteran teachers and actually teaching in a classroom.
Student teaching.
Teaching and collaborating with my university professors and mentors. Learning theory and looking at data with professors in a class setting helped when student teaching.

Student teaching and working with a mentor teacher was the most valuable aspect of my teacher prep program.
The courses where you got to work with students hands on.
Collaborating with other educators and student teaching truly equipped me to help meet the needs of students. The program's coursework was far more equipping than the TPA in regards to preparation. I do not feel the TPA helped me succeed.
Teaching lessons while being observed and getting feedback from my supervisor. Observing other teachers doing excellent instruction and understanding how they Inter grated ELD and universal learning design into their lessons.
Student teaching in a relevant class with a strong mentor.
University professor as well as mentor teacher
Working with a mentor teacher
Collaboration with others.
My teacher residency program allowed me to work directly with an experienced teacher mentor for a year. This is where I gained actual teaching experience.
student teaching was helpful but should be paid. The practice is inequitable and only allows people with student loans or family financial assistance to fully invest into student teaching. The TPAs should also be free, the fees created financial stress.
Observations, mentorships, student teaching
Actually teaching students and working with my mentor teacher. I started teaching at the community college level before getting my credential/teaching high school and nothing - literally nothing - has taught me more about how to effectively teach than just actually doing it with a qualified mentor.
Student teaching and classroom management course
Student teaching, and the professors in our classes.
My student teaching was the most impactful. I had to complete 2 semesters in 2 different grade levels and at 2 different districts. I thought it was a great experience to see how different schools and districts work, the difference in grade levels that we could be teaching, and more time in the classroom than I have seen other programs provide.
Student teaching helped, but honestly it was nothing like the real thing. Substituting for my supporting teacher gave me more experience than just being her co-teacher or wingman.
I know how to write a twelve page lesson plan which is something no real teacher ever needs to do.
Working with the students and being in real life situations.
Observation, collaborative lesson planning, real life examples, research discussions
Working with a mentor teacher
Student teaching
Student teaching and getting my special education credential prepared me the best.
Student teaching was the best along with my courses.
The student teaching aspect when I was finally working in a classroom with a veteran teacher.
Collaboration was the most valuable.
Creating lesson plans and curriculum, speaking with and sharing resources with other students, hearing from seasoned teachers.

Student teaching best prepared me.
Knowing how to be more compassionate and considerate when it comes to teach ELs and students with special needs.
Explaining the reasoning for actions found in a lesson was somewhat helpful as it allowed me to break down my reasoning for activities.
Program classes, observations, student teaching hours.
Examining the standards, sort of. The best preparation was being a sub before I entered my program.
Working with a mentor teacher.
The research on differentiation that I did for my Master's portion of my credentialing program.
Student teaching, and university classes
Student teaching at title 1 school
Coursework, but mostly my student teaching experience.
Student Teaching
Methods class
Maybe forcing me to pull a unit together and be super organized?
Student teaching
The actual classes helped me.
Observing other teachers in the classroom, collaborating with mentor teachers, and having discussions with other student teachers about their experiences in the field. These three things were invaluable and provided me with support, best practices, and strategies for real-world scenarios in the classroom.
Student teaching and in classroom experience. Also working with strong mentor teachers and being open to feedback.
Student teaching and class observations helped in preparing to meet student needs.
None
The focus on equity. In particular, the elements where we were required to reflect on our own identities. Also, any class that had us develop and teach a lesson in our student teaching placement or bring in student work and analyze it. I feel that my math course was essentially the same elements as EdTPA (i.e. teaching a math number talk or lesson) and then reflecting on it after, but in a much less time consuming but way more effective way. When you do it that way, you get real live time support from your professor instead of months later rubric score.
UCI focused on making the classroom student centered and engaging, as well as helping differentiating for student needs (English learners, students with disabilities, etc.)
Learning about content specific standards and student teaching.
Student teaching, our methods courses, and being in a cohort with future educators (some of which I still talk to and share resources with today).
the program tried its best to help me but some of the eduspeak I felt forced. The issues I was having with physics was not addressed by the tpa.
Student teaching
Collaborating with other teachers who taught the same subject in similar and different schools, student teaching in two different schools that had very different locations and types of students.

The student teaching and working in the classroom
Student teaching with an effective teacher is by far the best preparation.
Student teaching experience and collaboration with mentor teacher and supervisor were the most impactful aspects of my teacher preparation program.
Working/observing/student teaching in a school from day 1 of the year to the last day.
The student teaching aspect.
We had a sped course that was very helpful in meeting the needs of students.
Working with my mentors along the way and having my advisors in my actual classroom giving real-time support and feedback was incredibly helpful.
Student teaching under strong mentor teachers and collaborating with an experienced university advisor
An excellent supervisor and a supervisory that fostered rigorous and supportive self-examination of our pedagogical problems and practices
Mentor teaching or student teaching were the most helpful.
Student teaching and the cohort class.
While I was student teaching my advisor came in and gave me real time feedback on what to improve. Ultimately, that was by far the most useful thing.
Being in the classroom, observing 2 teachers for 40+ hours. I got the opportunity to ask questions and develop an outline of how I would want my classroom to be.
Student teaching and actually working in the classroom.
Subject Methods, Psychology, Reading, and Special Ed.
Meeting with my credential advisor throughout my credential program was beneficial and working with my master teachers during student teaching. Anything where I was getting to have back-and-forth conversation about education or seeing it and working with it firsthand. I talk to teachers about how more classroom management pieces of the credential program would greatly benefit incoming teachers.
Observation hours, collaboration with my mentor, and clinical practice were the aspects in my teacher preparation program that best prepared me to meet the needs of students in California schools.
My master teacher and the student teaching experience (the fact that I had a whole year in the classroom) was the best preparation for me.
Having my mentor teacher(s) and my fieldwork supervisor's guidance/advice/support.
The real-hands on experience. Working with my master teacher and collaborations/conversations with other teachers on campus/observing their rooms.
I appreciate that the TPA helps engage teacher credential candidates in collecting & analyzing data.
Actually being in the classroom.
Meeting with mentor to discuss lesson ideas.
Collaborating with my cohort members of other science student teachers and collaborating with my mentor teachers are what prepared me the most.
Courses on pedagogies; student teaching and being able to collaborate with someone in the field; spending time understanding curriculum and common core standards in the state of California

I believe that the most valuable aspect of my teacher preparation was the student teaching experience and the direct feedback from both the mentor teacher and the university supervisor. This was highly beneficial because both the mentor and the supervisor had a deep understanding of the classes, the classroom environment, and the students. They were able to provide direct and timely feedback.
My field coach was amazing! I would not be teaching today without her support in so many ways. The content of many of my classes was helpful, but my coach was the most amazing resource.
My incredible instructors, the student teaching experience as a whole, the coursework at Cal Poly.
Student teaching, learning all the technical things/jargon, processes, and so on
Student teaching and induction during my first two years of teaching (meetings with mentor and feedback from observations)
Student teaching and collaboration with professors
Reviewing the ELD standards, 504 Plans, IEPs, and working with EL students.
My mentor teachers, professors, and supervisor each played a vital role in preparing me to meet the needs of my students.
My NU mentor was great! Aspects of the TPA were good but the requirements and rigor made it nearly unbearable.
the wide range of requirements shone line on what is expected of in teaching
The supervisor was vital in preparing me for meeting the needs of students. He was kind and offered suggestions that I could implement easily. He was knowledgeable, supportive, and non-judge mental. The supervisor, plus the mentor teachers were instrumental in helping me understand the dynamics of a classroom, student needs, and how to differentiate instruction. The program courses provided an abundance of strategies to implement, theories to understand why these strategies exist and why they work, and showed how to create effective lessons that also measure student learning. I loved everything about the program and felt supported and prepared to be a teacher in California. The TPA felt like an additional hoop I had to over to “prove” myself to be a teacher. Teachers in training in California already have to pass multiple assessments, complete a program, and then Induction to clear the credential. There was no clear reason as to why the TPA was needed when there were multiple ways to assess if I was qualified to earn my credential.
The classes and the mentorship I received from my professors.
Student Teaching (hands down) and the coursework.
Differentiating instruction, classroom management
Student teaching
Classroom management, differentiated instruction and supporting EL learners and students with disabilities helped me in teaching in the classroom.
The most useful aspects were day to day “tips and tricks” from experienced educators such as my mentor teacher and a few helpful professors
Response to assessment
Maybe lesson planning?
Clinical preparation hours
EL classes

Focus on diversity and teaching in a multi-modal way to meet the needs of all learners. Theoretically it was on par but since covid hit and kids apathy and disinterest in everything escalated along with major behavior management and steep expectations, i find that nothing i was taught seems to practically work within the walls of the classroom anymore. I had the luxury of teaching for a year before Covid and my training was great but after that, nothing that used to work did anymore but schools aren't changing their expectations.
Working with my master teachers who gradually verse released responsibility of the classroom to me, was the best preparation for being a classroom teacher who gradually Ross released responsibility of the classroom to me, was the best preparation for being a classroom teacher
Studying diversity and learning about how to meet the needs of individual students. Understanding my biases and tips on how to not let them get in the way
It asks me to choose, focus on, and pay extra attention to students that, as a good teacher, I should already be focusing on and paying a little extra attention to.
The mentorship from veteran education specialists
The master teachers.
Constantly referencing EL learners, students with extra needs, helps me to bear them in mind in my lessons now. Most of the courses were labored and did not address the actual material we would be teaching.
Focused on certain demographics and progress monitoring but not how to do so in a culturally responsive way.
Student teaching
Pre and post assessments, differentiation and UDL.
Student teaching and working in a classroom
Collaborating with other student teacher (at all grade levels) and working with my Mentor Teacher and her grade level team.
Student teaching. I think teacher candidates should be required to student teach at at least two different districts to gain multiple perspectives
The Internet portion of my program. Being able to teach and learn at the same time was beneficial because I could apply what I was learning in real time.
Differentiation of Instruction, considering California education standards.
Student teaching and meeting with supervisor/mentor teacher
I got practice working with students in a school that offered many supports and supported teachers well. My field placement was very collaborative which helped me learn how to adapt curriculum. Our classes also helped us workshop ideas before going before students and gave us early tools to try.
Working with a mentor teacher, collaborating with other students teachers
Substitute teaching & student teaching
Being on site student teaching/observing the full school year. Seeing classroom set up/launch is crucial!
Student teaching and coursework for bilingual authorization
Real world scenarios, collaboration with members of my cohort
Lesson planning
Student teaching.

Creating lesson plans which focused on standards, used curriculum, created different approaches for the different levels, then being able to teach it and reflect on it.
Being in the classroom. I started in a general education classroom. I did my TPAs based on general education students, once I was actually in the classroom I realized I had no desire to teach Gen Ed and wanted to be a mod/Sev special education teacher.
Student teaching and working with a mentor teacher
My Mentor teacher was the best resource. She was able to guide and give me good advice for teaching.
Working directly with teachers in schools- and experiencing things first hand- and having university supervisor feedback.
Student teaching helped, working with my mentor teacher and student teacher supervisor.
I had a wonderful mentor and was surrounded by supportive colleagues that provided guidance and encouragement that I needed during this stressful time.
The mentor coaching was the most beneficial for me.
Learning to develop lesson plans
Working closely with a mentor helped me to meet the needs of students in California schools. Having a relationship with my mentor teacher was beneficial because it allowed me to have insight on some of her experiences- which led me to better understand what would work for me in the classroom.
The aspects of my teacher preparation program that best prepared me include classwork and seminar work focused on different demographics in schools; my student teaching placement; and my mandatory education history/law class.
Student Teaching prepared me the most.
Student teaching and anytime that I was able to be in the classroom.
Student teaching full time was so impactful and allowed me to feel like I was a part of the school community and understand the day-to-day operations that teachers have to juggle.
I appreciated my specific subject area classes better than other parts of the program.
The preparation program only helped a little since everything is really learned inside a public school classroom. At least 75% of who I am as a teacher now, was learned through experience rather than inside a university classroom.
Student teaching
strategies for English learners and students who bridge between general and special education
Lessons and communication
Self reflection
Analyzing assessments
My literacy class and the overall student teaching experience
Being in a cohort of like-minded future teachers, a strong Mentor Teacher to guide me, and creative professors that saw education as opportunity instead of just standards.
Student teaching really prepared me to teach my own class. I do not think the induction process is necessary though. We do all this work with the TPA's and Csets, but then we have to "clear" our credential. I think it's to much.
Working with my mentor

Student Teaching and my mentor teacher and observation
Definitely student teaching.
Student teaching and observation was highly valuable.
Learning how to lesson plan and collaborate were my main takeaways
The TPA's helped prepare me to meet the needs of the students. Also, the quality of my professors greatly impacted my influence on the students because I utilized their skills, experiences, and examples.
The coursework was helpful but the most valuable experiences were being in the classroom during observation hours and student teaching.
The lesson planning, standards review, ways to implement different teaching strategies and pedagogy.
I had great preparation in student centered learning, teaching English Learners, and differentiation. I was also taught to anticipate difficulties students would face due to trouble with skills and that has honestly been how I continue to plan and it's effective. Had I learned to only adjust my lessons as I go rather than anticipate beforehand I think I would find myself with a lot of unsuccessful lessons but instead I have been able to plan for road bumps in lessons.
Working with an excellent pair of mentor teachers during my student teaching were the best aspects of my teacher preparation. Collaboration with my university supervisor was the second most positive aspect.
The mentor teacher
observations and meetings with my university advisor.
I really enjoyed my coursework, and felt that I had knowledgeable, experienced, and empathetic instructors the whole way through my program. The coursework came with integrated EL authorization, and also built in test prep for such exams as the RICA and the CSETS, which made those feel like very achievable tests by the time we needed to take them. My time with my master teachers was invaluable, and taught me most of what I know about successful classroom management. Overall, the combination of coursework, mentorship, and examination made me feel prepared.
TPA and induction were most effective.
My masters and credential courses. As well as student teaching.
Being in the classroom with my mentor teacher and being in a cohort with other teacher candidates.
My student teaching and courses
The student teaching prepared me best. It should be a paid internship.
The credential program through CSU San Marcos was fantastic. I enjoyed working in different classes and gaining experience by student teaching.
Having a coach to bounce ideas off of, and that provided realistic and applicable feedback.
Student teaching 5 days a week from Jan-June
Working in schools
meeting with mentor teacher and student teaching
Very little of the teacher preparation program prepared me to meet the needs of students in schools. I gained some knowledge of classroom management, differentiation, and theory.

The elementary methods course and language acquisition courses.
Coursework about supporting students with disabilities, school budgets, etc.
Student teaching, interning in sped
Reading some texts on literacy strategies.
Nothing. My mentor teacher didn't teach me much. I learned as I started teaching
Specific tools for designing lessons and curriculum for students that were standards aligned were the most helpful. Also some of the classroom management design was helpful.
Working with a mentor teacher in the classroom.
Working with a mentor teacher at a clinical placement site.
I was an intern, so the program did not really help me. I was in the field, getting real experience.
None. Previous classroom teaching experience was the thing that prepared me.
Actual teaching with supervisor support in an intern capacity.
Socially diverse courses
It allowed me to improve the lesson from the student point of view, and professionally write things for my administrators on behalf of my students.
Recording myself and reviewing the recordings.
A district-intern credential program lends itself to work at an underserved school site. Being exposed immediately and directly to some of the most challenging scenarios an educator will encounter was maybe the most efficacious component of my program.
Student teaching experience in the classroom with my mentor teacher
Honestly my fieldwork portion. Where I had a fieldwork person observe and give feedback on my lessons.
Student teaching! Nothing is better than on-the-job practice with qualified mentors. Additionally, all the work around working with English Learners is valuable for me each day in the classroom. I do go back and use resources from my program specifically for English Learners. California's focus on serving that population seems right on the money. Being exposed to some of the technology, especially through National which was mostly online, was very helpful. EdTech is huge, and it has been nice to be the go-to tech person at my school.
Working with a Mentor teacher was by far the best and most effective aspect of the credential process. The credential classes were also very beneficial.
The task of showing how you differentiate and provide scaffolds for students with disabilities.
Student teaching and coursework. I worked with students from a Title I school and learned a lot.
Student teaching with a fantastic mentor teacher was the best preparation.
Student teaching and working with a mentor teacher gave me real life skills needed to manage my own classroom.
The insight from my mentor at the university.
The focus on social justice issues and humanizing pedagogy. I still maintain a critical social justice mindset and aim to disrupt inequitable systems and structures.
Observing other teachers and being observed and getting feedback from other teachers.
The student teaching and the observation hours were the best teacher.

Student teaching is the one thing that was truly helpful in full. My classes were somewhat helpful, but I definitely didn't enter teaching with all the tools I needed despite having three semesters of classes. Of course, they inevitably affected my understanding in ways I may not be completely conscious of.
Student teaching, watching myself teach on camera in preparation for the EdTPA, lesson planning with my co-student teacher, my advisor and credential classes
Collaboration, hands on thru student teaching, my mentor teachers, BTSA once in the classroom and having a sped BTSA coordinator to collab with.
Application, application, application - actual application of what I was learning in my classroom. I'm one of the few who were already working in the classroom during my program. For me, there is nothing like being hands on in the field. So, actual application of the practices I was learning is what further equipped me to be a great educator in the classroom.
Being in classrooms with students, under supervision. And the few times that my professors modeled the best practices that I was expected to learn to apply towards students.
Hands on classroom experience, lesson studies, meetings with mentors, and real conversations with peers going through the same experiences
My program had us completely take over the classroom for several weeks taking over one subject at a time until all subjects were under my control.
Being immersed in the classroom student teaching from the beginning was key to being able to apply what I was studying.
The different courses required.
Having more than one section/chapter on diversity, students with disabilities, English language learners, etc. and the course and trainings on UDL for learning to learn to think about the systemic barriers which affect our students and act/plan on what we can do/provide to remove those barriers.
I believe it was a combination of being in the credential program and communicating with my peers, implementation of the TPA's, and the student teacher experience.
Student teaching
Student teaching.
Student teaching
Student teaching
Teacher-mentor observations.
The student teaching experience at a high needs school. By doing my student teaching at a Title 1 California school, I was able to experience first hand the reality of teaching in a school where children have so many struggles beyond the classroom. This help me see the impact a teacher can have on a child and how important it is to build a relationship first.
The support and understanding of standards. They also taught many instructional strategies
Lesson components and visiting different schools/ classrooms for observation hours (got to see different methods and styles of teaching).
The methods courses, student teaching, and collaboration with my mentor teacher best prepared me.
Student teaching, classroom management classes
Help understand school and student culture

Lesson planning and observations
The meeting with mentor
Student teaching/practical hand on experience
Being a K-2 grade teacher I definitely feel that the RICA best prepared me to meet the needs of my student. I'm consistently using what I learned through my reading course and the RICA study guides to assess and level my students
The conversations and assignments through the university helped me better prepare to be a teacher and successfully complete the TPA by gaining understanding that just completing them alone.
Definitely practicum.
If we're talking about how the University prepared me, it didn't. The CSUDH program I went through was ineffective, tedious, and biased (only prepared us for "inner city schools") with A LOT of busy work. I can only remember 2 professors who I thought was good.
The student teaching and working with a mentor teacher was the best insight that I got when learning how to teach. The teacher preparation was a lot of busy work filled with how to deal with "ideal" situations. It didn't prepare me for what I am dealing with now.
I would say being able to reason my own understanding in regards to the strategies I choose to use.
The technology helped with engagement but honestly students are more entitled and only care about what they want. So even finding things that are highly engaging can be difficult.
Working closely with my mentor teacher. Part of that process was talking about the CalTPA.
Student teaching but being "exclusively" responsible for the work load for a long period of time not just a couple of weeks.
Being in the classrooms, student teaching, and having those field work days in my credential program best prepared me. TPAs felt like extra homework, taking days to weeks, to be done.
Mentor observations
UDL and ELD standards
Working with my mentor teacher and student teaching helped best prepare me for work in a school.
My methods course and the mentor-candidate supervising and work on the classroom
Being in schools and having a mentor teacher.
Hands-on work and opportunities to reflect.
All elements because each lesson had to connect. No one is focusing on the psychomotor and cognitive skills in class unless you learn them and know how to implement each across all subjects
Planning out a unit, reflecting on it.
Mentor feedback.
Learning to assess yourself and look at the needs of different students.
RICA, EdTPA, student teaching were the most helpful.
Being in the classroom. My mentor teacher was great! Especially in the arts. You have to invent lessons, there is no textbook to follow. It was extremely valuable to get lesson ideas from my mentor.
Time in the classroom. All the credential classes were worthless. The reason wants to be a teacher is that parents and students get away with everything. More stress and less reward lead to people leaving the profession.
Student teaching

I loved collaborating with classmates in my cohort. i liked when my professors had well rounded experiences in the field.
Methods courses and student teaching
Teaching is a practice. Strategies and initiatives change and the tech prep programs should be prepared to do the same. The best preparation is real experience/observation in the classroom with meaningful reflection and discussion afterward. This gives teacher candidates a real look into a classroom and at the variety of challenges they will face in a classroom of their own, not just how to plan and deliver a lesson.
The culmination of all the pieces.
Application in real life!! In person student teaching at two different grade levels and sites helped me put theories, research, strategies into practice all while being in a classroom learning from my master teacher! Seeing her teach and then being able to be a part of it in her classroom was extremely valuable.
Working with a mentor teacher in the classroom
My coursework was very helpful. Meeting with instructors was also helpful.
Student teaching
Student teaching.
All of it
Learning how to backwards map, learning about the CSTPs. My program encompasses aspects of literacy, special education, and math.
Universal design for learning and all the special education/lep studies. It did NOT prepare me to teach or assess reading. The RICA is important when you consider all the kids who are struggling to read and the current crisis of students moving ahead in grades who are missing foundational skills. We are getting kids in grades 4 to 12 who have never been assessed and are reading at a 2nd grade level.
Student teaching. The program tried to show us ways to meet the needs but hands on was the best way to learn.
Student-teaching and being in the field talking to current teachers helped the most, along with collaborating with fellow teacher candidates.
We did a lot of work around how to make sure you're meeting the needs of diverse learners: English learners and learners with disabilities. I also really appreciated the bimonthly observations and feedback/debriefs with my university supervisor. She was a very strong coach and taught me so much that I could use in my classroom. Also, because my program was for people who were already teaching in the classroom, our lessons were always very applicable to our work in the classroom at the time.
The TPA class I took helped me the most.
Differentiation
Student teaching was the aspect that prepared me the most.
Coursework that looked at: assessments, english learners, accommodations, as well as courses that focused on teaching literacy and math
The video analysis best prepared me to meet the needs of students in California schools.
All aspects combined

Taking over my mentor teachers classes under their supervision. I was able to teach as the solitary teacher but have their support for a full year. It is incredibly important that this continues.
Thinking of all aspects of a lesson such as assessments and reteaching a lesson
The time I'm in the classroom.
Student teaching.
Filming my self deliver instruction helped me reflect on what I look like to the students and it helped me see what I can do better next time.
TPA's and the credential programs; especially, Dr. Costa and Mrs. Boone from CSU, Stanislaus.
I feel like I had to reach out and connect to real teachers. It took me out of the college classroom and into the real elementary classroom. Learning to seek help and develop relationships with teachers is one of the most essential aspects of survival in teaching.
Video evidence and reflection's on the lessons, as well as data collection and analysis were very helpful in self reflection on my teaching practice. Going through these with mentors and the program was critical in my teacher preparation.
Courses that addressed the needs of diverse learners.
Having to work alongside a mentor teacher completing the EdTPA.
Student Teaching Requirement.
Student teaching for 9 months.
The topics that covered special education.
CSUN had a practice EdTPA that was scored with feedback.
All aspects of my prep program equipped me to be a great teacher. The professors, course topics and student teaching helped me learn how to get to know my students and have an understanding of all aspects of the classroom.
What best prepared me was having a Cooperating Teacher that was experienced and was there to help support me as a student teacher. I also had a very supportive supervisor.
The school and the professors who taught the teacher preparation program.
Theoretical frameworks and categorizations have little to no effect. What matters is who you are as a person, the desire to teach, the adapt as an educator. My student teaching trained me in a more personal, realistic way.

