

TPAC questions

(Generated at MACTE on April 23, 2010 and with conversation with Stanford PACT group)

Some of these questions will be addressed at the August 27 TPA workshop and in subsequent MACTE meetings .

Available Assessments:

- Right now, TPAC has 8 core assessment developed: Elem. Literacy, Elem. Math, high school math, English, Science, and Social studies, Early childhood, and special education. What additional areas do we need to develop?
- Karen Balmer has been in contact with the Stanford group and has identified all areas that will be developed during the next phase.

Multiple License Areas and Elementary Education and Special Circumstances

- For Elementary: what assessments will be required given the range of content needed. (Discussion here about the TPA not being the only “gate” for licensure).
- Should we ask candidates to be responsible for multiple assessments? One assessment and then a modified version of a different assessment? Is there the possibility for the TPA to be done for one subject matter section and the pedagogy test to account for other subject matter sections? Karen’s view is that we need to balance out the preparation experience—like providing different clinical preparation environments.
- What about dual licenses? Additional licenses?
- Can we use this for other areas of licensure at advanced levels?
- What about K-12 licenses? Do TPAs have to be done at different grade levels?
- What happens if students are doing student teaching internationally – how will this work?
 - We think it could work the same as for domestic programs, esp. if we have a technical system that allows for on-line submission.
- How will people from alternative routes be assessed?
TPA is for everyone

What’s at stake for our candidates?

- What are the high stakes for our candidates with the TPA. Not required by policy to have the recommendation for licensure decision to be based on TPA. How will different program areas treat the TPA in association with other assessments?
- With testing the candidate can “retake.” What is a do-over for the TPA? Do we allow do-overs? What are the implications for student teaching? What additional costs will be involved? How will colleges help those who don’t pass? What are the resources?

Timeline for scoring

- When will the TPA be due? How will scoring be done so that we do not holed up the license for the teacher. Can we establish a rolling scoring process?

Roles for College Faculty?

- What will the role be for supervisors?
 - Coaching
 - How much coaching is too much?
 - What are the ethics involved?
- Will our faculty be able to participate in the development of assessments (like early childhood or special education)?
 - If the concern is that specialist in the field are engaged in the development, then yes, development teams have subject matter specialists on them. But faculty from MN may not be involved in development. The Stanford team is very open to feedback from the field, so we should always feel like or feedback is valued.

Video

- Is there variation in the video clip for content differences?
 - Yes. Video tasks are specified by the assessment. Some use consecutive taping, some require multiple video clips.
- How do we address the video recording to assure schools/parents allow it to take place? What are the privacy issues, issues with info sent outside of the college?
 - Recommendation to speak to state school board association.
- Budget for video equipment?
 - Helping programs invest in technology – esp. digital video cameras. Are there grant programs that we can access to pay for video equipment?
- Should we do “how to” workshops on video production and editing?
 - TPA requires some editing in the selection of “clips” but not high quality editing. Many software packages for video allow this capability. Video tips are provided in the TPA directions

Managing Technological Platforms

- When will we decide about the platform for the TPA?
 - This refers to the technical platform that will be used to administer the assessment (candidate uploading assessment), data repository, scoring system, reliability and certification of assessors, reporting (templates and customization to state context).
 - The platform discussion is on-going but we must keep in mind the need for assessors to access the information and to have one system for feedback.

Scoring

- Who will pay assessors? What will be the funding source?
- What will our scoring system be?
 - We need to establish this, including who will score the assessments and how to pay for it.
- Are multiple reviewers used?

- Will follow sound psychometric scoring processes modeled on National Board and the PACT system.
- Will candidates need a 3 or 4?
 - PACT is 2 and up. The rubrics are meant to assess beginning teaching.
- Seems like the rubric and requirement for the candidate depends on the level of ability/sophistication of the p-12 learners....e.g. expectations for 1st graders.
 - Perhaps adding examples and benchmarked examples of what it might look like for various levels will help candidates understand the expectations.

Data reporting and use

- What info is reported to institutions related to individual students, feedback, info for NCATE / TEAC. Summary data as well as individual candidate data?
- At the state level, how will data be disaggregated and for what purpose?
 - Karen said that the state will look at data only at the program level, not the individual candidates. But programs should be interested in candidate performance, especially helping those who are not performing well or aspects of the program where candidates are not performing well. State would want to see data based on each task and possibly for each rubric.
- What will be the impact for small programs?
- What will be the impact for low incidence programs, e.g. technology ed, DHH, etc?

Policy Questions

- Good for programs and candidates, but how do we influence policy makers who are determined to do other things to us?

Reading in the content areas in MN

- Reading standards – reading in the content areas seems to have some overlap with the academic language requirements. How do we work with reading faculty to build in the academic language requirements into the reading requirements? Do we need to change the TPA language to include the reading in the content areas? Or possibly add a reading-specific rubric to the Academic Language rubrics?
- What implications does this have for elementary reading?

Student teaching placements

- Some student teaching situations may not be conducive to the type of assessment process. What are our responsibilities in preparation programs?
- Cooperating teacher has different expectations of the candidate
- School context is demanding for student teacher

- School curriculum is prescribed in a way that does not allow the candidate to make instructional choices.
- Where does the examiner/reviewer take into account the setting which can make a difference for what happens for the candidate?
 - The assessment design allows for this to happen in the context section of the assessment. Scorers also have “bias training” much like is done for scoring the National Board portfolios.
- Will this assessment lead candidates to want “easy” placements in order to improve their chances of doing well on the assessment?
 - Because the context is accounted for, the school setting is not a differentiating factor for candidate scores. The candidate must show how they take their students’ learning, development, social, language needs into account in their teaching. We, as teacher preparation faculty, can play a role in preventing this shift from happening by coaching candidates about the assessment in their context and by preparing candidates to be successful in the most challenging school contexts.
- Is this process a problem for individuals who are unable to write well? Does success in teaching require success in writing?
 - National Board Process is based on evidence the candidate puts forward, not on their writing skills. We then have to ask ourselves if we think teachers need strong communication skills through writing. We may need to consider support and accommodation for candidates whose native language is not English.