

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

| Initial Recommendations (N=20/24) | Score (-2 to 2) |
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| 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 |