APPENDIX E: Open-Ended Question #3

How did the Teacher Performance Assessment (TPA) impact your overall teacher preparation?

Awkward. The interaction with students felt so forced and unnatural. I felt like the TPA took away my personality when in the lesson and subsequent follow-up teaching moments due to its ridged form.

I feel that it wasn't beneficial especially when realizing it got waived and I got to be in the classroom. I feel it took more time out of focusing on teaching the core curriculum and learning the basics. It wasn't until I did my induction program that I truly felt that we implemented the TPA strategies but I felt the induction process helped guide me more than doing the TPA assessment.

It caused me to specifically tailor lessons to meet the requirements even if they were not the best fit for the class and the recording process causes students to be less genuine with their behavior and participation.

It created more workload, stress, and requirements during the pandemic.

It definitely made it slightly more difficult, which in the sense of workload, I guess it prepared me for my future job as a teacher.

It didn't

It took away my ability to focus on my student's individual needs that best suited them. The TPA made me feel I was group all student together

<p>It was a lot of work. Had to assess student work and I feel like I do that all the time as the teacher so why do I need to show that I can do that.</p>
<p>It was a negative experience. Part of placement and student teacher was virtual and my mentor teacher was not aware of TPAs and was not able to support me with questions and had difficulty filming/ recording online due the student placement district they were not supportive.</p>
<p>It was an added stressor that I felt took away from the experience of being in a physical classroom and spending time learning from different teacher practices in my placement.</p>
<p>It was stressful having that looming over me in addition to induction</p>
<p>Negatively. It's busy work with out-of-touch expectations.</p>
<p>The TPA became a huge focus, and deadline. It felt as though it was emphasized to be the most important thing. Not passing the TPA meant not getting a credential, despite performing positively in every other aspect of the teacher preparation program. This made putting out quality work in other classes a challenge. The TPA felt as though I needed to fit into a "box" and teach in exactly 1 way only. It felt as though I was being judged as a teacher on only 15min of a lesson, and within those 5 minute clips I had to include specific things. This felt very rehearsed and unnatural, especially now that I know what it is like to be in a classroom full time as a teacher.</p>
<p>The TPA did not impact my teacher preparation at all. The TPA felt as busy work that took away from me learning from my mentor teacher. My student teaching made the biggest impact due to hands on experience along with my induction provided by the district.</p>
<p>The TPA is all paper and hypothetical, it does not prepare you to be in a class with 28 students who are two to three grade levels behind.</p>
<p>Doing it over Zoom was hard as I struggled to teach online as well as my students. Student teaching on zoom was difficult during the quarantine.</p>
<p>Having already been in the classroom as a University Intern while going through the credential program, it was just an unwanted stressor of unnecessary meticulousness that I did not need on top of have a full load of classes to teach and attend.</p>
<p>I attempted to complete cycle 1 math portion of the TPA and the amount of writing and expectation to complete this while also trying to lesson plan and student teach is unrealistic. I feel that it was not helpful at all. I learned more completing my teacher intern program to get my SPED credential. I was working in collaboration with classes with mentor and supervisor support.</p>
<p>I did not feel that the TPA accurately represents the day to day expectation of teaching.</p>
<p>I did not feel that the TPA prepared me for being a teacher</p>

I do not feel like it had much of an impact on my overall teaching. It caused stress, and took away from other areas I could focus and prioritize for my learners. It really did not help me prepare much.

I don't believe it's helpful because the work that I needed to do for TPA was covered in my teacher preparation program. It was just more workload. The real preparation are hours in the classroom interacting with students.

I felt like everything was focused on the TPA and getting it done and passing it that I didn't get to really focus on actually learning. Everything was driven by the TPA

I felt like I was putting on a show and wasn't focused on standards when preparing. Since my mentor teacher never did the TPA she wasn't prepared to support me even though she did everything she could.

I had a negative experience with my first mentor teacher. Overall, the TPA was not help in my teacher preparation because it did not provide me with tools that I needed to actually teach lessons.

I think it made my teaching worse. It is not a realistic way for me to show my teaching ability and hindered my ability in the classroom

I was incredibly stressed out. I appreciated that it made me be a bit more focused in my lesson planning, but the writing and copious amount of steps was incredibly stressful.

I was more worried about completing the TPA and ensuring I hit all the points in the allotted time than I was about learning my curriculum or growing as an educator and learning.

It added additional, unnecessary levels of stress more than prepare me to be a successful teacher. Its principals and frameworks, though important, I feel are better and equally covered by Mentor Teacher, Principal and Induction Coach observations.

It added unnecessary stress to my career path, and has me questioning whether or not to continue to be a teacher. I have every test passed and all the other requirements met. The EDTPA is the only thing left I need to get my clear credential. Now that I am in the last year of my preliminary credential, I am debating whether or not to continue teaching based solely on my need to complete the Ed TPA. It is such an unnecessary extensive process that requires a lot of attention to detail. To become a teacher we already have to pass so many tests and meet so many requirements adding the EDTPA is similar to completing another master thesis. If someone gets their preliminary credential, passes all of the others necessary tests to become a teacher, has classroom experience, and gets exceptional feedback from their evaluation's, that should be good enough. Stop making it harder to be a teacher by adding these are unnecessary requirements. There is a teacher shortage we should be making it more accessible and not adding barriers to people who want to become teachers.

It did not help my teacher preparation whatsoever.

It did not prepare me mentally, emotionally, or physically to become a teacher. In fact, it negatively impacted my mental health.

It did not. If anything it added more stress and had a negative impact on my mental health.

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It didn't prepare me to be a teacher. Rather, it hindered me from becoming a teacher as the requirements to become a teacher was subject to me passing the TPA. Aside, unless you fake the scenarios for the TPA, you will not pass the TPA. I did mine with raw footage and I failed three times by one point.
It didn't. It was just another test to take.
It didn't. It wasn't helpful. If anything it took away a from my ability to work and plan in a way that was conducive to serving all of my students.
It disrupted student teaching to such an extreme extent that I felt like it robbed me of the benefits of the mentor teacher program.
It doesn't relate due to the passing requirements being extreme
It forced me to spend my time on tasks completely irrelevant to the actual work set before me. Doing the TPA often led me down paths which disrupted my teaching and my host teachers during student teaching.
It gave an extra assignment to complete while trying to adapt to a new district, new classroom environment and complete induction program.
It hindered my teach preparation.
It is unnecessary, I have a teaching credential and my masters. The amount of work towards the edTPA was and still is insane for a full time teacher to manage along with their work.
It negatively impacted my preparation
It only hindered my teacher preparation. I wasn't practicing how to be a teacher. I was practicing how to complete a high stress paper.
It takes time away from preparing and teaching your class. It hinders your future because of the uncertainty of passing after years of work already completed.
It was a waste of time and not realistic.
It was an extremely negative effect. In fact, since I was required to obtain consent to video record students, I was forced to exclude students from instructional activities when they did not provide consent
It was more stressful due to COVID-19
It was overwhelming for me since I had to work with kindergarten students. It gave me anxiety and just felt like I was not qualified to teach them since just a video should not define my teaching style.
Question were repetitive and did not effectively prepare you for success in the classroom

The TPA added extra and unnecessary stress during my teacher preparation. I would have liked it better if I could have focused more of my time on my teacher program.

The TPA added stress to my work. In addition, a lot of what it asks for is already covered in teacher observations and other coursework. Specifically for the intern program that I was in, we recorded several lessons prior, so the TPA was redundant

The TPA did not have a positive impact on my teacher preparation.

The TPA did not help me become a successful teacher. If anything it distracted me and stressed me out unnecessarily while student teaching. It made me not want to be a teacher if that was the work I was required to do.

The TPA did nothing to aid in my teacher preparation.

The TPA does not impact overall teacher preparation. There are too many nuances and it's very impractical to complete when you are a preliminary credentialed teacher.

The TPA has caused me extended mental anguish since I learned it was a requirement for California. It was the one thing I dreaded leading up to applying to a teacher program. It caused anxiety. I was not able to do it online bc my placement during Covid did not allow filming of student screens. TPA is not a good assessment. Everyone makes up their focus students anyway. This is just another barrier to people becoming teachers. It does not help the teacher shortage.

The TPA impacted my overall teacher preparation negatively by placing my focus onto two extremely large and tedious projects. I would have been better served if I did not have to worry about completing these all-consuming projects and could spend more energy planning future lessons or learning management skills from my university professors.

The TPA negatively impacted my life both personally and professionally. I was overworked while trying to teach full time and complete the TPA.

The TPA negatively impacted my teacher preparation by being more of an obstacle than a tool that would assist me in understanding how to plan and execute lesson plans that would reach all students.

The TPA was a huge draw of my time that could have been spent on other, better professional development or other collaboration regarding my classroom practices.

The TPA was a huge mental stressor and weighed heavily on my mind throughout my credential program and first year of teaching. Because of the added stress, the rest of my work and school were negatively impacted.

The TPA was very stressful. I attempted the first cycle prior to COVID (March 2020) and then had to stop the second cycle due to not knowing what was going to happen with the program at CSUDH. I had to prepare for the exam while teaching so it was hard to lesson plan and do the TPA all at once.

Too much time was spent learning how to pass the assessment, so there was less time dedicated to actual classroom needs. The assessment also concerns itself with checking off boxes and making sure specific buzz words are stated rather than ensuring that students are learning and growing in their education.

I was focused on meeting TPA requirements instead of learning how to function and be successful in the day-to-day of teaching. They are very different things.

It didn't.

It took time away from meaningful work. It was an arduous exercise in hoop-jumping. The rubrics made it clear that passing the TPA had little to do with the work of educating and supporting students and much to do with "saying the right things."

My teacher preparation program did not help me with the TPA at all. There was no guidance and very minimal support.

The TPA did not impact my teaching preparation in a positive way. I was always stressed because it didn't show who I was as a teacher. It made me feel like I wasn't a good teacher because I couldn't pass it,

The TPA prevented me from focusing on my students. I was focused on how to pass a test: I read from scripts, gave special attention to students who would best answer questions, and fished for certain responses from students. We were often encouraged to select the students who would help fulfill requirements to sit or be present in the videos.

TPA did not help with teacher preparation, all it did was create unnecessary anxiety & sow doubt into those who had to complete the TPA. In my opinion, completing TPA did not make me a better teacher.

The TPA helped with only building lessons for all subjects.

Did not help at all. On the contrary, it was busy work and I was stressed to the max. I couldn't focus on getting to know my students or figure the pacing of the curriculum due to having the stress of having to create the "PERFECT" lesson plan so I can clear my credential.

I felt as though the TPA was not useful in preparing me for true day to day teaching.

It created more stress and gave me imposter syndrome. It also created a false narrative that I was a bad teacher when years of therapy told me I'm not.

It did not help me or prepare me to be in an actual classroom. It was elongated lessons where I felt like I was repeating myself and not learning how to effectively lesson plan for all subjects.

It didn't help me become a teacher at all, in fact, it was more a hindrance than anything.

It didn't. Nothing that I did for the TPA affects how I teach today. I don't have multiple hours a week, of my own personal time, to think about each class and each student individually and how I'm going to meet 90%+ of

all of their needs; much less how each portion of my lesson targets given standards. It's completely impractical and unreasonable.

It is distracting because you become so focused on the need to perfect everything to pass the TPA, and this makes it hard to focus on the actual act of teaching students.

It was a waste of time. I had to take my time away from classroom to prepare my essays for edtpa. Yes, they are/ were just essays—persuasive essays!!

It was repetitive and a waste of my time.

The Teacher Performance Assessment created extra stress during my teacher preparation program. I honestly think that this Assessments does not accurately reflects a teacher's abilities to plan, instruct and assess in the classroom.

The TPA does absolutely nothing to prepare teachers for the real experiences occurring in our schools other than serve as a barrier to receiving a credential.

The TPA is unrealistic and unnecessary in assessing teacher's readiness for the classroom.

The TPA requirements made everything a lot more complex and difficult in trying to complete my credential. The credential program was accessible obtainable and complete on it's own through coursework. Yet overarching it all the TPA added an extra layer and barrier in completing my credential in a timely manner which resulted in me wasting another year of not teaching. While my credential program had a course in helping us pass a TPA test, my instructors believed my TPA write-up was perfectly sufficient and above average yet when I submitted it to Pearson I received a non-passing score with little to no feedback. Then the resources available to get TPA feedback, I remember having a phone conference for one support, were if anything a waste of time because they (the support person) could not tell us specifically where we went wrong or where we could go to fix it. And anywhere I went, local Csu advisor, Tosa's at my district, vcoe (county Ed) representative, etc, no one could give me a clear definitive answer and support and or solutions to a problem I could not understand or comprehend. It also did not help that the Cal TPA kept going through multiple versions and variations of itself which then confused not only myself but the advisors and the personnel trying to support us through my county of Ed or the course work I did in my credential program.

There's nothing helpful about the CalTPA. Teacher candidates are essentially paying hundreds of dollars to complete tedious forms. This time would be better spent with actual lesson planning, collaborating with mentor teachers, or taking pedagogy classes.

I don't think it benefited me in my preparation for teaching. It was stressful and expensive.

It added more stress due to preparation and out of pocket costs

It made becoming a teacher more challenging because on top of all the other requirements I had to also worry about the TPA. This was extra work on top of all hard work I had already put into the teacher career.

It was not more beneficial. Regular observations were more beneficial to gain immediate feedback and opportunity for growth. Internship mentors and induction mentors were helpful in growth and assessing performance. Formal observation from admin were aware of the full scenario.

The TPA did not help me learn new things to help me in the classroom. By working with other teachers and being hands-on in the classroom, I was able to get better at my craft. The TPA was very stressful and complicated. There is no concrete feedback from the TPA that helped me reflect on areas of growth

Added a TON of stress and made me feel incredibly overwhelmed. It distracted me from my coursework.

Attempting to do this via distance learning during COVID was not of much benefit to me as we were just trying to get through distance learning and student teaching, and overall the process of doing the TPA did not significantly affect my capabilities as a teacher.

I did not understand the benefits of the TPA. I gained the most knowledge and experience by working in the classroom hands-on or collaborating with mentors/veteran teachers.

I felt like time spent learning to be a good teacher in my prep program was wasted on doing things I never planned on implementing as part of the TPA. The only useful thing the TPA EVER did was making me know my students better. But the rest of what I had to do was anxiety inducing and stressful and doesn't truly measure what a good teacher is. Also non of my professors were allowed to give me feedback on my TPA because APPARENTLY THATS TAMEPERING! I hated TPA teachers should not have to fill out pages upon pages of stuff that interferes with their ability to lesson plan and grade.

I felt more stressed trying to complete it then it did any help.

I think it added too much stress while doing student teaching, school, as well as teaching. It did not prepare me for what we would actually be faced with. Yes, we look at each of those sections while planning, but it was a lot of busy work, as well as added stress. I found the grading to be unfair and inconsistent as I had submitted it multiple times. Real life hands on learning such as the student teaching and induction program is what helps teacher preparation. I am so thankful for my mentor teachers who have helped guide me along the amazing path to teaching.

I was unable to be an effective teacher because I was focused on completing the TPA

It added extra stress.

It added greater of stress and frustration because I kept failing it, but all my professors and supervisors would always tell me that I was doing a great job teaching/supporting my students in my lessons.

It added stress and hurt my self confidence

It did not help me at all. Teaching is learned as you begin teaching. Once the program is complete you are ready for the classroom. You either have what it takes or you don't. We should have to pay more money to

complete tests that do not measure your ability to teach. Many teachers hired in are awful, but we hold back teachers who can and will do whatever it takes to be the best they can with a test.

It did not help me prepare for real world teaching. The time spent trying to match a very specific and unequitable guideline was not worth the time. The plethora of hours spent on the assignment could better be spent with professional development, work with a mentor teacher, time spent observing a veteran teacher, or learning SEL skills to help better support students would have been a greater use of time to prepare me to be a teacher.

It just felt like another hoop to jump. Busy work that did not help as much as all the other aspects of student teaching and my course work did.

It was a lot more stressful on top everything else that needed to be completed. It also felt like we were putting on a show instead of it being genuine instruction.

It was an extra hoop we needed to jump through that was unnecessary. It was based on skills and strategies I already implement day to day.

It was busy work. It did not seem to relate to teaching at all.

It was just extra work that has nothing to do with actually teaching and is evaluated by people who don't work in a classroom, who constantly say there is a teacher shortage and then create barriers for people becoming teachers.

It was very disheartening being unable to pass my TPA's it made me feel as though everything I worked so hard for was all put to a sudden halt due to the fact that I could not pass the TPA. It made it seem as though all my hours and student teaching amounted to nothing due to the fact that I do not hold a clear credential because of the TPA's I have struggled to pass.

Not at all. It was expensive busywork that made my teacher preparation experience far more stressful and difficult than it had to be. I've been teaching for 5 years and won Teacher Of The Year last year, and not once has anything I completed in my TPA help me. The TPA should have been abolished decades ago.

Overall, it impacted my teacher preparation negatively. It was very stressful and it was very hard to work on especially with the COVID protocols that were in place at the time. It did not feel like a fair representation of the work I was doing as a student and as a future teacher.

Required lots of preparation time beyond the curriculum and lesson plans, lots of recording attempts and editing time, very strict adherence to specific model of teaching (emphasizes direct instruction over any other methods, where I would prefer a facilitative approach)

The TPA added an unreasonable amount of stress on top of learning how to teach. The pressure had a strong negative impact on the relationships I could have built with students and stakeholders. The deadlines were unreasonable, and it encourages teachers to present an unrealistic "perfect" side of teaching. It also demanded

that teachers be technologically adept. It also required school sites to be compliant to recording and TPA requirements and deadlines.

The TPA did absolutely nothing to help prepare me for the everyday realities of being a teacher. The TPA does not account for actual interactions with students, how to create actual lesson plans, and made me entirely focused on trying to hit the check marks in a box for the TPA.

The TPA did not prepare me for the teaching environment or meeting the needs of my students. It took away significant time from teaching and learning in the classroom for the sole purpose of “passing a test.” Students were uncomfortable being on video even if their faces were not taped, and it had a negative effect on the regular behaviors in class (I.e. students volunteering answers, asking questions). Students were distracted and nervous. Nothing about the TPA felt natural or necessary for meeting the demands of teaching.

The TPA has little to nothing to do with practical education, and every educator I know agrees that it is an insulting waste of time

The TPA is a lot of busy work where you have to find the keywords to pass the assessment instead of focusing on actually learning and teaching. Failing by a point or two just made me feel like I couldn't be an effective teacher

The TPA made it more difficult to become a teacher. The evaluation is very subjective. The instructions and guidelines are not clear. The TPA in no way prepared me to become a teacher. I have passed my first 2 evaluations with my principal with exceeds expectations and I never finished my TPAs.

The TPA seemed to be trying to make sure that we knew we had to have well rounded and challenging lessons that followed the into-through-beyond lesson plan structure. We were already completing work and being assessed by our mentor and the program supervisor on a weekly basis on these tasks. It gave us less time to practice with these skills since the TPA takes so long to complete and you have to redo it many times if something goes wrong in your lesson or with the tech. It was a source of high stress on top of the MANY other assignments and observations we were doing and completing.

The TPA sets unrealistic standards and expectations for experiences within the classroom. All of the information in the TPA is so structured and specific that it does not feel like it's for us but a way for the state to make money.

