

Handout 4A: Initial prioritization of recommendations for Focus Area 1

Initial Recommendations (N=20/24)	Score (-2 to 2)
Eliminate additional costs for candidates that receive non-scorable condition codes.	1.8
Tests privilege a pedagogical approach that is asset-based and community/culturally responsive.	1.75
Implement a system of preparation program accountability for disproportionate success rates, particularly by race and ethnicity.	1.65
Ensure candidates receive feedback in a timely manner that allows for growth in their ongoing development.	1.65
Build an aligned continuum that connects the TPA, the ILP, and the induction plan to 1 the skills and behaviors that lead to successful teaching careers.	1.6
Use the TPA to strengthen the preparation continuum, bridging preservice through career-long learning.	1.5
Performance assessment models include an element of local scoring.	1.45
Formative in nature is embedded into the actual assessment not just in the program where it is to be implemented.	1.45
Eliminate any additional costs for candidates that need to retake the TPA for any reason.	1.4
Break the TPA into smaller pieces to allow for additional opportunities for feedback and improvement.	1.4
Candidates have a window to fix and resubmit for specific sections of the TPA.	1.4
Review and revise Performance Assessment rubrics to ensure they are accessible to an early career teacher.	1.35
Review the online platforms currently in use and identify opportunities to improve accessible and usability.	1.35
Require TPAs be iterative tools that provide multiple rounds of asset-based feedback for candidates at all levels that identified growth opportunities.?	1.35

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Re-calibrate/retrain assessors to focus on candidate knowledge instead of problematic errors.	1.3
Allow candidates to use multiple modalities, such recording audio or video commentary, in the completion of their TPA.	1.25
Ensure TPA tasks align with expectations of candidates at the end of their preparation programs.	1.25
Explore ways to make the TPA more adaptable to programs to increase local ownership.	1.2
Review and strengthen candidate familiarization with and orientation to the TPA model in use in their preparation program.	1.15
Include question in the actual TPA about the 1 candidates received in preparation for the TPA.	1.15
Require formative opportunities for self-assessment.	1.15
TPA offer more post-submission areas for growth and activities to make more formative for candidate.	1.05
Performance Assessment models return to local scoring.	0.95
The TPAs should be free for candidates and the high-stakes aspect should be removed.	0.8
Automatically route candidate submissions that receive non-scorable conditions codes to the preparation program for local scoring.	0.55
Consider moving TPAs into induction or span clinical practice and induction.	0.55
TPP cover the costs of the TPAs in tuition and candidates have to pay for re-submissions/condition codes.	0.1
Candidates may choose between secondary passing standard or locally scored assessments to fulfill TPA requirement.	0