



California Commission on Teacher Credentialing
Questions and Answers for the TPA Equating Study RFP
March 3, 2017

General Questions

1. Would representatives of the TPA programs be eligible for honoraria and travel expenses?

Representatives of the TPA programs would not be eligible for honoraria but their travel expenses are to be paid by the successful Contractor.

2. Approximately how many candidates complete each assessment (i.e., CalTPA, edTPA, FAST) annually?

During the 2015-16 academic year approximately 9,000 candidates completed the CalTPA, approximately 3,500 candidates completed the edTPA, and approximately 500 candidates completed the FAST. These numbers could change significantly as TPA models are revised and pilot tested prior to 2018-19. It is likely that pilot/field testing would be conducted with fewer candidates during 2017-18 than during a regular operational year.

3. Can CTC share about how many candidates will be included in the study?

For the CalTPA, approximately 550 responses are targeted for the 2017-18 field test. This number includes both multiple subject and single subject candidates participating in the pilot study. For both the edTPA and the FAST, aspects of each system are expected to be updated, revised and field tested during 2017-18. The sponsors have not indicated to date whether revisions will be field tested and if they are with how many candidates.

4. What is the average digital file size for candidates' written and video responses for each assessment?

For the CalTPA, candidates submit up to 11 video clips of 3-6 minutes each in length and each video clip must be compressed to less than 100 MB. For edTPA candidates typically

submit 2 videos about 20 minutes in length total, with a target size of 200-300 MB and a limit of 500 MB.

5. Are candidates able to take more than one TPA model examination and choose which scores to submit to their selected program? Can CTC clarify if there will be data for every candidate on all three assessments, or if each candidate will only take one of the three assessments?

Programs typically adopt one TPA model for their candidates to complete.

6. How many forms of each TPA model examination will be administered during the study period?

There is a single set of candidate tasks and rubrics for each model. For single subjects the specific wording of tasks and rubrics may differ as appropriate for the individual single subject content areas although the nature of the tasks remains consistent.

7. By when will the revised versions of these three assessments and exemplars of examinee performance be available?

The revised CalTPA will begin piloting the assessment in 2016-17 and field testing in 2017-18. All TPA models must be revised and operational by the 2018-19 academic year. The Commission does not have information about the revision schedule for the other models. All TPA models are expected to be field testing during 2017-18, and benchmarks will be available by Spring 2018.

8. Can CTC please clarify the timeline for data availability? We understand that 2017-18 field test data will be available, presumably sometime in 2018. When might these data be available, and for how many candidates?

For the CalTPA, the target for the field test is 550 candidates. The current schedule has scoring and data analysis taking place in April/May 2018, and standard setting in May 2018. The Commission does not have information about the pilot/field testing plans for the other models.

9. The RFP seems to indicate that 2018-19 will be the first year that revised versions of all 3 assessments will be used. When will final data be available for the 2018-19 candidates?

Operational data from 2018-19 will be available June 2019. Pilot and field test data for each of the models will be available before then.

10. Would other examination data (e.g., SAT, ACT, SmarterBalanced) for candidates be available for the study?

No. Candidates do not take a common assessment such as the SAT or ACT. Smarter Balanced is a K-12 student assessment not applicable to teacher candidates.

11. What kinds of extant data might the contractors access? For example, will the contractor be able to access de-identified scores at the finest level of granularity that is recorded (e.g.,

scores for each task and competency)? Will we be able to access videos, lesson plans (or other written documents), and all other submitted artifacts with names and other identifiable information expunged?

Are there databases of test takers' scores and background characteristics, either available through the CTC or through the test developers/vendors, that would be accessible for this project?

Are individual candidate scores from the three TPA models (CalTPA, edTPA, and FAST) currently available? What score data (e.g., raw score, pass/fail status) will be available (and when) during the course of the contract? Would any submitted assessment packets (either via the test developers/vendors or teacher education programs) be accessible for use in this project?

We expect that contractors will have access to non-individually identifiable candidate-level data for all models. Each of the model owners maintains this data separately. The Commission does not maintain a central database of candidate TPA data. It should also be noted that the CalTPA in its current operational format is not centrally scored, and candidate data is maintained by individual programs. During the pilot testing and field testing periods for the revised CalTPA, and when the revised CalTPA becomes operational, centrally-scored non-individually identifiable candidate-level data will be available. No candidate responses yet exist for the revised CalTPA. The Commission will work with the successful bidder and the model owners to collect candidate responses as appropriate.

12. Can CTC clarify if vendors are limited to existing state administrative and TPA data, or if additional data may be collected from candidates either during or after they take their TPA?

Non-individually identifiable candidate-level data for revised TPA models will become available to the Contractor as revised models are implemented. If the Contractor wants to collect additional information from candidates the Contractor would need to work with the Commission within existing legal parameters for the collection of such data as may be allowable.

13. Will vendors have access to criterion measures (e.g., classroom performance) for all candidates that completed any of the 3 assessments? If so, is the same criterion measure(s) used for all teachers across the state?