The TPA took a considerable amount time to complete different components. In the credential program we took several courses on the parameters of the assessment, practicing how to complete their documentation's, and learning how to annotate videos to incorporate the academic language point-outs the test required. I didn't mind the videoing of lessons, but it was the full setup to meet their requirements. Then teaching my class how to be on task and respectful while videoing so that the audio would t pick up a lot of background noise.

The TPA took up too much time. By the time I was preparing to take it, I had 3 years of teaching under my belt and the tedious work of doing the assessment seemed cruel. I had already proven myself as a successful teacher for 3 years.

The TPA was an awful experience and had no direct impact on my teaching practice or professionalism. I passed my first TPA but it took MONTHS to edit, film, and edit some more. I was basically being taught how to formulate answers to PASS instead of being shown how to do things an ACTUAL teacher does.

Took away from my teaching since I had to design my teaching around the tpa.

Took away time for me to actually learn, practice, and focus on developing my teaching. Did not help me become a better teacher whatsoever.

While I was in my program the TPA created a lot of extra stress and pulled my focus. Some of the practices in there were helpful to see what to think about when planning a lesson or reflecting, but the stress of knowing it was an assessment really took away from that. I found filming myself and reflecting for other purposes with a supervisor was more helpful.

While trying to complete university requirements, being observed, as well as teach in the classroom, it became very difficult to juggle all of it.

It felt like an unnecessary hoop to jump through. They didn't actually help.

Pointless. A waste of time. It has not made me a better teacher or help me in any way in the classroom

Huge turnoff, further feeling of being belittled as an educated professional. Multiple considerations of leaving the profession I've dreamed about for years. Appears as an assessment that had little to do with my ability to be successful on a daily basis.

I did a district internship; the TPA did not help in any way. It only added unnecessary stress. The TPA is cumbersome and repetitive.

I had my credential program all online during COVID. I completed my lessons for them prior to returning to school for hybrid. When we returned, my guide teacher (but not officially - I was in a departmentalized 6th grade team and she was the ELA component. My official GT was the math/sci teacher) deleted her TEAMS the weekend before we returned, taking all my student's writing, work samples, and feedback with it. This was about a month before TPAs were due. My GT and I worked desperately with the IT department trying to regain access to the TEAMS and they were unsuccessful. If it wasn't for the COVID waiver, I would have left the program right then as I did not have the mental health capacity to redo all that work and did not have the resources or time to redo and create a different lesson and corresponding work in the TPA document.

I was unable to fully immerse myself in my student teaching placements and coursework because of the time I had to spend working on the TPA.

It really had no impact on how I teach. None. It was a bunch of busy work. It was unnecessary.

It was very stressful. I spent more time preparing and planning out my TPA and lesson for it than I did trying to learn a variety of teaching practices.

The CAL TPA created a massive amount of stress. I was unable to complete it during my student teaching due to Covid. It then rolled over into my first 2 years of teaching. This job takes about 80 hours a week as is, and then adding something like this on top of everything makes this impossible.

The TPA did not impact my teaching positively. It didn't provide guidance, it's a strict structure that is almost obsolete.

The TPA played no role in my ability to teach my students. The test is a wastes of time, money, and stress for young educators

The TPA was additional work that brought little to no positive value to my teacher preparation. Many TPA submissions were tailored specifically to try to score higher on the TPA rubrics

Completing the TPA caused a lot of unnecessary anxiety and stress.

Did not help that much.. it was just extra work and to be honest .. when you're in the classroom, you have so many different needs and learning styles you have to be flexible and think on the spot / ahead.. the scenarios given in TPA were only 1/100 you could experience and did not feel the need to write pages and pages when it wasn't always directly applicable. Just lots of time that could've been saved.

I believe it was a waste of time. Many hours went into completing the assessment, and I received a little in return in regards to learning about the profession.

I did not benefit from completing the TPA, it has not helped me in my teaching. I did not feel it helped prepare me to be a teacher.

I don't feel like gained anything new from completing the numerous task for the TPA. Most of my learning came from experiences and actually doing through student teaching and classroom observations

I don't think it was as helpful as it should be. I felt like the things it is trying to see if we can do make sense, but the format is long and convoluted. It made life much more stressful during student teaching, which was stressful enough already.

I feel that it was not a good use of time. I could have been focusing on teaching and not on the standardized test.

I feel that the requirements for documenting individually filmed lessons were absurd. Instead of time spent on explaining how I would modify one lesson for students with IEPs, 504s or English learning needs, I would have benefited far more from a course on backwards planning and ensuring all standards are met in the entire year.

I felt actual student teaching within the classroom is what supported me the best with principal and teacher observations. Not doing the busy work of writing after school hours.

I felt overall it was a hoop to jump through. Nothing from it significantly helped me become the teacher I am today.

I learned nothing from the TPA. It was busy work that just added stress to my life.
I think it's useful but you have to get good master teachers. I had one who berated me in front of students. Made fun of me too.
I was a part of a dual credential program and worked hard to capture a great lesson in five minutes. I have yet to complete my TPA for my multiple subject credential, and when asking my university if it could be waived; I was denied.
I was so stressed on completing the TPA that I lost sight of important parts of my internship.
In an already stressful time of my life, the EdTPA was tough. I felt stressed, overwhelmed, and incapable of finishing my coursework, student teaching, and the EdTPA. There is also not much help or support offered for this TPA and I felt it was unfair. It was a helpful requirement to an extent, but felt like the hardest time I had in awhile.
In my opinion, the TPA held no value to what it is like actually teaching in a classroom. It was just a bunch of additional, unneeded schoolwork that act took time away from being able to focus on lesson planning, connecting with students, and learning classroom management
It added a lot of stress and took away from focusing/enjoying the student teaching experience.
It did not help me prepare to be a teacher. No aspect of this assessment was beneficial.
It did not make much of a difference other than providing unnecessary extra work. When I think back about it, I feel like it felt hypothetical and I didn't really understand the connection. Looking back it feels rather obsolete.
It didn't help because you don't realistically apply the concepts to real teaching due to time constraints in the working world. Studying for TPA/working on it wasted a lot of my time when I had other assignments and lesson plans for student teaching to also do.
It didn't help. I needed More in class observations and hands on experience.
It didn't prepare me for what I needed to know to be in the classroom.
It didn't. It did not prepare me for the classroom at all. What we do in the TPAs are not relevant to todays classroom needs.
It felt like busy work on top of completing course work and student teaching. Some of the requirements were challenging to meet. Additionally, I was a pilot or first year of completing the new TPA, so I had very minimal support while completing because mentors, the college, etc did not know how the new one worked. It caused extra stress instead of focusing on developing hands on teaching skills inside of the classroom.
It felt like busy work.

It felt more like a bureaucratic hoop to jump through rather than actually preparing me to become an educator.
It helped in thinking about some aspects of lesson planning. However it took away from valuable time and energy I could have been learning in the classroom.
It really was just more of a hassle than anything during my time to learn how to teach
It took a lot of effort, especially during COVID, to complete both assessments. It detracted from my time to focus on writing my lessons and focusing on my students.
It was a time consuming project that did not reflect what happens in all schools, in all districts. There are certain standards that need to be taught but were required to change lessons to fit what the TPA wanted even if it wasn't best for our students at the time.
It was added stress that didn't prepare me for anything.
It was another thing to worry about, another hoop to jump through when I could have been focusing my time on meeting the needs of my students. The only valuable part was having an appointed mentor to check in with regularly.
It was difficult to see the real world/classroom connections
It was extra work on an already difficult-to-manage day. Teachers are currently given too many preps to add in a video/prep for an assignment you wouldn't otherwise do.
It was extremely stressful and not useful when becoming a teacher. Teachers would be better equipped to take classroom management coursework and behavioral health.
It was just an extra task to complete that was redundant.
It was more of a hassle than anything. I didn't feel that it prepared me for the classroom.
It was not beneficial. It is very repetitive and you complete a lot of work that you actually do as a teacher.
It was not helpful and instead felt like another hurdle and unnecessary assignment that caused added stress to student teaching.
It was time consuming and overall not useful in the classroom
It was very stressful
It wasted time that could have been used elsewhere
It's was a lot of added stress with minimal professional benefits . It was a hoop to jump through.

Made me do things that were not needed to fit the needs of my students, just to please the TPA requirements. Cost was a factor too. After failing, I had to reach out to numerous teachers for help, which all agreed the TPA hurts rather than helps.

The edTPA was a waste of time. The questions were repetitive, the wording and expectations were unclear, the scoring was inconsistent, and the timeline of the writing process did not align with the timeline of actual student needs in the classroom.

The only impact it had was added stress. It had no bearing on what I learned in the program. Most of what I shared as part of my TPA was highly curated and didn't reflect the day to day of the work I ordinarily do.

The TPA did not help prepare me at all to be a teacher. It was just one of the many hoops I had to jump through in order to be a teacher. I completed my TPA when COVID first broke out. There were no modifications or waiver offered to me. It was extremely stressful. I had classmates who were trying to be teachers and they had to re take some sections of the TPA 3 times before they finally passed. If the goal is to get more teachers into schools, I would vote for eliminating the TPA.

The TPA felt like it wasn't helpful and felt like it was just an extra step to getting a credential

The TPA had a negative impact due to the strict requirements needed to pass. The TPA did not help with teacher preparation because of the high level of stress it caused me. I focused too much on the requirements for the TPA and the deadlines. It was difficult to learn from the process of completing the TPAs.

The tpa is great but also the class isn't your own so some methods were hard to implement and be realistic about.

The TPA is not a reflection of what teachers need to do in order to succeed in the classroom. It deals with theory rather than practice because the explanations have to be very specific and use keywords. It does not reflect what it goes into the classroom. There are so many requirements while student teaching, planning and doing coursework.

The TPA was an added stressor during student teaching. On top of lesson planning, grading, building report with students, attending staff meetings, taking classes and balancing all this with personal life, we also had to complete a very long, detailed and repetitive task that did not truly capture whether someone was a good teacher or not.

The TPA was an added stressor to my teacher preparation coursework. I completed my TPA fully remotely, due to the pandemic. The writing requirements felt like a waste of time, because they were so repetitive.

The TPA was an assessment that caused an excess of stress without actually assessing my preparation as an educator.

The TPA was just a task to complete rather than impacting my overall teaching preparation.

The TPAs were a much dreaded time consuming tasks that are unrealistic- it's theory, not actual practice. I found BTSA (The Teacher Induction Program) much more helpful and effective because I was actually teaching in my own classroom, as opposed to having a master teacher:

There were some areas that were helpful. I took the World Language TPA. Understanding the three modes of communication was helpful, but it could have been taught in a class instead of through a test. I feel that this would have benefited me more instead of trying to learn about them on my own. It caused a lot of stress.

It didn't. It felt like there were too many components to it.

As an intern I was able to teach my kids to the fullest potential having them demonstrate growth as high as 2 years worth of growth as measured my IReady and my evaluations showed that I met standards, but due to the wording of my explanation and the lessons I recorded for the TPA it took me 6 times to pass causing me to have to go into a 3rd year as an intern.

busy work

Completing the TPA felt like another box I needed to check and a significant barrier for many folks in my cohort. It didn't feel meaningful and really was more of a task where I had to study a rubric and carefully craft my response in a way that would satisfy the scorer.

Created a much larger workload and stress.

Did not prepare me for anything

Didnt prepare me, no lesson is that annoying

EdTPA negatively impacted my overall teacher preparation. It did not prepare me for nearly anything I would encounter in an actual classroom and it was really just checking off another box.

Extra unnecessary work.

Honestly - it felt like an epic waste of time. One assessment did not teach me how to become a teacher.

Honestly, it did not impact my overall teacher preparation. It was only an obstacle I had to pass I order to be a teacher.

I believe the TPA is not an accurate representation of what class or a lesson is like. Because it is necessary to pass the TPA, teachers incentivize students to participate more than they normally would which causes the video submissions to be deceitful in a sense that that's not a true depiction of what class is like. I don't think it really prepares you for class, it just shows how you can "put on a performance." Personally, there were quite a few colleges that cherry picked their sample group and gave them a script to follow for the 5 min video submissions. I think a better representation of teacher skills would come from classroom observations.

<p>I built anxiety over the course of two years.... Because I feared completing the TPA. I completed my TPA 07/07/2023 and received my scores 07/28/2023. I feel that it should have been waived prior to me completing it.</p>
<p>I did everything I could the first time but didn't pass so had to reword things and submit again</p>
<p>I did not feel that I learned anything from completing the TPA, but it was highly stressful and expensive to complete, especially during COVID lockdowns.</p>
<p>I do believe that the aspects of it that encourages proper planning and classroom protocol, as well as getting to know your students, was beneficial. However I think those things are also taught in teacher preparation programs, and completing the TPA before I became a classroom teacher only taught me how to jump through hoops and use the correct pedagogical term in the correct TPA template. I learned much more about being a successful classroom teacher while teaching from coworkers, and my administrator's evaluation of me, as well as in my induction program, than I ever did with TPAs.</p>
<p>I do not think that it impacted my ability to teach currently. I think it distracted me from being fully present and immersed in my student teaching due to spending many long hours and long nights working on my TPA.</p>
<p>I do not think that the EdTPA helped my overall teacher preparation in any way. I was in a Kindergarten classroom while completing the EdTPA. My university had us complete task 4 (math) in the fall while students were still learning to write their numbers. I had to teach them addition to meet the requirements which was developmentally inappropriate and did not help their confidence in learning math. This is not how teaching should be done and in no way did it prepare me.</p>
<p>I felt as though it took from my student teaching experience. I felt stressed the whole time in prepping for the edtpa I was not able to fully enjoy the student teaching experience.</p>
<p>I felt as though the TPA added unnecessary work and stress to my teacher preparation program. A lot of the work was tedious and repetitive.</p>
<p>I felt I was more worried about what these people thought of me rather than actually getting time to address students needs and learn further from my mentor</p>
<p>I felt it made me feel inadequate as a teacher because it was very difficult to complete with kindergarten.</p>
<p>I felt it took away from my actually lesson planning and time preparation</p>
<p>I felt like I learned more talking with my mentor teacher. The TPA was just a box I had to check to get the credential. More observations and reflections with my mentor would have helped. The TPA is repetitive and requires students to be very detailed taking time away from collaborations and lessons for students.</p>
<p>I felt like it was jumping through hoops and just trying to get prove that you're good at keeping paperwork.</p>
<p>I firmly believe that the TPA negatively impacted my teacher preparation because it added unnecessary stress during a very tumultuous period in my life. During the credential program, I was unable to work since the</p>

program is an unpaid full time internship with classes every week. With the TPA on top of the coursework, as well as teaching (since I had full responsibility of the classes by then) it was overwhelming with a financial stressor added. Having to pay for the TPA is also ridiculous.

I learned a lot more from student teaching with my Mentor Teacher and advice from my supervisor. I felt that the TPAs was another thing added to the list that was repetitive to what we do during student teaching.

I spent so time much working on my TPA that I wasn't able to focus as much on my course work or student teaching which I think really affected me negatively when I started my first teaching job.

I think that it informed me to identify focus students and how to adjust instruction for them.

I was more worried about focusing on what the TPA wanted from me and what I could do to be successful on that, rather than being present with my students and what they needed from me.

I was more worried about the TPA than learning about classroom management.

I was so focused on the assessment that I didn't truly focus on becoming a better teacher

If made it more stressful. It did not reflect day-to-day teaching.

In my opinion the TPA did not prepared me in my teaching career. The TPA were just something I had to get done, but in reality it wasn't going to help me in my teaching as a Physical Education teacher my learning came most from hands on.

In theory, the TPA is supposed to help prepare you for instruction in the classroom. As an intern at the time, all it did was put more stress on me. I felt an added pressure to finish this and make sure I was still fully being a credential student all while teaching a full class of third graders.

Instead of being able to focus on the students and their needs my teaching procedures, curriculum learning behavior management I had to focus on a performance task that I feel does not equate to being able to understand my actual performance as an educator this has negatively impacted my well-being, mentally emotionally physically and hindered my preparation for work and school.

It added a lot of time spent "jumping through hoops." The goal was to write what I knew the graders wanted to read. It wasn't an authentic representation of how I analyze work samples to support my students. I don't carry any positive lessons from the edTPA with me as an educator.

It added lots of arbitrary practices that didn't always line up with the routines and procedures that I had worked with my students. It felt like I had to pause my classroom to get the recordings and lessons done because the stakes were so high (Costs and knowing my career could be delayed if my materials were not accepted). I feel like some of the teaching I did to meet the rubrics wasn't what benefited my students.

It added stress and made it so I couldn't focus on relevant course work or other activities in my Student teaching placement

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It added unnecessary stress to my life. I felt my observations during student teaching prepared me for teaching, while the TPA added only stress. Paying for a test while working for free as a teacher and being a full time student made me too stressed to enjoy life. I see why many of my colleagues quit.

It added unnecessary stress.

It created stress due to the high demand of work the is require to complete along with other course work materials

It detracted from the variety of assessments I was already involved in, including my course work for the IMPACT program, my CSETs, CBEST, and RICA, as well as the administrative evaluations I received each year on top of my university and site supervisors observing and grading my work. I was stretched thin as it was and was already addressing the components of the TPA without needing to meet the same arbitrary deadlines and superfluous writing requirements. I had to prioritize getting through my teacher prep program while also being told the prep program was not allowed to directly support the creation of our TPA, which meant the coursework was only peripherally related to completion of the test. I had to take time and attention away from refining my practice in order to complete the tests and keep my job.

It did not affect or prepare me for classroom experience

It did not do much for me. The added stress along with it being my first time in the classroom was not ideal. I feel like just working with the kids, going to meetings and working with my mentor teacher was more than enough.

It did not help at all. It was time consuming and seemed to just be busy work.

It did not help me become a better teacher.

It did not help much.

It did not prepare me for anything in the classroom.

It did not prepare me to be a teacher nor did it benefit my teaching

It did not provide me any tangible skills needed for being a teacher other than how to navigate a redundant and demanding assignment.

It did nothing but add negativity to my job.

It did nothing to prepare me. The vast majority of my teacher preparation came from being a classroom teacher, not my coursework or the TPA.

It didn't

It didn't not help impact my overall teacher preparation. It was a difficult and daunting task.

It distracted me from necessary coursework, it took time away from prepping lessons for my students, and it didn't have any benefit on my skills as a teacher

It felt like a waste of time. It was so much work to do that took away from other assignments or duties as a teacher like real lesson planning.

It felt like busywork and not at all a real world application for teaching in a classroom.

It felt repetitive and distracting from the most pressing issues in developing as a teacher.

It felt tedious and a bit overwhelming when I was already teaching 3 periods unpaid and working and going to school. The ideas presented could have been easy reflective questions instead of the repetitive details we were expected to discuss.

It gave me more stress to complete TPA.

It had little bearing on my career as a teacher except for taking up time.

It had no positive impact on my teacher preparation.

It helped me lesson plan; however, my lesson does not help on what I do in the classroom everyday.

It honestly cut into class time and negatively impacted students.

It is a waste of time. It's what we have been doing all these years, and they make it extremely tedious and difficult to pass. Unnecessary work.

It is nothing but busy work and a waste of time that only meant to take money from teachers. The TPA didn't improve my teaching.

It is the reason I almost did not go into the profession.

It just prolonged the time I could actually get a job. I had to take 9 different assessments and the costs put me in so much debt it was unbearable.

It made everything extremely stressful. I needed more instruction on how the school operates in coordination with teaching lessons. TPAs do not prepare you for iep, sst meetings, or any other realistic routine a teacher needs to learn.

It only added stress and took away from my student teaching.

It showed me that bureaucracy is more important than effective, realistic teaching.

It took a tremendous amount of valuable time away from coursework, and real-world application in student teaching.

It took away time that I could have been teaching my students.

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It took much needed time away from my students. To prepare a TPA lesson takes almost ten times the amount of prep as a normal lesson.

It took time away from the classes I was taking and the student teaching I was doing. I always felt like I had this huge weight of the TPA hanging over me. At one point, I wanted to quit because the TPAs were so overwhelming.

It took time away from valuable things I could have been doing like preparing for lessons during my student teaching assignment.

It was a complete waste of time and energy

It was a complete waste of time.

It was a huge waste of time, which some would argue is fair preparation for the demands placed on teachers regarding the intense workload that has very little to do with actually teaching. I think that is my cynicism though. I don't believe the TPA's actual purpose is to communicate to teacher candidates how much useless paperwork they will need to complete in their new profession.

It was a negative experience, filming the TPA was annoying and more stressful than do an in-person observation.

It was a ton of work. The most helpful part of my teacher preparation was student teaching, practicing to be a teacher in a 5th grade class. However, due to COVID, I was not able to be in a physical classroom.

It was a very stressful waste of time that did not help me further prepare to teach in a classroom. It felt like a lot of jumping through unnecessary hoops and creating fake lessons to meet the requirements rather than spending that time preparing lessons that would actually be impactful to my students

It was absolutely a waste of time. With all of the other tests and requirements this was the most time consuming thing I've ever done.

It was beyond stressful and did NOT help me in the realities of teaching.

It was completely useless and unnecessary. It was a ton of paper work that made no difference at all and just added a lot of busy work.

It was distracting from the work I needed to get done in class.

It was draining and overall unrealistic. The stress it caused led to a draining time in my life when I should be enjoying the end of my college career.

It was good in terms of taking into consideration how to prepare lesson plans to meet the needs of students.

It was good practice to make you think, but more work as students aren't always giving you all those bullet points you need to hit in the video annotations within 5 minutes.

It was honestly such a waste of time. I will admit the only good thing was the lessons I created were probably my best ones, but the stress of the write ups and the passing with a technically failing score was not worth it.

It was more work that took weeks to complete while trying to teach, go to school, and complete Induction requirements.

It was quite difficult to work on TPA, while being a student teacher with a mentor and also having coursework. It was a lot of time away from spending time with students in order to prepare for this.

It was severe stress. My students were stressed out. I didn't learn anything from it. My students hated being filmed and we wasted a lot of valuable instructional time. It was extremely pointless.

It was unhelpful and frankly a waste of time. It does not align with what teaching is really like.

It was unnecessary and useless. Nothing that the TPA utilized was applicable in a regular classroom. I scored very well on my TPA and do not implement any of the lesson structure in my current classroom.

It was useless

It was useless if n the class

It was way too much and was nothing like teaching. So overwhelming and stressful. Completely unhelpful.

Literally nothing else consumed more time than the TPAs

Most of our teaching prep classes were focuses on how to pass CalTPA and not actually what I needed to teach in the classroom. A lot of time that i could have spent in the classroom, working on work for my student teaching placement, or working with my mentor teacher and school site staff was spent working on CalTPA. The grief and stress I experienced made student teaching very difficult

Negative impact. You spend so much time preparing TPA materials and attending meetings that you do not have time to be an effective student teacher.

Negatively. It was only a hoop to jump through - high stakes and esoteric, and disconnected entirely from the reality of teaching I experienced in clinical practice (and now in the classroom). It took my attention away from learning and practicing the skills of the profession, and there was time lost both in my preparation program and in my placement classroom - we spent full lessons learning how to phase our responses to the prompts, and the videos/lessons I did were not a representation of the reality of the classrooms I was practicing in.

Neither TPA 1 nor TPA 2 helping support my teaching preparation in any way besides giving me immense and immeasurable anxiety. Nothing I did in TPA 1 or TPA 2 did I ever use again, and if I did something similar it was at a much more reasonable level without days of preparation and examination. For example, I still analyze assessment data, but I do not assign DOK levels to each question and I don't make matrices comparing student progress. I just look at what questions most kids didn't get right.

Not at all.

Recording lessons to watch and reflect were helpful but other parts were not.

Since I was already credentialed as an Education Specialist, it truly just felt like busy work. I cannot imagine being a first-time teacher candidate and going through that additional stress. I felt like my years of experience as an Ed Specialist had already prepared me for what to expect and how to prepare for the CalTPAs. But I do not think it is an effective assessment. Can we talk instead about statewide Science of Reading expectations? Or standards-based grading training? That would require a shift for educators, and the impact would be positive!

Stress and anxiety added on to my intern and student duties. It took time away from my students because I had a lot on my plate.

It was so much to handle that I would have to not do certain things just to try to keep up with the demands of the caltpa both cycles. I'm still trying to pass the cycle 2.

Terrible test! Not helpful. Waste of time. HATE!

The assessment was excessively time consuming, redundant, and stressful. It did not help me as a teacher and caused me severe anxiety and depression.

The demands of the TPA's, while working for free student teaching, and going to school was strenuous, exhausted, and overly stressful. That time period was the hardest of my life. I had great support and was living with my parents who helped make my dream of becoming a teacher possible. If I was living under any other circumstance, the credential would have been unattainable.

The edtpa in no way helped in preparing me as a teacher. Long lessons plans are not needed at the school that I am in. As a first year teacher classroom management is one of the things that I have struggled the most and the edtpa did not prepare me for that at all

The edTPA was a huge burden mentally and a barrier to feeling like a successful educator. Many of the questions require the same type of response, written out in prolonged paragraphs eating up our valuable time to work on assignments and other needed work. It encourages lengthy lesson plans that we never again utilize in our careers.

The enormous amount of time the TPA took has a negative impact by taking time away from preparing for daily work as a student teacher. It was a struggle to complete due to the amount of time they required. I learned nothing from them and they did nothing to prepare me to be a teacher.

The NTPA was one of the most stressful things that I experienced in my teaching program. I do not feel that it was accurate to what the classroom is like. Currently in the system what we are experiencing is high behaviors and loss of learning from Covid the TPA program assessment did not showcase my potential as an educator in today's current climate.

The process of submitting, preparation, and documentation is invasive to say the least. It is just an addition piece to the already arduous task of becoming a teacher and the requirements so the impact was/is severe in the extra workload, time, and has not made me a better teacher.

The TPA actually completely compromised my mental health during the year I had to complete it. It's tedious, ridiculous, and DOES NOT have any practical return on a teachers pedagogy!

The TPA added immense additional stress to my overall experience in completing my teacher preparation program. The rigid format of the TPA disrupted my daily and much more impactful work done collaboratively with my mentor teacher. Separately, the strict requirement to have students use technology in the assessment of the TPA is inequitable across the state for two reasons. For one, not all districts have the ability to provide students with individual and accessible technology devices. I know of at least two colleague who faced great hurdles in this requirement due to lack of device availability for the students. Secondly, technology is not always feasible for physical education teachers who do not have access to a classroom. More specifically, elementary physical education teachers where a gym facility is not available poses challenges to having technology outside of technology devices are even on campus at all. All of this to say, the expectations of the current TPAs do not equitably provide pathways of success for all aspiring teachers.

The TPA added unnecessary stress to an already very busy year. It was graded harshly. I knew many incredible student teachers who did not pass on their first try. One person I knew got an almost perfect score and when I asked how she did it, she confided that she had fabricated all of the information about students. In her own words "just use the buzzwords and make it all up- tell them what they want to hear." I do not believe the TPA measures a teacher's current skill or future potential. I believe it measures your ability to game the system.

The TPA caused more trouble than it did good. It was entirely too complex, too much time, and took away time that could been used preparing to teach.

The TPA completely misled me as to how to write lesson plans. My first lesson plans as a teacher were 7 pages long per each subject area. My principal made me redo them to follow district standards. To this day, I have not utilized any of the skills the TPA made me showcase.

The TPA created more stress in my life then it did good. The TPA is overwhelming, time consuming, and a waste of time for teachers. Teachers are expected to complete more than enough work in their credential program that they do not need to repeat this work again in another inform of assessment.

The TPA did give me some insight on what I should look for in my students.

The TPA did not enhance my learning experience. It took away time that should have been focused on my strengths and growth opportunities in the classroom.

The TPA did not have any positive impact on my overall teacher preparation. I received the most preparation from teaching and being in the classroom with my students and continuously getting feedback from my mentor.

The TPA did not help me feel prepared for teaching. Being in the classroom with the students helped prepare me for teaching. The TPA was a waste of time and money.

The TPA did not help prepare me to be in a classroom. It took up countless hours that I could have used to prepare lessons for student teaching.

The TPA did not prepare me for the teaching profession. It only served as a barrier to me.

The TPA did not really make me feel more prepared as a teacher nor give me valuable insight on things that I can improve on as an educator.

The TPA did nothing to prepare me to become a high school educator, it's just another hoop to jump through in this dog, a pony show becoming credentialed Not really

The tpa didn't impact my teacher preparation at all. The explanation I had to do for the tpa I was already doing in my coursework so it felt redundant.

The TPA didn't prepare me as a teacher. I felt like it was just documents.

The TPA does not prepare teachers to be in a classroom. Being in the classroom and being allowed to take risks/trial and error in teaching strategies is what helps.

The TPA ensured I had every part of a strong lesson included, but in doing so, it created a lengthy and awkward lesson students were not familiar with.

The TPA felt like additional hoops to jump through and more busy work. I designed lessons to help meet the TPA requirements. While these requirements were beneficial to students, I believe a student-driven lesson is always more beneficial than an assessment-driven lesson

The TPA felt like an extreme chore and was mentally taxing when done in addition to my coursework and student teaching. Also, gen Ed teachers got A LOT of guidance and we got a binder to figure out ourselves. The TPA was not user friendly, was overwhelming and repetitive. .

The TPA forced me to do a lot of extra work documenting and analyzing the things that I was already implementing, and the time I spent working on the report was less time that I spend on designing useful lessons for students. Having observations and talking to a mentor (even about recorded lessons) would be a better way to spend the time, as opposed to writing a giant report on what you did.

The TPA hurt my overall teacher preparation. Instead of focusing on best supporting my students and reflecting on my practices, I was too focused on passing and paying for the assessment.

The TPA increased overall stress in my life.

The TPA made my teacher preparation experience stressful.

The TPA required so much preparation and attention that I felt that I was misusing large amounts of my time during my internship.

The TPA required too much time and did little to improve my teacher preparation. It limited the time I had when it came to preparing for classroom lessons and activities as well as professional development and collaborations during student teaching. The time spent could have been used more effectively on additional courses or other professional development.

The TPA was a obstacle in my teacher preparation program that added a lot of stress without a lot of benefit for me or my students.

The TPA was a treacherous waste of time. Our students are in a crisis and teachers give their all to their students and are disgraced with having to waste their time on a senseless, stressful, and demeaning assignment.

The TPA was a very stressful and overall draining experience. It effected my relationship with my mentor teacher in a highly negative manner, as I was expected to complete certain TPA criteria that was not necessarily wanted or appropriate for the cohort of students being worked with. Meeting TPA requirements (like filming) had a direct impact on my relationship with my mentor teacher and therefore created a negative working environment for myself, students, and mentor teacher. It drew away from what I should have been learning in the field like day to day teacher needs, campus expectations, and other needs like conferences and IEP meetings and put the focus on completing two lessons to pass a test. It also drew away from valuable learning that could have been provided in the preparation program, as certain courses had a heavy focus on passing the TPA and had us completing mock TPA assignments. Passing the TPA ended up being the sole focus of the program and overshadowed more important and necessary instruction like, learning how to teach and what to expect once becoming a full time teacher.

The TPA was an awful experience with a lot of repetitive work and I never felt like I really understood what they wanted. I literally submitted my work with the attitude of "whelp, I hope that's what they want." As a new teacher I do not feel that any of the TPA experience was helpful in any way, and even more I am DREADING the Induction program because I have been told it's basically another TPA all over again. The TPA was a LOT of busy work while also trying to manage a classroom, grading, creating lessons, going to classes, and teaching. It created a high stress work environment that had me questioning if I really wanted to become a teacher or not.

The TPA was completely unnecessary. It took the joy out of teaching with all the tedious and repetitive questions.

The TPA was honestly just a hoop I had to jump through, FOUR times. It was more stressful than it was helpful. It placed great strains on outside relationships because I was so stressed about my grade. TPAs did NOT make me a better teacher, they made me stressed and have anxiety.

The TPA was long and difficult. It seemed like unnecessary standardized questions that did not actually help prepare you for the reality of teaching.

The TPA was not at all helpful in preparing me to become a teacher. What it did was add an unspeakable amount of stress to my journey in becoming a teacher.

The TPA was so impossible to do during COVID. I attempted it twice and failed before passing. I have never failed a test in my entire life, let alone twice in a row. I spent so much time re-teaching a skill to “get the shot” for the assessment and wasted students’ time and my time. There is so much redundancy in the writing portions. A complete headache, and expensive.

The TPA wasted my energy on worrying about the logistics of a good lesson would look like, instead of using that energy to completing an actual lesson with my students in the classroom. The TPA did not help prepare me for accurate representation of what it would be like to teach in the classroom.

The tpa’s are a redundant shame to professionals who are completing a program. A ridiculous and stressful hoop that I literally had to ask for an extension to complete just the tpas after completing an entire masters and credential combination program with a 4.0

The TPA’s were repetitive and really didn’t relate to what it takes to be a teacher in the classroom.

The TPAs had nothing to do with my teacher preparation

The TPAs impacted my overall teacher preparation by being something that is always over my head as an indicator for my teaching future. It also did not let me enjoy my student teaching semester/let me live in the moment.

There’s no other way to say, the TPA is simply an obstacle to becoming a full time educator. It’s just another “thing” to do. I would have preferred planning lessons for my own class than stressing about passing and submitting a TPA.

They were extremely time consuming and didn’t help in anyway.

Took away time from focusing on students

Tool away from time to prep and grade for classes. Often would ruin the flow of classes due to having to cater lessons to showing specific details in short video clips.

TPA added additional stress to the process, and the necessity it imposed for dedicated coursework on preparing for it detracted from time that could have been better used on additional coursework and training related to classroom management strategies, personal care strategies, Language Learner support strategies, and Special Education support strategies. It felt throughout like unnecessary red tape, which was immediately rendered redundant by annual evaluations and the credential clearing process.

TPA expectations were very generalized and targeted to a specific group of students, of which the students within my district do not correlate well with.

TPAs taught me how to teach to a rubric and not teach what the students needed. My main focus was TPAs and passing them and was not able to focus on students like I should have been able to.

<p>Wasted my time as I spent time filling out answers to prompts instead of meeting the needs of my students. The answers were not genuine as you don't write about things you do in your classroom that you are proud of, you write about things that you think the graders want to hear. It's unrelated and a waste of time</p>
<p>When completing the TPA during my time student teaching, I felt as though I could not focus my efforts on learning and refining my teaching skills in the classroom because I was stressed and consumed with preparing, implementing, filming, editing, writing, revising, and completing all of the requirements needed for the TPA. I felt as though I lost out on valuable opportunities to teach and learn from real classroom experiences because I needed time to complete my TPA as well as attend classes and meetings focused on aiding students in learning about and passing the TPA.</p>
<p>While I appreciate that the edTPA made me think deeply about my teaching practice, I did not feel like the edTPA impacted my teacher preparation. UC Irvine was invaluable to my preparation as a teacher and anything I used for the edTPA was based on what I learned at UCI.</p>
<p>While I see the value in thinking about our students in a lens where we view them as humans, the format of the TPA strongly feels like another standardized test that simply cannot measure or make an effective teacher and otherwise serve as a barrier to those who don't meet the minimum requirements to pass. Just like the current debate that standardized tests cannot possibly give an accurate view of students abilities, I feel the same with teaching.</p>
<p>It helped me to understand ways to evaluate data. It did not help me understand how to connect with my students.</p>
<p>I completed it while I was a teacher of record so it was a lot of extra/tedious work. I don't think it necessarily changed my teaching but it did have me specifically state my whys. It gave me little clarity of what I needed to do but it also made me think outside the box.</p>
<p>I had less time to prepare for the required lessons, to keep up momentum and consistency, to accommodate for TPA requirements</p>
<p>I had to complete the TPA and it interrupted my regular work and added a lot of stress. It felt very artificial getting it done</p>
<p>It added more stress to an already stressful step towards getting my credential. I do not feel that I learned anything from completing the TPAs. Unfortunately, I had to submit the TPA more than once which cost me more time and money (including paying a tutor) to complete. I don't feel that it is fair that I was required to complete the Cal TPA when it is likely that the assessment was in the works to be eliminated while I was struggling to complete it.</p>
<p>It did not have any impact on my preparation</p>
<p>It did nothing</p>
<p>It didn't help me it was just a hassle</p>

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It didn't impact it at all. It was unnecessary and has does not indicate how one will do as an educator.
It made it more difficult. It was stressful and only provided more work. It felt like a hoop to jump through that did not provide any meaningful learning to my preparation.
It taught me how to become a cog in the wheels of s broken system, filling out endless repetitive forms that have nothing to do with daily instruction or practical applications
It took time away from preparing to teach and being well rested in order to write papers.
It was a great negative impact because there was already so many things going on and I was already teaching, getting excellent scores on my evaluations but had to put more work on top of it.
It was another set of hoops to jump through along with all the other tests and requirements.
It was just one more stressful hoop to jump through that did nothing to actually prepare me.
It was too much on top of full time student teaching and caused a lot of extra stress when it took away time that could have been used on my students.
It was wasted time. I should have been developing lessons, observing other teachers, following students through their days, grading and giving feedback, and working on classroom management not stressing about filming myself and finding research for a lesson that I will never use again.
It was wildly useless, expensive, and a waste of time. The only positive from it was recording my class to watch later on, but I had to do that during induction too so it wasn't like I wouldn't have had that opportunity if not for edTPA
The edTPA coursework lacked real-world knowledge of best practices and did not prepare me for more looming issues: classroom management, science of reading practices, and how to manage stress.
The reality of teaching us focusing on many elements. The TPA seems focused on how to plan extensively. It's not practical. Some elements are but not sustainable practice.
The TPA process added stress and work to a year that already had plenty of work. I didn't learn anything and I didn't become a better teacher. It was just another hoop.
The TPA put a lot of unnecessary stress into my coursework, but also my actual practice. It's designed to hold a specific rigidity, to check off a bunch of boxes that our mentor teachers can do just fine. This "assessment" is forced on pre-service teachers at a time when they're trying to pull it together, and find their footing - knowing that you can be a solid teacher and get the rug pulled under your feet by this {exam sucks.
The TPA seemed to just be a large project that overly focused on things that didn't impact me as an educator. The most important things that prepares me for teaching were student teaching, my relationship with my mentor, and teacher team in the field.

The TPA was busy work and did not help me prepare for the reality of day to day teaching. In reality you do not have the time to spend so much time on one lesson or part.

The TPA was overall just a burdensome process. During the first few years of the profession, new teachers are already overloaded with new responsibilities and hoops to jump through. The TPA felt like just another useless hoop. Overall, the TPA did not offer any specific benefit that helped my teaching practices.

The TPA, in the kindest way, is a waste of time. It is not helpful at all to prepare a teacher for what expectations are needed to meet students needs. It's extra "busy work".

The TPAs added a lot of anxiety to the overall journey to earn my credential. I started with the old cycle of the TPA, complete 2, and then had to re-do the TPAs because the new ones were rolled out.

Honestly it did not help me much.

It didn't make any impact

It was useless. I had already don't the exact same work as apart of my credential program.

CalTPA was an added stress to the already crazy amount of work that we had. It made us do a crazy amount of work that is not necessary and we would never do in our career. Some people passed all of our classes and had great rapport with their mentor teacher and students, but couldn't teach this year because the didn't pass CalTPA. It is limiting the amount of teachers we are bringing in. I personally thought about quitting after doing the first cycle of it.

Causes high stress and lack of sleep impacting the effectiveness of my teaching. Struggled to articulate learning objectives clearly, meet deadlines, and respond to student need.

Did not help

Did not prepare me, was a waste of time.

Due to being already overwhelmed as an intern teacher, trying to learn a brand new profession, while still taking coursework for my credential program and also preparing for the TPAs made it not only stressful but undermines the point of the TPAs. I was not able to genuinely take my time, reflect, and draw meaningful insight and experiences from the requirements. It was a beyond rushed/stressful check in the box as I juggled all the other requirements on my plate.

During student teaching much of my time and focus was on the students but I was also doing my best to prepare for the TPA to be able to complete it. The program had a short student teaching requirement so it had to be done quickly.

EDTPA is hell.

Generally unhelpful

I almost didn't become a teacher because of the daunting CalTPA. We were given no support on how or when to complete it. There was no time when you are teaching.

I almost quit. The requirements were very very difficult. I had to get help from a former teacher who also had trouble with understanding the questions of years of teaching and mentoring other teachers.

I did not see a benefit from it.

I didn't have time to be a good teacher because I was drowning in the TPA ocean.

I dint feel it was useful in a real classroom setting as it does not apply to all positions

I do not believe it helped at all. It is a large over written test asking exactly the same questions in a million different ways wanting you to complete them in different ways.

I do not feel like it prepared me at all. I spend hours and hours losing sleep, having this task affect my mental health, and it also inconvenienced my mentor teachers. I am not in favor of the TPA at all.

I don't feel like it helped me in anyway.

I don't think it really benefited me in any clear way, just felt like a bunch of extra hoops to jump through when I was already in the midst of managing so much in my early career and going to school. Frankly it was a bunch of bullshit.

I don't use or prepare what I did/learn in the TPA assessment with my teaching.

I feel like the TPA is just an assignment. The TPA does not make you a better teacher because you're sharing yourself teach or record lessons. Some of the best teachers have unplanned lessons. The TPA is just another requirement plus the additional ones you have.

I feel that teachers should go through schooling or pass an education edtpa, not be required to do both. They are the same tasks, so doing both in the middle of teaching is both overwhelming and redundant.

I feel these assessments did not prepare me for the real word of teaching. They are long, tedious, and unnecessary.

I had to complete the edTPA while teaching online for COVID-19 with first graders, which was extremely challenging. I felt like I had to focus more on passing the edTPA than being a productive and effective student teacher. I wish I could have focused on my classes and student teaching placement more than the assessment.

I had to take time away from preparing for my classes to work on the TPA

I spent more time stressing over the stupid test than planning. This got worse after I was failed because the examiners claimed that the rubric in the curriculum didn't match the curriculum based assignment.

I was so stressed about completing the TPA that it took time away from other meaningful experiences.

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I was teaching while doing TPA. It added to my overall coursework, such as grading, making curriculum, and trying to build actual relationships with the students.

I wasted more time focusing on ways to pass my TPA and didn't have enough time to focus energy into being in the classroom and learning to balance curriculum and standards

If I may be honest, it was a burden and caused a lot of stress. Student teachers have clinicals to attend, university courses to compete, and maybe even a part time job. We don't need extra things like the TPA on our plate during such a challenging time. It was honestly just busy work in my opinion that did nothing to prepare me for my time in the classroom.

Impacted the prep time I had to actually conduct assessments for students, prepare teaching materials, and lessened the time I had to prepare for student engagement.

It added nothing to my training but was a massive source of stress.

It allowed me to reflect on my teaching practice.

It created an extreme amount of stress when the important task at hand should really be to make connections and focus on the classroom.

It did not add anything to my teacher preparation. It felt like an additional hoop to jump through in the process of becoming a teacher.

It did not feel connected to my actual work as a teacher and felt really disconnected from the realities of a modern classroom (and this was before covid).

It did not help. It was busy work.

It did not impact my overall teacher preparation in any way, shape or form.