Can CTC clarify if there will be alternative performance data available for all candidates on a measure other than the three assessments included in the RFP? For example, is there an alternative job performance measure that has been (or will be) administered to all candidates?

There are no common criterion measures of this type used for candidates.

14. Should all three Models be compared in all analyses, or would an analyses of extant data for all three Models and additional data collection and analyses on the two most used Models be appropriate?

All three models should be compared in all analyses.

15. The RFP mentions that the Commission is concerned with comparability from the perspective of “equitably assessing candidates.” Are there particular groups of candidates (demographic groups, types of credentials desired, types of teacher preparation programs, etc.) that the Commission is most concerned with examining with respect to equity?

In this case, “equity” refers to the subgroups of all candidates taking each of the three exams.

16. With regard to candidate outcomes, is credential status (pass or fail) the only candidate outcome the Commission is interested in, or is the Commission interested in other types of candidate outcomes; for example, whether the candidate has graduated? Whether the candidate has been placed in a teaching position? Etc.

The bidder may propose other types of outcomes that might result from the study, but the relative equity of pass/fail status across models is the Commission’s primary interest.

17. Would the awarded contractor be able to access a list of trained scorers and their contact information across all three Models?

Access to qualifications for scorers, a description of scorer training and of scoring procedures for each model will be available. The Commission will also work with the successful bidder and model owners to facilitate access to information about scorers and scoring processes

18. Can you please describe the expected changes to be implemented to the TPA models (e.g., whether those changes are expected to be in domain/element level and/or scoring)?

All of the models must measure the Teaching Performance Expectations (TPEs) as these have been recently revised and readopted by the Commission. Changes to TPA models likely will involve domain-level scoring procedures.

19. What data exists on the current TPA’s validation, e.g., prior analysis of alignment, analysis of items/tasks, scoring consistency, overall score computation, etc.?

Validity information for each of the currently approved TPA models was presented in Commission agenda items at the time each of the models was approved. However, this information would not be directly relevant to the updated models that are the subject of this equating/comparability study, as all current models measure the previous version of the TPEs and must be revised and revalidated for measuring the recently updated and readopted TPEs. We expect additional validity information to be presented to the Commission when the revised models request approval from the Commission, including all of the information listed in the question.

20. For single subject areas, is the CTC’s expectation that the analyses and results of this project would be provided separately for each specific subject area?

Yes, to the extent this is possible and feasible given the numbers of candidates across the content areas participating in the pilot testing of the revised TPA models.

21. The RFP states that, “The Contractor is required to establish a Technical Advisory Committee (TAC) for the study that will include two representatives from each of the Commission-approved TPA models and other expert advisors identified by the Contractor” (RFP p. 7). To clarify, is the Contractor responsible for identifying the representatives from each TPA model and other expert advisors, or is the Contractor responsible for identifying only the expert advisors?

Model owners will select their own representatives to the TAC. The Contractor will work with the Commission to identify any additional technical advisers the Contractor feels should participate in the TAC.

22. Do each of the models have standard settings planned during the contract period? If so, are those dates available?

Each of the models are expected to conduct standard setting or make the case to the Commission for retaining their current passing standard. For the CalTPA, standard setting is scheduled for May 2018. A passing standard for each of the TPAs must be submitted to the Commission by June, 2018 and adopted by the Commission by August of 2018 for the 2018-19 year. Preliminary analysis and findings from the comparability study are expected to inform this process.

Questions specific to the FAST:

23. What prior psychometric analyses were conducted to support that the FAST meets validity standards (e.g., directness, scope, and transparency) for the performance assessments?

Please refer to the documentation included in the Commission agenda item here: <http://www.ctc.ca.gov/commission/agendas/2008-06/2008-06-3G-insert.pdf> which was submitted by FAST at the time of approval by the Commission.

24. Were any other analyses of inter-rater reliability conducted in addition to the number and overall percentages of exact matches and disagreements?

Please refer to the documentation included in the Commission agenda item here: <http://www.ctc.ca.gov/commission/agendas/2008-06/2008-06-3G-insert.pdf> which was submitted by FAST at the time of approval by the Commission.

25. What criteria were used to determine if the scores from the scorer and the expert team conform? (e.g., 100% alignment across all TPEs or above 80%)?

Please refer to the documentation included in the Commission agenda item here: <http://www.ctc.ca.gov/commission/agendas/2008-06/2008-06-3G-insert.pdf> which was submitted by FAST at the time of approval by the Commission.

Questions specific to the CalTPA

26. Is the same rubric used for the single subject and multiple subject teachers? For single subject teachers, are different rubrics used for each subject area?

Yes, except the subject specific rubric in cycle 2 will vary slightly as appropriate for content. Please see the CalTPA website for more information, <http://ctcpa.nesinc.com>.

27. Is there any documentation available on the benchmarking procedures for the CalTPA?

There is not currently any documentation available about the benchmarking procedures for redeveloped CalTPA. We expect more information to be available by April 2017. Please see the CalTPA website for more information, <http://ctcpa.nesinc.com>.