It did not prepare me at all. I completed cycle 1 before Covid but did not get the chance to do cycle 2. I have now taught for a few years and have tried and failed cycle 2. I am teaching everyday and nothing in the TPA is used.

It didn't do anything but add unnecessary stress.

It didn't prepare me to teach. There was a lot of paperwork that isn't necessary and doesn't help you be prepared to teach. While I was student teaching it stressed me out and I almost dropped out because of it. I honestly haven't passed them yet and are still working on them. I feel like the TPA's do t prepare you for the real world and is just busy work.

It didn't.

It didn't. It was a waste of time and energy.

It felt like a chore and financial hinderance, especially considering that we were encouraged not to work.
It felt like I was completing an unnecessary, arduous task that had to include a large amount of irrelevant teaching practices to the lesson I was trying to administer. The structure of the TPA forced me to plan and teach in a way the test wanted instead of planning the best lesson for my particular students. The high-stakes nature of the test also altered my preparation program to a group of edTPA prep classes instead of classes focused on useful teaching practices.
It had a negative impact
It had a negative impact. Each TPA felt like complete busywork that detracted from my focus on the rest of my teacher preparation.
It helped me reflect on teaching.
It just made me tired and miserable. The time I had to put into it made me less available for my actual students.
It made my teaching job significantly more difficult. Not only did I have a looming high stakes portfolio assessment due, I also had new teacher academy, teacher duties, while teaching new classes
It really did nothing but make me feel like I needed to gather examples to complete it. Was totally not needed.
It took away so much time from skills that would've actually been useful in the classroom. Entire courses centered around how to complete the EdTPA successfully and what they're looking for instead of methodology or classroom management. It is criminal.
It was a means to an end, it was teaching-to-the-test, it was not as meaningful as more observations or more class content would have been. I spent more time learning how to draft and revise my TPAs when I could have been learning about how to better understand students living in poverty, or how to check my own unconscious biases, or learning literally ANYTHING related to actual teaching. Test-prep is not learning time. If my teacher-preparation program was already on the state-approved list of successful programs, then me passing my classes should be proof enough that I will be ready to teach. Not submitting multiple projects to the State. (Ditto for the APAs that our administrators have to complete!! CalAPA should be reduced or eliminated as well!)
It was a needless stressor that has no actual basis in real teaching. No part of it had been apart of my student teaching and my master teacher was confused on why it was even being done. Students rebelled against it to the point I had to refilm multiple times.
It was awful. Not only did it take up such an immense amount of time, it messed with my curriculum, pacing, classroom management and in no way helped me be a better teacher. We do 600 hours, 189 more hours, 16 lesson plans, being recorded or observed by a mentor teacher, plus we paid for 7 years of college. This test is unnecessary and in no way shows my abilities as a teacher. It shows I can do paperwork and angle a camera. And honestly, if the darn thing got waived for certain people during covid why in the world do the rest of us need it when we had more observations and real student time?!? Does. Not. Make. Sense.

It was just another really long, tedious piece of paperwork that I had to do.
It was not realistic coursework to prepare me. However the emphasis on focus students and getting to know our students and their assets was helpful
It was not relevant to what I was or am teaching.
It was only a review/portfolio of coursework up to that point. There is no need for such extensive review, especially if it doesn't provide substantial value after it is completed.
It was straight garbage
It was useless. All I had to do was use keywords from the prompt in order to pass, which I didn't find out until my 3rd submission.
It was virtually worthless in the process of being a competent classroom teacher. Nothing in the stringent requirements of the TPA helped prepare me for the day to day requirements of being a teacher.
It wasn't relevant to my day to day teaching experience
My entire student teaching seminar was dedicated to passing the TPA with earlier deadlines than necessary set by the university. We could not discuss issues that arose during student teaching because we had to focus on the TPA and the short deadlines made this nearly impossible for a general music teacher who sees students for 30 minutes once a week.
Nothing but a lot of added stress. It is not an indicator of my actual capabilities as a teacher.
Overall, the TPA did not impact my teacher preparation positively. What it was assessing was already being assessed by my mentor teacher and university mentor.
So much focus on one lesson plan and all the pre and post work on those assessments took away from the teaching I was still doing
Stressful trying to fulfill all requirements and trying not to take away from the integrity of learning for students for the sake of meeting requirements for the TPA
Student teaching, lesson planning, and evening courses took 10 hours a day. Having to do a TPA added additional work that prevented me from focusing on my teaching practice and course work. My biggest critique of the TPA is that it doesn't practice what we are supposed to do as teachers. It's a high stake test that costs money and we do not get feedback. The TPA preparation materials had too much jargon and was very vague on expectations. A better written assessment should not require a course to know how to understand the assessment expectations.
The assessment is outdated and the platform to upload the assessment is outdated and not user friendly.

The CalTPA took away from time I could have used to develop critical management strategies or refine curriculum. It was burdensome and in no way contributed to my success within the classroom, instead demanding time and attention that should have been spent teaching or preparing for my students.

The coursework, student teaching, and subbing helped prepare me more than the TPAs. We are already assessed in the coursework we take, it seems unnecessary to add TPAs if assessing can be done through university professors and supervisors.

The EdTPA was a nightmare. Due to English being doubled up as the ELD department, I could only complete 1 take of EdTPA that fit the requirements of EdTPA and the ELPAC testing. The test itself is not relevant to anything I have actually encountered in my experience as an educator since completing the program. It was the singular worst thing about the program because it showed me just how much education has become "teach to the test".

The EdTPA was an unnecessarily complicated, costly, high stakes task that took focus off the valuable experience I was getting in the classroom. The focus of the EdTPA DID NOT PREPARE ME FOR MY FIRST YEAR TEACHING!!

The Teacher Performance Assessment negatively added to my stress load and served as a distraction from genuine lesson planning and adjusting instruction based on student response and needs rather than the TPA.

The TOA felt very disconnected from my coursework and from the realities of student teaching. I had to resubmit 2 TPAs for what felt like very arbitrary reasons after laboring over them in detail for hours. This was hours taken away from my personal relationships and from coursework/planning lessons. The questions and tasks posed on the TPAs were so similar to what my supervisor was already asking of me and observing, I felt the two made each other redundant. Working on inquiry cycles for BTSA also felt very similar to these tasks, but was more useful as it was directly related to what I needed to do with my class and was able to be driven by me.

The TPA caused extreme anxiety and impacted my other learning experiences.

The TPA did not have a positive impact on my overall teacher preparation. It created an added layer or unnecessary stress and busy work. This in turn took away countless hours of that could have been used more productively to strengthen my teaching skills.

The TPA did not show adequate or truthful insight into teaching. My teacher preparation is so much more nuanced and the TPA showed a glimpse that was forced and nearly unrecognizable due to its requirements.

The TPA does not contribute to learning, nor is it an accurate assessment of teacher performance.

The TPA had a negative impact on my teacher preparation. The amount of time it took me to complete the TPA took away time that would have been better spent collaborating with my mentor teacher. It was also an unnecessary stressor because it did not impact my level of preparation.

The TPA impacted my teacher preparation in showing me what a perfect lesson should include.

The TPA is a hypothetical written assignment that was repetitive. A person that has a desire to become a teacher should be in a residency program for a year like a medical doctor in a residency program. I didn't feel as prepared. I had to learn hands on, in the moment and I felt like I struggled the first year. The TPA was repetitive and lacked real life, hands on, in the classroom experience. Student teaching is not enough. Observing veteran teachers is not enough. Why do we hold other professions with more care. Teaching is not easy. It is difficult "differentiating for my students" and there needs to be more attention toward the needs of our students today (learning to read) vs hypothetical questions on how you could help a student with _____.

The TPA is not relevant to real life teaching or the teaching that is expected in schools. It was so time demanding and stressful it took away from learning in clinical practice and in course work in school. The TPA lesson plans were a "horse and pony show" that did not reflect true student learning and active engagement. The 20 page lesson plan is not relevant to real life and the time teachers truly have. The demands and irrelevance of the CalTPA will continue to drive away future educators.

The TPA made it harder for me to get my credential, by being another long and expensive step towards getting my credential.

The TPA made me more stressed and focused on numbers/assessments as compared to reaching the whole child as an educator. I feel it did not serve me in any capacity once I became an educator. It especially felt redundant when I had to then complete two years of induction.

The TPA simply added additional pressure onto the future teachers. We had teachers dropping out of the program because they had kids of their own, working multiple jobs, and the TPA felt like a ridiculous amount of hoops to jump through, just to be taught things that are not even a possibility in the district that you start working at.

The TPA took up a lot of time and mental load for an assessment that ultimately did not help me be a better teacher. My clinical practice and coursework would have better benefited me if we had time to address other needs, not spend time solely on the TPA.

The tpa was a huge stressor for an intern. It weighed on me whenever I was not working on it. It took away from actually working in the classroom and planning lessons and creating materials. It did not prepare me for teaching, as I had to spend way more time trying to figure out how to meet the requirements, rather than focusing on what would actually be beneficial to my students.

The TPA was an added stressor to an already stressful school year. I failed the TPA and had to PAY to resubmit it. Not only do I have to work for free (student teaching) but then I had to pay twice to complete the TPA. I did not have any ELLs in the class I was student teaching in and was instructed to "make up" scenarios. It was a complete waste of time.

The TPA was essentially the second half of my teacher preparation coursework. It was so ambiguous that I had no idea what kind of preparation I was paying my university for. It was just confusing, stressful, and not at all applicable to the job.

The TPA was extremely time consuming, extremely stressful, and didn't help me learn how to be a good teacher. I learned from my mentor and my coursework how to prepare to teach. I learned by teaching my students how to teach.

The TPA was nothing more than a source of stress and misery. The instructor at the university white-splained my own culture to me. The time I had to spend on this excessive assessment could have been better spent actually preparing my instruction. The TPA is a dog and pony show. Everyone says its a scam for pearson. It's all about a real performance, put on my teachers. Not a real assessment of how we actually teach our classes.

The TPA was redundant and repetitive to what we already did within course work. Later the TPA was again repeated through the credential clearing induction program.

The TPA was repetitive, time-consuming, irrelevant, and demanding. This stress caused me to focus time on completing the TPA rather than focusing on students and learning.

The TPAs did not prepare me to be a successful teacher. I had my own classroom when competing the TPAs, and contrary to being helpful, the assessments took time away from my students. I was busy checking off boxes to complete the TPAs rather focusing on student need. It was incredibly frustrating.

The TPAs took up so much of my time. I was not able to focus on student teaching or my coursework because of the extensive TPA requirements. I feel the TPA did not help prepare me for meeting the needs of my students.

They completely took the joy out of teaching. I was putting all my time and effort into the TPA. I was not able to concentrate on my students and what they need.

This assessment was useless, stressful, and I took it during the 2020-2021 school year when I was student teaching virtually. I don't think the graders really knew how to take that into consideration. Even though I passed the first attempt I still felt like a failure. The time and stress wasn't worth it.

This test felt like a box to check. Yet another hoop to jump through.

Too time consuming for what is taken from it. Same can be achieved through meaningful conversations with Master teachers

TPA did not have a strong positive impact on my preparation. It felt like a lot of busy work, and I wish that time had been replaced with mentorship and coaching. I passed the TPA on my first try, but I did so by copying and pasting question prompts, then responding in the most detailed way possible so that I checked all the boxes. This did not support my personal or professional growth. It did not support me in a reflective process. I get a lot more out of talking with a mentor who observed me and translating those conversations into action steps. Writing distracts me from that process. Similar tasks and processes were also highly redundant in my induction program. They were almost identical.

TPA was only a cause of stress. Along with the RICA and CSET. I strongly feel that none of these assessments benefited my preparation as a teacher.

TPAs did not do anything except overwhelm me. The student teaching/intern experience is the most important.
While preparing you with the overall knowledge how to create a lesson plan, it did not prepare me for the basic struggles of being a teacher.
While the TPA helped me strengthen my own self-reflection and overall teaching skills, the massive amount of work that went into it significantly impacted my ability to complete work in a timely manner. I skimmed books on restorative Justice, equitable grading, and SEL in order to invest over 20 hours of work creating unnecessarily long lesson plans.
It has nothing to do with my teaching and took away so much time. It made my students extremely stressed out because they did not want me to fail if they didn't know the answers. It was an extreme amount of work.
Did not feel like it contributed to my teacher preparation. Just felt like a test I needed to pass
For me it was another obstacle to do just to become a teacher. Writing is not my strong suit and writing for the TPA didn't show how well of a teacher I am.
Honestly, it was just another hurdle to get through or over. It didn't help me prepare as an educator at all.
I believe it didn't really help get me ready for my teaching career.
I don't believe it helped me prepare for a realistic day in the classroom.
I don't feel like the edTPA itself had much of an effect on my teacher preparation. While developing my own lessons and evaluating my assessment of students while doing the edTPA made me reflect on my practice, this is something that I also did with my mentor and university supervisor, not just the edTPA.
I found including the right information in the videos a bit stressful and along with writing in a way that helps scorer see that I have an understanding of what I am doing. Teaching for me was the best experience. It was hands on and allowed a better growth to becoming a teacher. I understand the purpose of the TPA and benefits. I just felt I learned more when I was able to teach the class myself with guidance from my mentor. Plus my mentor was amazing.
It didn't impact my preparation. It felt like a waste of time.
It didn't. It was a waste of time and a huge headache
It got in the way of being able to apply what I was learning in my credential program in a meaningful way with the students I was in the classroom with
It is very useful, it lets you reflect on what you are doing, what works, what doesn't, thinking of ways to differentiate. I was extremely worried about not passing that I felt that I did not enjoy student teaching, on top of not getting paid. You worry about how perfect the videos need to be and how exact your responses on the TPA need to be.

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It overwhelmed me because I already had other assessments to pass.
It took up most of my time and focus.
It was a nuisance and didn't help prepare me to teach.
It was a very big stress. It did not help me at all.
It was good experience but didn't need to be a requirement
It was more stress on having to complete aside from already lesson planning and teaching in the class where we are observed my university mentor, site mentor, and administrators.
It was tedious and took a lot of time to complete. It was very repetitive.
No impact. Not an option for the above questions, but would've close chosen to answer "neither" if it was an option.
Not at all, I learned more from on the job training.
The pressure and workload of completing the TPA made me want to give up on completing my credential.
The TPA seemed like a repetitive assessment. It often required similar information just worded different. It was a stressful part of the credentialing process and in the end seemed unnecessary.
The TPA was always this looming assessment that took so much time away from my coursework and student teaching. It was repetitive and just seemed so unnecessary if you are completing university coursework.
When there were already so many different things to focus on and prepare for, the TPA took up time and felt so repetitive. I did not feel more prepared to be a successful teacher after completing the TPA.
I believe my credential program helped prepare me the most in stepping into the education profession. Everything that is on the TPA, was taught and assessed through my program. It costs extra money, time, and tedious work that is already woven into the program. In order to pass the classes and finish the program, we have to prove we have met the same criteria that we again have to prove through a TPA. The mentor, student teacher and professors all observe and assess our ability to teach through many instances. I believe my program best prepared me and assessed me compared to a TPA.
It allowed me to really get an idea of assessing students and my teaching to make the adjustments that were needed to improve my teaching.
Because the TPA is so time and labor intensive, it was very difficult to do anything else that was required during teacher preparation. The only positive thing was the parts of the first TPA where you are required to get to know the needs and assets of your students.
Completing the TPA was a confusing and tedious assessment. Most questions are very repetitive and being that we are in a credential program where we have learned and been assessed in those areas makes the TPA

ANOTHER hurdle of becoming an educator. I took courses for the major since community college and the differentiation and lesson planning was something I had seen before. I would understand how for people that come from a different profession and want to become an educator to be asked for the TPA. I don't think people that have studied since the beginning to be asked for this. It is very discouraging to have to take so many assessments. Which is another reason that students don't finish the major.

I did not feel the TPA had a positive impact on my overall teacher preparation. It was a lot of the same repetitive responses that focused on making sure I used the academic language the test evaluators would respect. I have yet to need to utilize the skills of filling out the TPAs on my daily teaching practice.

I don't feel the TPA helped me at all in preparing to become a teacher. In my seven years of teaching, I have not once used any of the requirements/strategies that were asked of me during the TPA. My time during the teacher prep. program would have been much better spent learning skills that weren't explicitly taught like classroom management strategies, how to actually teach students to read (science of reading), and how to identify/document students for SST/504s.

I don't remember too much of it but remember how much work it was and how repetitive it felt and how removed it felt from the rest of my teaching experience

I don't think it helped at all. The prospect of taking the exam and passing the exam while taking coursework and teaching full time (intern teacher) caused a lot of stress. Also, I had a newborn baby at home.

I feel that the TPA offered little to nothing when it comes to impacting my overall teacher preparation. It was mainly about building a portfolio style assessment and displaying it rather than learning how to be a better teacher.

I honestly didn't see the need to do it. I put in lots of hours, was observed by veteran teachers and principals. I don't understand why I had to video myself, mess with it uploading, and go through the trouble.

I learned more through my student teaching and from my mentor. The TPA did not help me become the teacher I am today

I was distracted from my learning by obsessing over the minutia of the TPA requirements. It did not encourage me to think deeply, it just made me panic. I put less effort into my coursework because of this.

I wasn't prospered for it at all in my credential program, and it felt very overwhelming and time consuming to complete while student teaching

It caused me great stress anxiety and didn't teach me anything that it really means to become a teacher.

It completely took over the semester, often leaving other important, relevant, and useful courses as a second priority.

It did not improve my teaching. It created a lot of busy work.

It didn't

It didn't help at all... my mentor was extremely helpful and the only way I was able to pass the TPA was to do things that my district doesn't like us to do... I taught the lesson to pass the test and I didn't actually help me know my students better or evaluate my instruction better.

It didn't.

It had a mostly positive impact on my overall teacher preparation because it helped me prepare engaging and creative lessons that met the diverse needs of students. The lesson plan structure helped me create lessons that met students needs, have various grouping, a variety of instructional strategies, utilize a variety of assessments to monitor student learning, and include student self-assessment. It also allowed me to reflect on my teaching and identify the areas of strength and weakness in my lessons.

It had little bearing on reflecting my preparation as a teacher and on preparing me for my own classroom. It was an overly detailed process that made it challenging to be fully engaged while completely the more meaningful and practical aspects of the program.

It had no impact on my preparation whatsoever. I was already having regular positive observations from a university mentor, was working with a mentor, and already working above expectations for a student teacher. The TPA split my focus from teaching my students. It became all about passing this test for a career that I'd sunk a considerable amount of money into and was not being paid for. The pressure was enormous especially because you essentially go into it without knowing what a passing TPA looks like. Having to print teams of manuals and rubrics and have to study them just to try to grasp what is being asked of you in the nebulous academic language the TPA was written in was incredibly time consuming. The slight differentiations in rubric progressions and endless adjusting and editing to make sure everything they wanted was accounted for left me anxious. I re-read my submission nightly when a sudden panic hit that I didn't include something.

It had zero impact or relevance

It helped me to refine my lessons. I think it will have prepared me to do NBC since I heard they're similar. I did like the recording part.

It made adapted PE feel unseen. The requirements often didn't apply or make sense to the population of students (with disabilities) that I was working with.

It made me want to quit.

It made me want to quit. It does nothing for teacher preparation. It's a complete waste of time.

It overshadowed everything for a while and made me needlessly stressed out for a few months. It was really frustrating that the things I felt best about in my student teaching was not reflected in the TPA.

It seemed arbitrary and did not improve my practice at all. I was writing things in the very specific ways that the rubrics wanted.

It seemed something "I had to do" for busy work. It was stressful for the students to be recorded and have to participate in the lesson.

It stunted all the practical information we could have used and needed. We spent a lot of time on how to pass a test and not how to manage a classroom.

It taught me that there will be completely dumb and unrealistic expectations throughout teaching.

It took away from it. Instead of working with my mentor teacher or supervisor, I was working on making sure I met the proper requirements for completing the EdTPA.

It took time away that I could have been preparing lessons, engaging more with my mentor teacher, and engaging more with my university curriculum. It was just another hoop to jump through. It caused a lot of anxiety. It was especially challenging because it was the first year that the Ed TPA was rolled out and my school (and no other school) had any idea how to really prepare us because it was the first year. The TPA was also very redundant overall because it required us to plan lessons, which we already did during our teacher preparation program. Filming was redundant and difficult. The technology that I had was not great, and it was difficult to get audio in the classroom because I was in a trailer very near a busy street and it was quite noisy from the traffic outside. I also felt that filming was really redundant because we got many observations from our mentor teachers and university supervisors. If the teaching program is accredited, then it should be completely adequate in ensuring that the teacher candidates are prepared for the classroom. An extra test is unnecessary. The TPA was just a complete waste of my time. I got a lot more feedback from students, my mentor teacher, and university supervisor that was actually useful. The TPA was completely not helpful at all.

It took too much time away from my work

It was a distraction from other content learning. I had to spend precious instructional minutes filming and at times refilming to meet very specific and inauthentic requirements.

It was a hindrance and a waste of time. I did not find it useful in the preparation.

It was a huge waste of time. It would have been better to keep focus on field experiences and responding to feedback from my mentor. It took time away from my other assignments which were actually helpful to my development as a teacher.

It was a project that took a lot of time with limited long term applications to future years teaching in the classroom.

It was a stressful and pointless portfolio. I scored extremely high on both cycles of the TPA, but had to take time off of student teaching to complete both cycles. Student teaching, work with my mentor teacher, and work with my university supervisor were the most valuable tools.

It was a very consuming exam in all aspects. It took a lot of time to work through therefore a lot of my attention and energy went into rather than my coursework.

It was a waste of time and effort that didn't feel meaningful or important. It was literally a whole lesson set tailored to the test and not to the students needs

It was completely unhelpful - it came off as a hoop that I needed to jump through with such specific wording that needed to be used and practices that did not carry over into teaching. I ended up losing out on time and effort spent on learning actual practices, studying curriculum, and conversations with my mentor.

It was difficult to have to complete it during 2020 though I did pass on the first try, I found resources on Youtube that helped as much or more than my program.

It was so stressful and took time away from my other classes I was in, job search, and enjoying my student teaching experience.

It was unnecessary and did not prepare me for my classroom

It was very stressful to complete. It felt as though we needed to use specific words to just meet criteria. Our mentor teachers know us best. They should be the ones to pass or fail us not someone who doesn't even teach to grade a test.

Negatively; it put too much pressure on me as a candidate. As an intern candidate, the overwhelming amount of work put a tremendous amount of stress both personally and professionally.

Nothing I did on the TPA helped my educational career.

Overall, neutral in terms of preparation. My program and mentor were many times more helpful. The TPA felt so removed from practice.

Overall, the edTPA had a negative impact on my overall teacher preparation. It felt like it was a very nitpicky test that required a heavy mental load when I had other things I wanted (and should have) focused on, such as enjoying the last months with my students, completing my MA and credential coursework, and diving deeper into specific things I needed to feel more confident as a teacher.

Preparation of my TPA wasted valuable time in the classroom. Instead of teaching my students information they needed to learn, I wasted literal DAYS recording and re-recording the same chunk of content over and over to ensure that it met TPA standards.

The amount of work that went into analyzing one 30-60 minute lesson did nothing to prepare me in comparison to the amount of hours I had to spend student teaching.

The edTPA had a strong negative impact on my overall teacher preparation. During

The EdTPA really taught me how to reflect on the needs of my class, but otherwise was stressful and made me feel insecure as an educator.

The Edtpa seems like another hurdle to jump. My program prepared me to teach. Having to worry about an exam while being a full time student was overwhelming.

The edtpa was extremely stressful & disconnected time during the program. Especially ow, looking back, when induction basically repeats the tap process.

The most valuable aspect of the teacher preparation program was student teaching. The TPA's were just busy work.

The requirements were so specific, yet poorly stated, that I struggled to complete the first section. This then delayed me being able to complete the other sections and I had to finish the TPA after our school had closed due to Covid-19

The Teacher Performance Assessment was incredibly stressful. While the tasks themselves are common tasks that I need to complete as a teacher, during my teacher preparation program, the added stress of completing them on top of lesson planning during student teaching was very stressful. My master teacher was incredible and helped me along the way, but I felt that the TPA was especially redundant when it came to completing the same process that we're required to do to clear our credential. We should not have to complete both.

The TPA and process to prepare for the TPA brought upon unnecessary stress during my credential program. Throughout my 2 year credential program I received positive feedback regarding my ability to effectively teach. My supervisors and mentor teacher were able to see my efficacy within the classroom. The TPA brought on unnecessary stress and consumption of time.

The TPA frequently loomed over my head throughout my credential year. As deadlines approached, I found my attention toward coursework, student teaching, and personal matters was minimized due to my stress and focus on the TPA.

The TPA is just busy work. It does not determine the actual performance of a student teacher. If it were not for my fantastic program, wonderful CT, and excellent support system, I would have never become an effective teacher. The TPA did nothing for me except prove to me that some teachers can pretend they are being equitable but they truly are not.

The TPA made it very difficult for me to finish my teacher credential program. It added a lot of stress to what is already a very difficult time for a new teacher. It also did not help me reflect or grow as a teacher because I was trying so hard to figure out what was needed to pass the test despite the fact that they provide very little feedback when you fail on where you went wrong.

The TPA program didn't add to my overall teacher preparation. In fact, the extra stress took away from quality time I could have spent with my mentor teacher planning curriculum. The TPA has the word performance in it for a reason. It did not feel genuine. I felt like I was an actor that was just trying to hit every point in the rubric, especially in regards to the video recordings. Also, student teaching is an unpaid internship which means most student teachers are working as a full-time teacher and holding down another job in order to live. It is a complete waste of time and resources in my opinion.

The TPA took over my focus and I became overly concerned with passing, and looking back I missed out on being able to adequately learn from my mentor teacher in a real setting. I also became focused on the TPA and felt like some parts of my program were only guiding us toward the types of answers that would be needed or

passing, instead of really teaching proper methods of instruction. It felt very much like “teaching to the test,” and while I was thinking about my diverse population and differentiating through the TPA lens, I was missing out on how to effectively be the teacher of record with all of the tasks and jobs that are involved with being an educator including how to see data over a period of time and ensuring that instructor is being driven from that.

The TPA was a distraction from learning more about the profession.

The TPA was incredibly dense, complex and counter intuitive to my success because I was hired as an Intern and was required to complete the TPA while going through the preparation program and teaching full time. The expectations were rigorous but the TPA itself required me to complete a TPA in Theatre without having any examples to provide due to the newly created credential in Theatre.

The TPA was not helpful for me as a teacher. I was unable to pass when I finished the program and continued to work on it as I was teaching full time. There are no redos with the same lesson plans/videos which took an enormous toll on me having to think about what I needed to do for the TPA while juggling my students as a first year teacher. Despite teaching being about equity and helping students try their best to achieve (such as doing retakes or resubmissions after corrections), the TPA does not allow for it's takers to partake in equitable grading.

The TPA was so involved that it drained my limited time and resources away from where it should have been focused: my students. The TPA was a series of very technically defined hoops. It in NO WAY prepared me for teaching. My university supervisor, mentor teacher, clinical practice, and coursework were all very beneficial and taught me a great deal. The TPA was a complete waste of time and energy.

The TPA was useless. In California we teach to the state standards, we follow a pacing guide and standards that must be followed.

Thing in it prepared me as a teacher

Time spent working on the TPA is time not spent interacting with students, writing lesson plans, and all of the things we should be practicing.

TPA took time out of my instructional planning for my class. It took away much needed time to prep high quality instruction.

TPAs took time away from practical experience I was learning from Early Field Work and Student Teaching. Early Field Work and Student Teacher better prepared me for the critical aspects of teaching, like classroom management.

I felt like I was compelled to waste my time on something that asked depth of questions inappropriate for teachers who didn't yet have the field experience to reasonably answer them with any fidelity. It added nothing of value. This is something that only really makes sense after a year or two of teaching, when we don't have to imagine scenarios and solutions, but we actually have a collection of experiences and strategies to draw from.

I saw it as a hoop to jump through. It offered no benefit to my teaching experience. It was a lot of paperwork and was time consuming during an already hard time as a new teacher.

It had no impact on my teacher preparation. It was just a hurdle to be able to teach.

It was a waste of time with a lot of outdated practices that do not meet the needs of our students.

It was ineffective busy work.

It was useless and a time sink.

Added hours to an already stressful long day of teaching

CTCs busy work used to drain money out of their teachers.

Due to the changes during COVID, I graduated with my master's and my preliminary credential without having completed my TPA. Instead of getting to spend my years of induction developing my pedagogy and really finding my strengths as a teacher, I spent the whole time jumping through silly hoops pretending to be some sort of robo teacher.

EdTPA created an artificial environment that detracted from my learning. While I agree that videotaping your teaching practice, critiquing it, and getting feedback from colleagues is a useful practice, the format of EdTPA was not helpful. I felt pressure to "learn to the test" - I had to tailor my responses to what I thought would give me the highest score. I don't think that this necessarily enhanced my teaching practice or better prepared me for the classroom.

Having taught for over 35 years working with Head Start, the TPA had no impact at all on my teacher preparation. It was stressful.

Honestly it taught me the PTR cycle but it did not help me learn how to be a better teacher. The cycle of teaching, looking at data, and then analyzing is already taught in classrooms and in schools, so this just felt like overkill and unnecessary.

I feel as though my teacher preparation suffered in being taught actual skills vs "you'll do this for your TPA, but you'll never again do this as a classroom teacher".

I feel like it added a lot of unneeded stress as I was trying to find ways to write to the graders expectations instead of a way that actually helped me learn. I was unable to focus on my student teaching as much since the TPA's took so much of my time.

I feel that my credential program was extremely lacking. It was all virtual with no instruction assignments were pushed out on a platform and myself and fellow teachers in the program struggled immensely from week to week with questions and concerns about the assignments, and there was no support provided. I feel that the assignments and coursework were not meaningful enough for us to give us adequate experience to participate in a meaningful inquiry for the edtpa. My credentialing program provided us a GPA advisor who had never health position before, and was not able to answer questions regarding the GPA, and even advised myself and

a fellow teacher to complete a section incorrectly that caused us to have a section of our GPA be disqualified, and we had to pay and redo it. Being five years into teaching now I have much more understanding and connection to the inquiry process that I feel was just not possible at that stage in my teaching.

I felt that, especially in the Music Single Subject credential, we were required to go away from good teaching in our subject and into long stints of lessons based NOT in performance. Especially in an elementary general teaching situation, this meant that I was doing these lessons with multiple different classes over 5 weeks since I only saw each class once a week for 30-40 minutes. Not to mention, since COVID hit just after filming, that time could have been immensely valuable in my growth as a teacher.

I lost my job because of the CalTPA

I started teaching a year later than planned due to struggles with the TPA and a lack of preparedness to complete it from my program.

In my opinion the TPA was a highly stressful and confusing time in the early stages of my teaching career. I was so focused on passing the assessment, I was more worried about that than my classroom or students. I felt like I had so much riding on it, and so much was beyond my realm of control. At the end of the experience, the TPA felt like a waste of time since I have never planned for a lesson in the same way since. Scoring seemed so ambiguous, making following exemplars pretty much worthless.

It ate up time, I could have spent working in my content area. I lost focus in my lesson planning.

It caused a lot of stress and was a lot of busy work. It is unrealistic and none of the concepts are used in our every day teaching. If I spent that much time on every lesson plan in my classroom, nothing would get done.

It created more work for me and I had little to no support. It was a burden.

It detracted from valuable time that could have been spent on other preparatory studies and experiences. In addition, it increased stress and frustration, detracting from ability to maximize benefit of student teaching.

It did not help me. I learned a lot through student teaching, and even more through substituting. I feel that 6-12 months of mandatory substitute experience is far more beneficial than anything college could have taught me. The TPA was awful. It stole away time that I could have used on lesson planning with my mentor teacher, sitting in on IEP's and practicing goal writing, and so much other work that would have benefitted me.

It did not impact my teacher preparation

It did not realistically help me. It barely gave me a snapshot.

It did not really impact my teaching preparation. It was an additional task I had to complete and created more unnecessary stress.

It did nothing but distract me during my student teaching (and afterwards). I could not focus on making my lessons better or learning pedagogy. Instead, I had to focus on this stupid test that I had to pay for to put more money in the coffers of Education Companies like Pearson.

It did nothing for my professional development.
It didn't help me in any way. All it did was stress me out.
It felt like an entirely bureaucratic and unnecessary process, since we do pretty much the same work with a personal mentor during our new teacher induction. Doing this kind of work after completing my student teaching was actually better, since I went into it with more knowledge and experience, and I had a much better understanding of what was expected of me. While working on and presenting my CalTPA lesson materials, I felt very much restricted by the CalTPA guidelines in terms of what and how I could teach. Since I now have one full year of teaching under my belt, I have come to realize that you cannot regularly be as rigid with your instruction as the CalTPA requires. During this post-covid era of education, it is now more important than ever that teachers learn to be flexible and adaptive with our lessons and activities, so that we can best meet the unique needs of our students during this time.
It felt like I was spending more time writing about technicalities than thinking about my students and their needs.
It gave me less time to do everything
It had a negative impact! I graduated during Covid beginnings. Testing was not available. I graduated, and was never told about the technicalities of the waiver program. I started teaching with emergency credentials but did not missed the deadline for the waiver. I had to complete the TPA's without ANY support! I had already been teaching for 2 years. Others in my cohort were waived but I did not based on the technicality of credential application not on graduation date.
It made it difficult to teach my students as I was trying to complete a teacher preparation program due to the daunting tpas. I put my students in the back burner.
It provided a stressful written report that freaked me out as I was trying to balance student teaching, no income, coursework and taking on more and more responsibilities of a full time teacher. The reflection was good but could have been done in a 30-45 minute conversation with my mentor teacher and university teacher.
It took time away from me attempting to lesson plan and reflect about my actual teaching. I found myself thinking of the best way to respond to the questions rather than thinking of the best ways to improve my teaching.
It took time away from teaching my actual material and curriculum
It was a horrible addition. The TPA's are not an accurate representation of teaching and real life pedagogical methods.
It was additional stress due to the extreme requirements which do not accurately assess nor determine teaching abilities.

It was another hurdle to pay for. It was expensive and a huge waste of time.

It was extremely stressful! If teachers complete a program, why does there need to be additional testing after the fact?

It wasn't helpful and felt like unnecessary red tape

The assignments I had my first couple of years were completely distracted by the completion of the TPA. The settings I was in were not conducive to the TPA. It felt like jumping through another hoop to get a credential.

The TPA did not have an impact on my overall teacher preparation.

The TPA impacted my overall teacher preparation by consuming my out of class prep time by having to complete the TPA documents. It seemed that each section was redundant but not similar enough to where I was constantly working on them.

The TPA is an utter waste of time and I cannot believe it is a measure of anyone's teaching ability. Absolutely a waste of time for teachers, and it takes away from their quality of life and quality of instruction they can give to their students.

The TPA prevented me from clearing my credential, keeping me in my university's intern program for 2 extra years.

The TPA seemed more like busy work. There wasn't an opportunity to learn anything about teaching during the time when I feel we should be learning about teaching.

The TPA took so much time away from learning and doing things that are so much more important to know and do as a teacher. All of the items on the tpa I already learned and worked through in my credential coursework. I spent hours upon hours creating a perfect lesson plan and implementing it to pass the tpa. The lesson did not benefit my class at all and all the time I spent doing that I could've spent planning lessons that effectively teach my class and spending time with my mentor actually learning about classroom management, parent engagement, differentiated lessons, and etc.

The TPA was a pointless assessment that has way too much unnecessary tasks to complete. I would not say it taught me much of anything about being a teacher.

The TPA was not indicative of my teaching performance just my writing skills. It was not practical or necessary to help prepare me as a teacher. I would rather be required to do more student teaching hours with a mentor (maybe even 2) instead of the TPA.

The TPA was very distracting from the actual work of teaching. It did nothing of value to prepare me to teach and instead took time away from what I should have been focusing on. I have since helped student teachers through the TPA and they have no idea how to complete it. It requires us to focus way too much time on a single lesson when we should be learning small things incrementally over the course of many lessons.

<p>There is so much that goes into it; I spent a great deal of time, effort and tears on the thing. It affected my social life, school and teaching as I had to let something go in order to make time to do the TPA. I had to give students a work day just so I could work and not stay up really late a few times, impacting my timeline. It was not a difficult thing to pass, just SO time consuming.</p>
<p>There were no positive effects because of the formatting of the TPA. There were better ways to assess how we make accommodations for students</p>
<p>Took time away and caused stress while trying to learn valuable stuff</p>
<p>TPA was the most infuriating, confusing, unrealistic assessment of teacher performance, and my entire credential program rode on whether I passed the TPAs in their timeframe</p>
<p>The TPA did not feel specific to the Education Specialist credential. Because of my field work placement, it was very difficult to make the video component (families would not sign the photo release waiver--ELL/ELD students, undocumented students, general privacy, etc.) In person observations were significantly more helpful.</p>
<p>I had less time to focus on the lesson planning because I had to write all this additional analysis</p>
<p>Huge time requirement</p>
<p>It made me more detailed oriented when it came to lesson planning and giving student feedback.</p>
<p>It helped with structuring lesson plans and assessing different students for different needs.</p>
<p>Overall, it didn't impact me either way. It was slightly more positive the negative just because it reinforced what I was already doing. It was negative because it was time consuming and tedious.</p>
<p>It took up my time, focus, and attention while I still had a full load of classes to teach, prepare, and grade. I spent months on the TPA for a unit that lasted a week. The practical part of the planning and assessment took me about 16 hours, while the TPA took about 100 hours.</p>
<p>It was long and arduous...I did not understand it a lot of times, so I had to ask for help to complete it.</p>
<p>Positive: It helped me be intentional in meeting the needs for the students who are in the vulnerable population Negative: Too high stakes for a person trying to become a teacher, it does not meet the needs of the teacher's personal circumstances, too long of a process, the feedback on rubric is not user friendly, the TPA should be replaced with something that is baked into the teacher preparation program that still addresses the positive</p>
<p>It felt more as a hindrance than useful.</p>
<p>It felt like busy work and it pulled me away from more teachable moments from my mentor.</p>
<p>It's been more of the hands on experience, trial and error, opportunities to view my teaching through recordings, goal setting, and collaborating with colleagues that has been most impactful. The TPA at times</p>

distracted from that, as it felt like an additional task of busy work. Some parts were a nice guide, however the stress of it made it more awful than helpful.

So much of the program was just about the TPA which is not helpful to the realities of teaching.

It discouraged me.

It hindered it. In no way did it prepare me to teach.

Although some of the questions and thoughts that the TPAs guided me through were helpful, much of the stress, the intense process, the price took away from my ability to be a first teach teacher. I didn't have time to collaborate with my peers, it took so much time and prep to make sure my lessons were hitting the rubric, and trying to film while teaching during my first year was near impossible.

Created more hoops for me to jump through

Had no impact.

I believe it exposed me to what I now see as a flaw and regular practice in the field: a single data point being treated as the end all be all of one's teaching abilities.

I didn't feel the TPA helped prepare me for the field. I received ample feedback from my mentor, site supervisor and administrator that was positive and or constructive. The lack of feedback on the TPA made the whole process unfulfilling. The templates were very difficult and the language required was not realistic.

I don't believe it helped me to become a better teacher in anyway. I think that there could be a much better way of assessing and preparing teachers for the real world classroom, other than the TPA.

I don't think it impact it. I learned more through student teaching.

I enjoyed having a mentor but the other parts were way too time consuming

I feel like the TPAs neither helped or negatively affected me except for taking so much time to complete. I have more than 10 years of working in a classroom as a paraprofessional in a kinder and TK classroom that my experience made the TPAs seem like a waste of time.

I felt it took time away from my preparation/work time when it came to actual student teaching. Additionally, while I value the state standards, I still felt like I had to specifically steer lessons a certain way at a certain time in order to fit the strict timing & requirements of TPA assignments. I may have laid things out differently if I was not trying to meet those particular deadlines and hit all the required boxes within a single day of filming, for example. I don't think all requirements should be abolished-- I understand the need for certain tests and perhaps some kind of portfolio. However, I'm not sure the CalTPA as I experienced it added anything to my feeling of preparedness as a teacher. If anything, it was most similar to the induction program I had to complete once I started working.

I think I learned more from planning and teaching during my student teaching than completing TPAs.

It added more stress and felt like repetitive, busy work. It took my attention away from my student teaching and collaborating with my mentor teacher. It did however, cause me to reflect and be more purposeful in my differentiation. It's the added stress of needed to pass that was stressful.

It definitely walked me through the steps of preparing a lesson to try to meet the needs of all learners.

It did not help

It did not.

It didn't help me. I had to make something specific just for it.

It felt like a hoop to jump through. Like we were doing busy work. A lot of people I've talked to about it honestly faked stuff. Just being real with whoever is reading this. I'm willing to talk more about it if you need me to.

It felt like a lot of busy work that didn't actually prepare me for what teaching looks like.

It felt like busywork on top of all of the classes. I was taking in grad school, and all of the work that I was doing student teaching.

It helped me to learn how to do a in depth lesson plan, however, it's not a realistic lesson plan that any teacher seems to use. I felt like the TPA has good reasoning behind it but it was my main focus of my student teaching. It was something that I needed to pass each semester and It felt like it was taking away time that I could have used to learn how to be a more effective teacher.

It helped me understand the importance of preparing an instructional framework for students. It was a great start to getting into a habit of following a framework when teaching a lesson.

It honestly didn't do anything helpful or prepare me for anything, it just added more unnecessary stress to my life.

It impacted my overall preparation because the overall goal was to pass the TPA's. There was a lot of pressure on making sure we passed the first time.

It impacted the way I think about differentiation.

It just seemed like another hoop to jump through with no true enhancement to my teaching preparation.

It prepared me to deal with bureaucracy, arbitrary documentation that does not practically influence my instruction, and other clerical tasks. I do think there needs to be some formal documentation and assessment taught to new teachers, as we have a legal and ethical responsibility to be highly trained professional educators, but much of what the TPA asks you to do is jumping through arbitrary hoops that resembled little of what actual teaching practice looks like.

it sucked focus away from learning how to address things I actually needed to do/learn. It took coursework time away from depending my understanding of pedagogy to check off boxes. It took a day of lessons away from students so I could film.

It took a lot of time and energy that could have been better spent preparing for real world teaching.

It took time away from actual planning I could have done for the classes I was teaching.

It took time away from my teacher preparation.

It took up the entire conversation in any setting and it was hard for me to just focus on teaching.

It was a hurdle I had to jump over, it is like the important things teachers do but it does not reflect doing those in context.

It was a lot of busy work. Not very applicable to real life teaching in the classroom.

It was a lot work and I was overwhelmed.

It was another hoop to get through to earn my credential.

It was difficult to do student teaching, personal life, school, and TPA.

It was just extra work and stress that did not carry over to help my career

It was laborious and tedious as it felt redundant to what I was already doing in the classroom. It also seemed irrelevant to what my district, coach was asking for from my lesson plans. I gained much more experience working with teachers and learning from their personal experiences and their preparation methods than I did from doing the calTPA

It was not realistic.

It was ok to think through case studies but it made me create the ideal class and situation which is not at all how teaching is ever.

It was so stressful, confusing and time consuming. I wasn't sure if I was doing the right thing and it was extremely redundant.

It was stressful busy work. The first TPAs were completed before we even began student teaching, so much of it had to be imagined rather than based on real learning experience

It wasn't horrible in my opinion, but it's not very effective. Student Teachers can't know all the things that the TPA asks at that stage of their experience, and I believe they should focus on other, more important work during that semester. Overall, It is very confusing and stressful, which we need less of in the profession.

<p>My sole focus was on will out the ridiculous amount of paper work then focusing on my student teaching during the phase 1 cycle.</p>
<p>Some components were helpful, but a majority of the two-part assessment felt repetitive and without direct impact on my student teaching</p>
<p>The EdTPA helped with hypothetical practices, but was not realistic for the career</p>
<p>The edtpa was difficult with wording being tricky. If it has not been for my classmates in the teacher preparation program as well as my mentor during advanced teaching placement, I would not have been able to complete the edtpa and gotten credentialed.</p>
<p>The TPA did not have a positive impact. As a student teacher, I did not understand a lot of the components that were being asked of me. Looking back, I would be able to be much more successful completing the TPA's had I had more classroom experience. There was a lot of pressure to score right on rubrics as opposed to really understanding how teaching can work in the real world. It felt very unnatural and very hard for an inexperienced teacher.</p>
<p>The TPA distracted from my student teaching and forced me to teach students using methods their teacher had not used and did not always recommend. I was also forced to find technology that was not provided for one of the classes I student taught in.</p>
<p>The TPA was fine but didn't realistically prepare me for teaching. I reflected and analyzed my instruction and lesson planning. But when you are actually teaching, diving deep like that isn't feasible or realistic. I think the video ingredient your practice and reflecting was helpful but the 30-40 pages of write up was not very effective.</p>
<p>The TPA was not helpful in preparing me for teaching because writing plans in a lesson is different from actually teaching the lesson.</p>
<p>The way it was presented and completed felt like busy work rather than meaningful execution and reflection.</p>
<p>There were both pros and cons to TPAs. They helped with ascertaining certain school and student information while also helping with self-reflection during the student-teaching experience. However, some of it seemed tedious and unnecessary making it feel like busy work. I feel like my student-teaching time was better served in the classroom where I learned a lot as opposed to the countless hours I spent completing TPA reports.</p>
<p>It prepared me to become a teacher.</p>
<p>It was a way to prepare for clearing my credential.</p>
<p>I barely had any time to lesson plan and do coursework. But I guess the skills I learned were useful.</p>
<p>I could see the reason for a TPA, but it felt more like busy work and repeating myself over and over again. It didn't necessarily prepare me for teaching, my student teaching experience prepared me more than the TPA.</p>

I did the same thing during the Induction Program.
I had to carve out time from other coursework and time away from lesson planning for my teaching work. I found ways to implement the TPA into what we were already covering in class.
I learned the importance of analyzing student data to conduct future lessons and address student needs
I was not prepared to take the edTPA, thus had to retake multiple sections multiple times. I was then unable to be hired as a teacher and spent the year substituting
I was so nervous and focused on that it was hard to focus on anything else I was trying to learn.
It almost completely caused me to not pursue a career in teaching. The CalTPA was still very new when I was in my program, and almost no one had experience with it nor could offer much guidance on it. Needing to complete at least the first one before beginning my student teaching but not knowing how to complete it successfully, I simply suspended my credential journey for over two years. After working at a retail job that I hated, I decided I would try to complete my TPAs. I feel like I was successful mostly because I was able to track down examples of TPAs that received varying scores, so I could better see what to do or not do, and how much to write.
It allowed me to reflect on my own ability to teach. I enjoyed recording myself and watching the replays. I think it was necessary given the time I received my credential. Kids are changing, the profession is changing which means the assessment should also change
It caused a lot of unnecessary stress. Due to COVID, TPA also bled over into my induction years, and it felt like I had this constant pressure to pass knowing that my credential was in jeopardy until I did so.
It didn't help me in the long run, it seemed and felt like more busy work to have to complete and submit. Taking away time from planning and prepping curriculum.
It didn't help teacher preparation. During my teacher preparation, I was placed in a lower-performing district than I currently am. One section of the TPA was largely based on my interaction with students and their discussion of science. I barely passed this section. If I were to complete the TPA in my current district, I would've passed with higher marks simply because the students are more motivated, and capable of, discussing science concepts. This is happening to teachers all over the state - they are not able to pass because of factors out of their own control.
It gave me some stuff to think about while lesson planning and assessing. But it was so meticulous that it took a lot of time and caused a lot of stress. I think the same thing could have been done without so many pages where I had to carefully repeat the same things over and over in each section. Finding time to finish the whole TPA took away from the time I had to keep lesson planning with my mentor/supervisor which I found more meaningful.
It has a lot of busy work. I felt that it wasn't the best use of time.

It just felt like tedious busy work for the most part. I think an internship would be a lot better. Get prospective teachers into the classroom asap. Observations are a waste of time for the most part
It prepared me by helping me think more about higher level questions and how to use assessments.
It stressed me out and was confusing to complete. I wish I had better guidance and examples of what they were looking for so I could meet the criteria better and include better teaching videos.
It took time away from more important focuses for new teachers like classroom management.
It was extra work that took away from the in classroom experience.
It was useful to think about all the different circumstances and to record myself, but a lot of it was very tedious.
It wasn't a practical approach to assessing a teacher's performance and abilities.
It would make me stressed and spent hours trying to complete. I had to learn and prepare how to be a teacher in a classroom, and also work on TPAs after.
No effect
not at all
Overwhelming, stress, asked for things that I as a teacher did not know.
The time I spent completing the TPA's could have been better-spent lesson planning with my mentor teacher. The TPAs set a completely unrealistic standard for what a teacher is actually able to accomplish in their classrooms.
The TPA did have an impact in preparing for induction and district mandated evaluations. But did not have an impact on my overall teacher preparation. Teaching in the classroom and collaborating with my mentors had a far more important impact than working on the TPA.
The TPA drew a lot of my time and energy that could have been better spent on observation or lesson development during student teaching.
The TPA takes time away from being able to focus on your classroom skills because there is a lot of work that goes into it that does not develop your hands on learning. Rather people do it to get it done.
The TPA was an added stressor as it felt mechanical and subjective. The fact of the matter is, having different assessors impacts the scoring of the TPA. I do not feel that this is fair or helpful. Although I passed both CalTPAs the first time around, I was left wondering how I "messed up" on a couple of the rubrics because the feedback was not specific.
The TPA was the focus of my teacher preparation program and caused extreme stress and hardship for my family since I am a mother of four young children and was teaching full time as a new teacher intern.

Very tedious and did not prepare me to teach students of special needs.
Waste of time and in no way helps with teaching all busy work that is graded subjective and is used to make money. Steals money from teacher
Caused a lot of stress which in turn, made my preparation dwindle.
Distracted me from my coursework and caused undue stress.
good in theory and difficult in practice
Helped me understand the details of each lessons and how to consider standards
Honestly, it felt like a very aggressive speedbump. Reflecting on my practice was useful but I was already doing that work with my mentor teacher and through the induction program. The TPA felt like an extra hassle that felt extremely performative and not actually a means of growth in my teaching practice.
I believe the TPA negatively impacted my overall teacher preparation, because I was more focused on completing the TPA than my student teaching. I could've spent more time learning to plan, assess, grade, etc., which I think is more valuable as a new teacher.
I feel that the CALTPA neither had a positive nor negative impact on my teacher preparation. It took a lot of time and felt redundant, but I did learn how to assess students and use that to inform my teaching.
I felt that the TPA was busy work that took a lot of time and attention from my actual student teacher. It seemed like a hoop that I had to jump through, but did not prepare me for being in the classroom on my own.
It caused more stress than it helped. I think there's other ways to reflect on teaching than be graded by a third party who has never stepped foot in your classroom.
It did not help me in any way and was busy work that is mostly not applicable in a real teaching setting.
It did not prepare me for much outside of student teaching.
It didn't, it was very hard without hands on experience.
It helped me reflect and learn common terminology used in education.
It is too many hoops for a job that does not pay well enough to be asking so much of young teachers
It made me aware of what was the ideal way to teach and how we are expected to teach, but it did not reflect the realities of the classroom.
It was a hoop to jump through. It made me write and review specific aspects of my class and teaching that I might not have otherwise focused on. It didn't significantly impact my overall preparation at all though.

It was fine but a lot of work. I received a high score and was also asked by my program to use my work for future classroom examples. We end up doing the same things during induction so I felt that doing this twice was not worth it. Induction was repetitive and if the Caltpa is required, induction shouldn't be so rigorous.

It was just an additional requirement that needed to be met. The work required to complete the TPA did not directly correspond to what I was doing as a student teacher or with my university coursework. It also required me to figure out how to film a classroom of students with correct permissions.

It was not valuable. It took time away from planning for the full school day when working on such extensive and elaborate work that was redundant and useless in the end.

It was such a strong focus that I felt it overshadowed other areas.

The TPA was not as effective as working in the classroom and took away time for planning the classroom.

While I do agree there should be a guidelines that guides how a teacher should perform in order to evaluate the effectiveness of the teaching performances, I must also that TPA is only adding additional extra work for which they didn't prepare me how to be an effective teacher.

Due to the strict focuses, instructions, and guidelines of the TPA it did not prepare me for the classroom at all. The set focuses and requirements are not conducive for the classroom as they're intensely focused on aspects of teaching that do not relate to in-person teaching.

I do not feel like completing the TPA helped prepare me for teaching other than the support from my mentor teacher and the peer observations.

I don't think it did, and I found it very redundant because it's basically the same ideas as induction.

I feel that my instructors spent more time preparing us for the CalTPA rather than teaching actual tools, techniques, and strategies that would be useful in the classroom. How to teach reading and phonics for one.

I learned some useful things from the TPA because it forced me to do some things (like having students do self-assessment) that I had never done before. It also forced me to choose between a reteach and extension, which really allowed me to practice making data-informed instructional decisions. However, I felt like the TPA had a lot of elements that aligned poorly with the way I actually prep and teach, and I found it produced a lot of stress. I also had to design a lesson that was unlike the lesson formats of my school's curriculum at the time, which was confusing to my students.

It did not help at all, but it did delay my credential. I submitted the same exact thing twice and received vastly different scores. It delayed my ability to get a job for a year because one assessor didn't believe I met any of the requirements, while the next assessor did. There is no way to truly standardize this assessment and errors will keep qualified teachers out of the classroom.

It didn't, just a test to take.

It neither helped or affected my preparation negatively. My teacher preparation program prepared me. CALTPA was just unnecessary stressful work.

It was a waste of time and gave me no experience or help for being a teacher. It simply took time away from teaching classes and being a teacher.

It was in the way of learning and developing my teaching practice. The university courses that existed to support completing the edtpa were helpful for completing the Edtpa but did not help me become a better teacher. Another class on instructional strategies or formative assessment would have been a better use of that time/money. The burden of completing the portfolio was a major source of stress and contributed to Poor mental health.

It was tedious and arduous. It took up so much time and took away from other opportunities for teacher prep.

Overall, I don't feel as it had an impact on my preparation as a teacher

The TPA forced me to really look at students but did not really impact my preparation.

The TPA had a negative impact on my overall teacher preparation because it took time away from valuable planning and collaborating time. Instead, we were asked to complete prompts that were often irrelevant to my subject matter.

The TPA pigeonholes beginning teachers to demonstrate skills in discreet video clips. It was a 50+ hour project to do the two writeups, and it gave me a great distaste for the process. It was not indicative of my ability to teach.

Added more stress, especially when going into education and having to also complete induction.

Did not prepare me at all

I did develop some great lesson plans, but I feel there is another way to do that without the EdTPA. I spent hours over wording while writing so it felt like more a test about how I write.

I do feel that the process of planning a lesson and having detailed conversation with my mentor made me a better educator, but the tedious nature of the edTPA took away from many other aspects of the teacher prep program.

I don't feel like the TPA added any significance classroom experience We should use that time instead to give student teachers classroom experience and SEL resources for their classroom teaching

I feel like the courses that we focused on preparing us to take the TPA would have benefitted us more if they were methods courses instead. Courses on how to communicate with parents, navigate curriculum, write report cards, etc. would have provided more practical application for us. The TPA took a lot of time and effort, but having been in the profession now for 5 years, I can say that the experience did not impact my practice in any significant way. It just put me through a rigorous exam. The TPA was also stressful and I spent a lot of time worrying about that when I could have put my efforts towards more beneficial studies.

I feel like the TPA in its current form is not that helpful. Recording lessons and submitting them for review is ok. explaining why also ok. but to the degree I was asked seemed excessive. a lot of it had to be staged which I think defeats the whole purpose. plus I felt like with induction it seemed like I kept repeating the same thing.

I felt it was another lengthy obstacle in the form of busy work. It was very time consuming and it didn't impact my overall teacher preparation. I successfully passed but it was rigorous work.

I think that while the intention of the TPA was good, it really just ended up being a huge time sink. My strategy on the TPA was to put the least amount of work into it that would get me to pass. I did not feel like the TPA directly benefited my teaching, since it took a lot of time (which was a scarce resource). I also didn't see any benefit to scoring higher on the TPA other than just the bare minimum. There were so many more effective ways to spend the time that I put into the TPA, such as planning lessons, catching up on grading, writing assessments, completing credentialing assignments, catching up on sleep, etc.

It delayed my teaching preparation because I was only a couple points away from passing and had to redo it.

It did not impact preparation. It just felt like busy work.

It didn't have a very large impact on my overall teacher preparation but I understand that it give some consistency amongst different programs.

It didn't really do much. Overall I would say it had a neutral response. I didn't learn from it, but it didn't hurt. Just unnecessary stress on top of TEP work.

It had a positive impact. Despite the busy schedule, it helped. Just wished we could get paid while doing student teaching.

It helped me recognize my curriculum standards better.

It seemed like a lot of extra paperwork and stress for little practical impact on my teaching. While the concepts are important, it seemed too cumbersome; it feels like it could be distilled into a more practical, concise task and still make its intended impact.

It was a large bureaucratic time sink to which an enormously outsized amount of class time was dedicated, to the exclusion of more constructive uses like assistance and advice with student teaching. It created undue stress and distracted from the actually constructive work of student teaching.

It was a tedious exercise in navigating clunky technological platforms, complying with strict parameters with little bearing on teaching or learning, and repeating the tortured language of the assessment back in the reflections.

It was just busy work.

It was just too long and repetitive, which added to my stress. I don't think it should be altogether eliminated, but it could easily be edited down to be at least half as long. I found myself spending too much time figuring out a new way to say the same thing since questions were very similar.

Maybe... MAYBE it kept me more focused, but really it was the program and mentor teacher I had that were great.
Overwhelming; Unable to teach and complete TPA at the same time. TPA did not allow for individualized and engaging teaching lessons.
Spent so much time writing about educational pedagogy it took time away from working with students and developing my hands on experience in the classroom.
The EdTPA required 3 components which focused strongly on language used in the document. I am focused strongly on addressing standards. Each stage is important but what is captured has to reflect on what's on paper (sticking to the script).
The multiple choice above only had "positive" or "negative" choices, but I really would put "neutral" if given the choice. I don't feel like it impacted my teacher preparation at all. It didn't damage my preparation, but it definitely didn't positively impact it either. It was just busy work.
The Teacher Performance Assessment (TPA) felt like unnecessary busy work. While trying to student teach and plan for my students, the TPA served as somewhat of a distraction and I felt it unnecessary.
The TPA added a lot of unnecessary stress to my teacher preparation.
The TPA helped me develop the ability to cater to all diverse needs of students as I worked through my portfolio, however, I felt that it was unrealistic in terms of what was required for lesson planning examples, assessment example etc. While the thought process was beneficial, I haven't used the formatting or process in actual practice while teaching.
The TPA in theory is great, but it's not realistic. As educators, we don't put that much detail into each lesson plan (i.e., 40 pages). The real experience from master teachers, mentors, and hands on experience is the best way to learn. The TPAs were so stressful.
The TPA seemed unnecessarily tedious, particularly the write-up that had to be done after teaching the learning segments. Many of the questions overlapped with one another such that answering each one fully became quite repetitive and time consuming. I feel that the practical experience of student teaching (especially building up to an extensive period of solo teaching) was a more productive and helpful use of my time towards teacher preparation. Additionally, designing activities and reflecting on practice in my coursework provided a more relevant and immediately impactful source of learning for me as a developing professional educator.
Was able to use what I've learned throughout my program and apply it but as a lot of work
It made it stressful, but didn't have any real impact in anything
Gave me more work than needed.
I created a set of lessons that I still use in my classroom (7 years running!), but the process of analyzing the student work was not helpful for my teaching practice, it was just incredibly stressful.

I felt like it was a huge waste of time during the TPA process, and now that I am 4 years into my career, I feel the same. I understand the point of data collection, analysis, planning based on assessment, etc., but I think this comes with on-the-job experience and student teaching experience. I think expected new teachers to be data “pros” when they come into the classroom is absurd. A district-level focus on PLCs and intentional staff meetings is where goals and data should matter.

I spent a long time filling out forms that, in my opinion, did not contribute to enhancing my teacher preparation. I could have used that time to gain more hands-on experience with students and at the school. The evaluation process seems highly subjective despite the presence of rubrics. The expectations are not well-defined. I felt that I put in a tremendous amount of effort, and in my mind, I was giving my best, but the scoring appears to be excessively critical, with little constructive feedback provided. The feedback given is unclear and does not seem aimed at helping candidates grow but rather at completing certain document requirements to pass.

In my opinion, the TPA preparation took an enormous amount of time that could have been better spent preparing me to teach in other ways. I often felt that my program was centered around passing the TPA rather than actually becoming a teacher. The pressure caused a serious rift between the program staff and my classmates. The TPA requirements did not align with my students' development needs. I felt forced to teach my students badly to pass, which caused some feelings of moral failure.

In my short tenure so far as a teacher I have been voted teacher of the year by my colleagues and am incredibly proud of the work I've done in my career so far. I don't remember a single positive thing about the TPA nor do I feel like it helped me at all. If anything, the time and stress spent preparing and completing the TPA took away from time that could have been spent more productively elsewhere in the program. Imagining the already great program I went through without the shadow of the TPA is a beautiful thing!

It added onto my workload during a time when I was essentially working full-time for no pay AND attending my Masters classes, which already had a heavy workload.

It did help with learning to be reflective about my teaching, but the requirements were extremely time consuming and stressful.

It did not

It had no benefit.

It was another hoop to jump through which took away valuable time that could have been used to collaborate with my mentor teachers.

It was awful!!! Sucked all my time away and made for late nights lesson planning and preparing for upcoming units.

it was very stressful

Preparation already included creating, implementing, and evaluating effectiveness of the lessons. Meeting the needs of the students in the classroom was already an expectation placed by the credential program. The

negative impact came from adding additional expectations that was similar, but ultimately took time away from really evaluating and meeting needs of students as not every student required to be discussed on the TPA for the demographic of the school. The evaluation process didn't seem effective as if I didn't pass and needed to make corrections the reasoning for the low score wasn't clear leaving me to infer what exactly needed to be corrected. Small corrections were made based off own assessment and resubmitted which then resulted in a passing score. It seemed like passing depended on whoever was reading and what number I was in the stack of TPA's waiting to be scored.

Since it was the first year, it delayed my teaching career and earning potential. When I graduated I had one TPA to complete. Although I completed it eventually, it also took longer to get it evaluated and have it reflected in the system. Public Schools would not hire me.

The TPA added no value to my preparation to becoming a teacher. If anything, it added tremendous stress. The TPA content requirements are not practical, and do not truly reflect what happens in a classroom setting. My Student Teaching, however, was an incredible journey to help me learn the ropes of being a day to day teacher. I feel the TPA was formula-driven....meaning... as long as you used the same redundant words in certain within the assessment, you would pass.

The TPA, left me overwhelmed leaving me little time to lesson plan in the classroom due to course work with TPA.

Values of the TPA do not always align with music pedagogy, so ai found myself teaching in ways that I wouldn't normally teach.

The TPA distracted from doing actual teacher preparation

The TPA is a distraction, it would be far conducive to focus on teaching rather than passing the exam.

It was more of 50/50. I had to be given another year of BTSA which was a bummer.

Detracted from my ability to plan lessons with my mentor. Too time consuming

Did not help at all

It didn't help much because i wasn't taught in a way that helped me understand how to succeed in the TPA and then had to learn it all from scratch the way the TPA taught it. It was helpful to learn but it did greatly take away from my teaching experience as it seemed so fake and "put on " And unrealistic compared to a regular day of teaching. I think our middle-level program at csusm did not give us enough hands on practical experience in the classroom to thrive at the TPA when it was plopped into our lap. The big reason for this is that student teaching is so varied in expectations across the board so many people don't get to fully immerse themselves in teaching and having a decent mentor. Often times we are thrown in and don't get forced to take initiative and take over the classroom like we need the experience in doing. Also what we are taught in classroom is idealistic in comparison to the reality of teaching.

The TPA somewhat positively impacted my overall teacher preparation. The copious amounts of student evidence that I needed to compile to fill my 4 to 5 inch physical binder was absolutely unmanageable and

didn't feel like it was job in bedded. While cycles of inquiry are very important to my development as a teaching, professional, the TPA, and all of its corresponding support documents, had to be completed on top of coursework, and on top of also preparing to teach the two different preps that I was teaching for making my personal life nonexistent and sacrificing my mental health to be able to complete it with a passing score . making my personal life nonexistent and sacrificing my mental health to be able to complete it with a passing score.

The TPA is a form of measure to ensure one is qualified to teach. However, when the same type of assessments are repeated in the induction program which is also required of new teachers. It begins to become monotonous.

I see great value in the TPA when taken as a student teacher. Similar to the induction program it tasks you with doing things that good teachers should be doing anyway. However, saying it's similar to induction in that way makes me wonder why do both? Can TPA be rolled into induction?

It made me think and really analyze different aspects of teaching.

It made it difficult because it was through zoom and no one really could help me for what I was looking for in.

Added a lot of extra stress and created a synthetic environment/topic that didn't fit with the curriculum I was teaching. Would my students make me look like a good teacher?

Attention to detail, lesson planning skills, analyzing demographics and how to scaffold accordingly

Completing the TPA allowed me to look at all of the different components of a lesson (pre, during and after) that I probably wouldn't have looked at if I didn't have to for the TPA.

Exposure to the whole teacher role. However, it is impossible to teach in alignment to that assessment. There is a shortage of time, and while the implementation aspect is beneficial it would require many hours of planning.

I had to worry about the TPA more and was not able to concentrate on what was happening in class.

I look for different ways to reach my student especially my ELs.

I think that it prepared me for standards-based teaching. It also held me accountable during the program.

It created a very stressful learning environment for myself. Lots of pressure with going through clinical and being expected to complete tpas along with it and if I didn't pass I would lose my credential.

It did not prepare me for the classroom management aspect of teaching. It did prepare me for considering differentiation.

It didn't help much, especially for a subject like PE there was very little that was applicable. I had to do worse lessons than I would have in order to satisfy the TPA requirements. It did teach me about the bureaucracy that I was going to have to face for the rest of my career

It forced me to analyze my own practices through the lenses we had learned about in class. It made me more reflective and helped me determine what I needed to focus on.
It gave me a glimpse as to what the job actually entails and how to be reflective
It helped but the questions were irrelevant at times & repetitive
It helped me analyze student information more carefully.
It helped me develop lesson plans to meet the needs of students. I recall creating lessons, working with target students and analyzing student data.
It helped me focus in on individual lesson components and student understanding of learning targets.
It just another exam that cost money. I was lucky enough to pay for it but I was not in a comfortable financial position at the time.
It made me think critically about how to be an effective teacher.
It prepared me to look at curriculum, make a plan, execute lesson, gather data and reflect. The EDTPA makes your think and be aware of all aspect of learning- student outcomes, cross content relations, building relationship, extension for all levels, etc.
It prepared me with different situations that I could face in the classroom. When I was completing them it was before my student teaching. So it helped me think of how I would do things in my classroom.
It provides best practices and maintains a high bar of teacher expectations.
It was important to take, however, doing the TPA's seemed less effective than it normally would
It was pretty stressful. There's not enough resources to help write the TPA and there's no clear cut way to make sure a student teacher would do well on it.
It's good to prepare and have yet another set of eyes on a future teacher- it's just very stressful.
Prepared me to analyze data, work with students with special needs and to lesson plan
The edTPA helped me to identify student needs as well as how to document strategies that were adapted to meet students' needs.
The timing of having to complete the TPAs right after completing school and going straight into an internship was not ideal. I wish I would have had more time to complete. Instead I ended up having to take two more semesters of school costing me a lot more money just so I could continue to teach.
The TPA gave me access to direct hands on teaching and assessment guided by my mentor

The TPA gave me resources for reflection as a new teacher. The insight I got from preparation and in completing the TPA helped me to be more organized and thorough with my teaching practice, and in analyzing my results from instruction.

The TPA helped me be abundantly clear in the teaching strategies and techniques that support the cycle of teaching students on a small scale. It allowed be to focus on the teaching strategies I needed to hone while also allowing me to see the techniques that came a bit more naturally to me.

The TPA moderately impacted my overall teacher preparation. I felt like I gained more from having a mentor and student teaching for 16 weeks then just focusing on a set moment in time. The amount of time it took to complete the TPA while student teacher was insane. It negatively impacted my home life. The amount of time I had to invest in the TPA and then teach daily was extensive. I like how Tthe TPA made me focus on looking at the class as a whole and differentiating lessons to fit my students needs. However, the TPA did not provide me with specific feedback on what I can do better if I didn't pass. In addition, I felt like I needed to keep repeating myself on all the forms. If it was shortened I feel like to would not be as intimidating to complete while student teaching.

The TPA was a lot of work and very stressful. It was nice to have to delve super deep into a specific lesson or series of lessons. During tpa, I was so stressed that it was all I could think about. Also, through tpa, we are teaching lessons in order to be evaluated as spectacular, not just doing lessons the way we normally would.

The TPA was beneficial and helped with my reflection of student teaching. However it took a lot of time and was stressful to complete because I didn't have the adequate support from my professors/advisor to assist.

The video component, while inconvenient, did act as a measure of self-accountability. I got to see myself in action and determine how well I was performing.

TPA had little to no impact in my performance. TPA is a continuous performance assessment whether it's official or not. It's more paper work and explaining one's self to another person in regards to your own experience and expectation as a classroom teacher.

While I believe it to be busy work it is important to eliminate those who just think teaching is easy and tests like the TPA are good at that

CalTPA reiterated some core values of my teacher preparation program- including Universal Design for Learning, supports for English learners, and the importance of differentiation in lesson planning. I feel like the inclusion of these criteria in CalTPA solidifies their value.

Helped me grow as an educator.

Helped me to be familiar with resources

I barely passed so when I began teaching it made me question everything decision

I can plan curriculum confidently and have the opportunity to do so at my current District.

I felt very prepared to have my own class, I felt I had the tools and strategies necessary to be successful.
It allow me to reflect on my teaching
It did help me with data and the amount of paperwork we have to do
It encouraged me to focus on whole student learning. Looking at the social emotional learning of my students and empathizes on cultural relevance.
It gave me a different focus with which to evaluate an area in the educational field. The focus allowed me an opportunity to do a deep dive into demographics, data, teaching practices to support the given demographic, and to evaluate differentiation for students with a variety of learning styles and abilities .
It gave me an overview of all the parts that can come with being a teacher (minus certain social aspects). While I don't use everything I had demonstrated for the TPA, it is still good to have had that background.
It gave me guidelines, rules, and regulations on how to teach a diverse group of learners.
It helped me to really think about why I was making certain choices as a teacher. It forced me to reflect on my teaching practices.
It helped provide some guidance and things to think about while being a new teacher. It was relevant to what was being thought in the preparation program.
It was a truly reflective experience. It made me think about differentiation, creating culturally relevant lessons, different learning styles, and much more.
It was one way by which I could align my instincts & practical knowledge to the required academic knowledge.
Lesson planning only for observations and iep writing
The TPA impacted me as a teacher and helped me become reflective of my practice.
The TPA requirements gave me the ability to watch myself while I was teaching because of the video requirements, and I learned a lot more about my teaching style, how I interact with students, and even how often I walk to certain parts of the classroom. It provided time to reflect on needed areas of improvement, and also provided case studies that were relevant to student needs that I have in my class at this very moment.
The TPA was a better prep than my teacher prep program. The teacher prep program focused on writing lesson plans which I never do.
It didn't help that much but it's not fair for the teachers that had to complete it and now they are not requiring it
It helped me think about checking for understanding and backwards planning.

It helped me think thoroughly and quickly when building lesson plans
It is a good way to check if teachers are incorporating what is needed to teach all students.
It required me to consider all my students. It was extensive, & now as a teacher it is unrealistic to think that I would do this for every lesson; however, I think it's important to have new teachers consider the different components of a lesson and the needs of their students. It required me to reflect on my teaching practice which I think is extremely valuable.
It was another stressor on top of everything else.
It was helpful to record myself teaching so that I could go back and reflect on my practice.
Negatively, it was stressful
redundant and stressful
The TPA encouraged deeper discussions and search for impactful strategies. Unfortunately, every district, college, and TPA assessor has unique interests in strategies that should be used. This made it difficult to follow guidelines for good teaching when these stakeholders were not in alignment.
The TPA took over the majority of student teaching preparation time. The university program focused solely on edtpa and had mandated 10 hour workshop days and 1 weekly meeting after student teaching in person. There were many instances where I did not have time to plan or work with specific students because I had to do an assignment for EdTPA. The students who did not sign waivers were excluded from my groups which caused division amongst the class. It felt like I did not get a authentic experience since my mentor would leave the classroom. She felt that I would best pass my EdTPA if I was fully teaching since week 3 and had more data/student interests because I spent the most time with them.
Having to think specifically about differentiation and English learners as a first year teacher prepared me for the reality of a career in teaching and universal design. It was a lot of work, but I feel that it was necessary in the pedagogy and philosophy of teaching.
I felt pretty prepared after the TPA
It forced me to reflect on my progress and monitor all student progress
It helped me differentiate instruction for students
It set a high but slightly arbitrary standard that was supposed to be hit. It gave a useful framework but it didn't transform how i operate class on a regular basis
It was an extra requirement that needed to be overcome.
It was difficult, but beneficial. I learned a lot about assessment, planning and meeting the needs of diverse students through the process.

Made me think about lesson plans, how I would support students with various needs and challenged my thinking on how to best support my students.

I was able to see gaps in my lessons through analyzing self taped lessons and was able to reteach gaps for students quickly added.

It allowed me at least once to look critically at my own teaching. I don't think I had ever or have had that opportunity since.

It allowed me to reflect on my teaching style, how to improve the lesson from the student point of view, and professionally write things for my administrators.

It helped me theoretically prepare for the classroom.

The TPA provided external motivation to reflect on my practice at a more rigorous level than was required by my district-internal credential program. It was a barrier to the profession that ensured I was capable of meeting the professional standards to which teachers ought to be held. Getting rid of the TPA is just going to generate more, less competent teachers. The state can attract more professionals to the field and improve educational outcomes by elevating the professional expectations, compensation, and social status of teachers.

I felt in a music credential it was not as helpful as being in the classroom and experiencing the actual challenges, not did it help me prepare to actually help my students with diverse needs. It felt like a lot of busywork during a time I was at my busiest, and frankly poorest both mentally and financially. I had to quit my job to be able to handle the TPA work and University coursework as well as the challenges of taking over a classroom. I almost quit multiple times.

It really highlighted for me the basic requirements and systems of good teaching. I really had to focus on assessments and how they informed my teaching. Honestly, I didn't really use assessment data prior to the TPA, so it really forced my hand into using and understanding pre and post assessments to gauge student progress.

The TPA seemed mostly like a large exam rather than a kind of preparation. I was demonstrating that I could do certain things required by the state rather than practicing skills. Honestly, I was so exhausted and stressed that I was dissociating a lot and have a hard time remembering what the CalTPA even entailed. The thing it did prepare me for was the kind of administrative paperwork, never ending mountain of standards and laws and other documents governing the profession and each and every breath in the profession that have to be referenced and cross referenced and checked off and redundantly documented.

The TPA was redundant and clearly one of many "hoops" to jump through in order to obtain my credential. It in no way prepared me for teaching.

Although its purpose was to prepare teachers for real-life experience, the questions asked and tasks were not as relevant to what teachers truly experience.

I think it helped me analyze my lesson plans with more scrutiny and allowed me to develop a methodology for planning lessons in the future.
I think that student teaching with a great mentor teacher was more impactful than the TPA itself. However, I think it helps aspiring teachers to realize if teaching where they belong (or not).
It allowed me to focus on specific grouping of students, like those who have 504/IEPs and my EL students, and learn about differentiation and scaffolding lessons to ensure academic success.
It helped me document all learning goals and methods for execution. It also aided me in serving all students.
It helped me to realize what goal(s) and expectations were present for my development as a beginning teacher.
It helped me to reflect on my teaching practice and think about all the different aspects of classroom learning. However, the logistical parts (recording, editing, permission slips) were a huge pain. I think it's a positive thing for teaching to have a high bar. It was very difficult but it should be difficult. Teaching is difficult and if the TPA is too hard for you, then teaching isn't for you.
It helped to realize that as a teacher, you need to be able to see all the students and create an environment where they all can learn.
It made it a lot more challenging in ways that weren't necessarily immediately helpful. The things I had to do I think did make me a better teacher in many ways but not in a positive learning sort of way... it prepared me for the world of teaching where you are asked to do these sort of lofty, very specific tasks to prove you're a good teacher to someone else, while also trying to survive the classroom with materials I prepare for students. The stuff districts and the TPA have you do is theoretically good oftentimes, but for a new teacher it made just getting my bearings and learning the very basics more difficult.
It made me more conscientious and thorough to make sure I really knew the expectations of teaching.
It makes you think through the methods and standards/expectations, but someone who is a true educator does these things without thinking. It's like turning in lesson plans... it's kind of a waste of time. It's nice to be aware but not necessarily beneficial.
It provided focus areas to reflect on, and highlighted areas of strength/need for growth.
It was helpful, but the value I got out of it did not match the work I had to put in.
Lots of practice in reflection which has helped my teaching practice
N/a
The 4 TPAs I completed did help prepare me for being a teacher. However, they were incredibly tedious and repetitive.

The CalTPA prepared me for how to critically analyze student data and lesson prep. It gave me a chance to analyze my teaching strategies and practices in a positive way.

The TPA allowed me to have background knowledge on certain student needs and how they can be addressed.

The TPA is a great process that allows you to plan a lesson and reflect about your instruction and prep of the lesson .

The TPAs compelled me to put into practice other areas I may have not considered otherwise. I believe the TPAs took me out of my comfort zone to try out different teaching practices such as student self-reflections and observe the effect they have on students. I believe the TPAs exposed me to teaching practices I would have not tried (at least this early in my career) if it was not a requirement.

Help me recognize the areas that need improvement in my teaching strategies.

I feel like the TPA was the culmination of all the things I had already learned. A summative assessment.

I was able to implement strategies based on student need

It gave me more confidence in teaching because I felt more prepared with the experiences shared by my mentor during observations.

It help me reflect on the student teaching experience and apply the theory into practice. It gave me a chance to stop and think about how my teaching was helping the students and where I can improve.

It helped me consider UDL

It prepared me in part for the work load of teaching.

It was rigorous, but did challenge me.

Parts of the tpa helped me understand reflecting on my own teaching, other parts were redundant

Reached all areas to be a successful educator and well-rounded teacher in the classroom in meeting expectations and state guidelines.

It did give me an idea of the research. It also added a lot of unneeded stress.

It didn't give specific feedback and so the scores don't really help us to improve . And there should be sample provided instead of candidate trying to guess what that means.

It was a worthless waste of time..... they need more PRACTICAL all in hands on experience.

The TPA gave me the opportunity to collaborate more with my peers. When writing my series of lessons I would get feedback from peers and suggestions for different resources to use within the classroom.

Helped me understand the field much better.

I felt it was a valuable step in self reflection.
The TPA forced me to reflect and analyze my teaching style and method. This is really one of the reasons I think it should still exist. Some of the new teachers I'm seeing who are coming through now are not reflective or their practice and do not take feedback well or apply it to their practice.
Didn't do much
I feel the TPA helped me understand what really is needed in order to attain students needs. I think it's important teachers understand the needs of their students as they prepare lessons. Also, being able to reason why some strategies are used.
It really doesn't prepare you for the realities of the classroom but I learned how to collect data and analyze it. The procedure is unrealistic though in everyday teacher life.
Knowledge of how to analyze and interpret data
The TPA makes you put your class in context, teach, assess, analyze data and reteach, which is what we do in the classroom every day.
As with everything in my program, it did not prepare me for teaching. But the stressful process and making it though each step did prepare me for the rigors of the classroom. The TPA is not helpful, but it is a test of your ability to plan for kids and think ahead.
It didn't, neither positive or negative. It just was something else to do and I suppose in that regards it was a negative because it was something that took time
It reminded me what needed to be addressed in the lessons I teach. Other than that, I never reference either TPA in my teaching preparation.
I think that the TPA helped me think critically about my instruction and assessing student learning and engagement.
Formal completion of lesson plans made me more aware of all the steps/ students to consider
I believe the TPA helped me put into practice all of the required segments and work alongside my mentor to achieve the goals.
I believe that for the besides the logistics of paperwork, the requirements to become a teacher are not strenuous and it is important to weed out teachers who do not have a strong work ethic with a rigors portfolio of work like the TPA.
I feel like it helped me really see the full picture of teaching. It put everything together to give me real experience.
I feel like the TPA solidified the importance of reflection in teaching.

I went the intern route so my support was limited, but it made me handle problems up front and get a taste of how the school environment operates. It showed me how to look at the overall child and not just focus on my subject but how to incorporate reading and writing skills in every subject

In an age when teacher's work is being disvalued, we should continue to raise the education bar. We cannot ask for our salaries and benefits to increase if we are not holding our educations to an advanced level. The TPA requires you to think critically and express yourself articulately.

It lead to a lot of reflection on my work. Reflection that I would have otherwise taken the time to do.

It shows whether you can teach or not and differentiate for all students.

It was great, a lot of busy work but it really got me to see the importance of assessment data and planning towards those gaps in student learning.

It was stressful because I often felt like I was being "taught for the test" but reflecting on my teaching style, intention and implementation was very helpful. I gained from the guidelines of the TPA, but not from having to put together my work to pass the exam.

The TPA forced me to reflect on all the choices I was making during my instruction.

The TPA helped me be reflective about my teaching.

Thinking methodically about lessons and assessment.

It felt like a hoop to jump through and didn't necessarily teach me to be a good teacher

The TPA was redundant. I felt like I had to answer the same questions over and over just in a different way. I don't feel like the TPA helped me prepare or become a better teacher.

I called a section the first time and I still think it was a necessary experience. I think that it could be less harshly evaluated, but it taught me a great deal about how to think critically about my work as a teacher

I was able to plan and reflect through the ongoing assessment utilizing higher order critical thinking skills. I felt the tasks were a challenge but really put my abilities and skills to the test in a positive way.

It really helped train my mindset. The work felt tedious in the moment, but looking back, I see that it really did prepare me for teaching by providing me a solid framework for teaching practices.

The TPA required me not only to understand how I should be teaching my students, but also to explain that understanding in order to show my ability to my instructors.

It allowed me to showcase my teaching and self reflect.

TPA does not help with real instruction.

I think that the TPA is a very reflective process and of people going to the profession do not want to be reflective and open minded they probably should be in the profession.
It allowed me to put into practice strategies and teaching techniques I had learned in grad school and during student teaching. It was a brutal process mentally, but going through it made me appreciate the dedication other teachers also placed to get to where they are.
It was more realistic. Challenging but necessary.
The TPA requirements helped me be better prepared for stepping into a full-time teaching role. However, the universities need to work with students on how to properly prepare for them, and my university did not offer very much guidance leading me to retake them both.. which is additional costs
It forced me to examine my teaching practice through the use of data, measurable outcomes, and student impact. Yes it was tedious and difficult, but it taught the skills and habits I used later to become a good teacher.
I completed the TPA while I was in my second year of classroom teaching. It was a good reminder of how to thoroughly meet the needs of my students and of the criteria for high quality lesson planning. My credential program's lessons were all built around what would be needed for the TPA, and was overall very thorough. My only complaint is that as a teacher, you aren't given the time to lesson plan in depth like this nor are you often even creating lessons on your own as most districts have rolled out highly scripted curricula.
It prepared me to look at data to plan a multi day lesson and to look at the data to do a reteach. It also helped me become better at incorporating DOK level 3 and 4 questions/activities.
It was a great way to get my feet wet in regards to observations. Most of my observations remind me of the requirements I needed to prepare for the TPA. Although it made me very stressful, i was able to understand the way an effective classroom looks like by meeting each criteria.
Taught me how to manage classroom and differentiate
The TPA greatly prepared me for becoming a teacher as it helped me to think about all of the different elements I should be thinking about when teaching.
The TPA helped me think about assessments in a more complex and real-world way. It helped me think about the backgrounds of my students, and that it could impact their educational experience. It made me think more critically about the needs of my classroom and pushed me to use all data in a more meaningful way.
The TPA impacted my overall teacher preparation in many ways. Yes, it was stressful, but it prepared me for real life in the classroom.
The TPA required me to look in depth and taught me how to really know and understand my students and what they needed to be successful while giving me exposure to a wide variety of materials I would never have looked at.

I would not be the teacher I am without first being able to shadow a mentor teacher. That is incredibly important to successfully start a teaching career with strong classroom management and strong curriculum knowledge. Without the TPA, and my mentor teachers I would not have been able to teach on my own that first year.

It helped me think of aspects I hadn't considered before and forced me to learn more in depth about things like ELL students, their plans, accommodations, etc.

It prepared me for what to expect as a teacher.

It really did not. But its a standard. Quality of new teachers have dropped.

It was constant practice in showing evidence of our understanding how to assess students, gather student data and deliver instruction.

The greatest impact is that it taught me how to create lessons plans that included planning for diverse peoples and establish easements to analyze my teaching.

The TPA forced me to dig in deep and reach out to mentor teachers. It forced me to review what I had learned and put all the pieces together.

The TPA was a useful tool to bring together my learnings from the teaching programs I was in.

It pushed me to be more thorough and thoughtful in planning and evaluating my lessons.

Gave me understanding and growth as a teacher

It helped me develop a strong lesson plan and showed me how to work with target students to help them improve.

It prepared me for the amount of work and dedication I would need for my job.

It provided me with insight on information I have used in my teaching career.

Teachers should know how to plan a unit and a lesson. I work with some people who can't even plan a single day. They shouldn't be set up to fail by being allowed to teach before completing their TPA (and the coursework to prepare them for it).

The TPA holds teachers to a high standard of excellence which is important in today's society. It teaches educators how to reflect on their practice, be aware of how to best reach all learners, and have a professional goal to work towards and reach.

The TPA impacted my overall teacher preparation because it helped me see the areas I needed to improve by recording myself teach whole group or during a small group. It helped me analyze student sample work and allowed me to reflect on my teaching practices.

It better prepared me. Good teachers take their assessments seriously.