

TPAC Field Test Expectations & Timelines FAQs

Why is the Spring field test submission deadline so early (May 15, 2012)?

We are conducting a field test that requires reliability and validity studies using a large sample size and complex analyses of scores. The results will allow us to conduct standard setting and make revisions to the assessment prior to putting it forward as a nationally available summative assessment to be used for program completion, licensure and/or accreditation. In order to make revisions to handbooks and make them available to campuses and candidates for the 2012-13 academic year, we need as much time as possible for scoring and analyses. In addition, we are field testing in eleven subject areas that were not previously piloted. This means that we do not have benchmark TPAs in these areas and will have to generate them from portfolios submitted *during* the field test. The final phases of scoring training, as well as scoring in these subjects, cannot occur until benchmarks are available. With the May 15 submission deadline, we can review portfolios, develop benchmarks, finalize scoring training and begin scoring by the end of June. This timeline allows for scores in these subjects to contribute to the overall reliability and validity studies and the handbook revisions mentioned above.

Once the TPA is in operational use, in fall 2012, we will have TPA submission and scoring windows. At that time, campuses can expect and should plan for a four-week window between candidate submission due dates and the receipt of candidate scores for consequential decisions (program completion, graduation, licensure, etc).

Why don't we get back our scores back before summer 2012?

As noted above, scoring in the 11 new fields will not be complete until mid-summer and analysis and reporting will follow soon after. Campuses will receive a score report with their own candidate scores by task and rubric for each subject area (mean, frequency, standard deviation), as well as summary statistics for the state and nation.

Who pays for what and how much? (training and scoring)

There is no candidate fee for the field test. Pearson will compensate scorers for training and scoring. During the official Field Test, scorers will be paid \$75 for each portfolio they score. The compensation amount for Field Test training is still to be determined.

Who scores? Scorer Qualifications and Recruitment

Stanford and Pearson have developed a rigorous set of scorer qualifications. Scorers must have subject matter expertise and pedagogical content knowledge as well as experiences teaching, supervising and/or mentoring beginning teachers. Pearson will send out a scoring recruitment invitation and application later in October and IHE leaders are encouraged to send the invitation forward to all faculty, university supervisors and K-12 partners asking for their participation in scoring. Ideally, each campus will contribute scorers commensurate with the scoring needs of that campus. For example, if a campus will produce 100 TPA responses and scorers commit to scoring only 5 each, approximately 24 scorers will be needed. Scorers will also be eligible to score TPA responses from other participating states and institutions.

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What does the scoring training look like?

Scoring and scoring training during the field test will take place on the Pearson platform. We are planning a 1.5 day scoring training that includes a series of modules that can be completed independently and on one's own schedule and one interactive and moderated session of about 3 hours. The interactive session will be subject specific and scheduled at multiple times to ensure that all who wish to score in a given subject area have opportunity to participate. In addition, all scorers will complete a "calibration" TPA prior to official certification as a scorer. While scoring, scorers will experience additional calibration exercises and "read behinds" to ensure that they do not drift.

What if we were trained to score during the pilot?

Given the changes to handbooks, a new five level rubric, and variable quality of scoring training during the pilot, we encourage all scorers to complete all scoring training modules to ensure that they calibrate and can score with a high level of reliability. Those who were trained to score during the pilot may complete a pre-determined subset of the independent modules described above. All scorers regardless of experience must participate in specified modules, the subject specific interactive session, and complete a calibration portfolio.

Who scores TPAs from my campus? What will they score?

We encourage a high level of campus and K-12 partner participation in scoring. There is no better way to understand the TPA and how to support candidates than by learning how to score and by scoring. All those associated with your campus that become certified scorers, will become part of a "scorer pool". Portfolios originating from your campus will go into a "TPA pool" within the scoring platform. The TPA pool gets distributed across the scorer pool so that a portion of the TPAs are scored by scorers associated with the local campus, a portion will be scored by scorers from the campuses' state, and the remainder will be scored by scorers from other states participating in the national field test. This allows scorers to see TPAs originating from the home campus, from their own state and from the national sample.

Passing Standard, Remediation and Resubmission policies

The field test reliability and validity analysis will support a national performance standard decision. Stanford will work with Pearson and a national design team to examine the field test results as part of the standard setting process. The current five level rubrics are written such that the "level three" is intended to describe "readiness to teach". However, data from the field test will determine if these descriptors are realistic and how scores across the twelve rubrics will be combined to determine a passing standard. Once the national passing standard is determined (anticipated August/September 2012), states and IHEs will need to establish remediation and resubmission policies. Such policies will impact the due dates for original TPA submission and potential costs to candidates at the campus (i.e., registering for another quarter/semester, delaying graduation, etc.). Stanford will provide examples of remediation policies from California to inform this process.

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Candidates requiring “accommodations”

Under IDEA (federal legislation supporting the individuals with disabilities act) and as with any assessment, candidates who have diagnosed learning or performance issues, and are being served by campus resource centers, must be provided with accommodations or modifications consistent with their needs. Candidates who require assessment modifications will need to work with campus administrators to determine how their TPA preparation and submission is supported.

Video Permission

Stanford/Pearson will provide sample video release form language that may be used by campuses to develop their permissions forms and acquire necessary permission for video recording in K-12 classrooms or other settings in which candidates are placed. It is highly recommended that states requiring the IHEs to collaborate with K-12 agencies at the state level develop common release forms and communicate with all K-12 partners about their use in the TPA.

Who “owns” the data?

Candidates own their own materials and release them to the Pearson platform for scoring, continued assessment development (benchmarking, scoring training, reliability and validity analyses). Candidate materials may not be used for other purposes without their expressed permission. In addition, candidates may not use their own video clip(s) for purposes outside TPA preparation and the anonymity of their students must be respected. If campuses wish to use TPA samples for faculty or candidate orientations, they must have candidate permission and obtain the materials from the candidate directly. If IHE faculty wish to conduct research (beyond program evaluation) using TPA samples or results, they must fulfill all university IRB requirements.

When do candidates start to pay?

A TPA operational fee will be in place beginning Fall 2012. Pearson will work with states and programs who wish to use the TPA prior to state or program policy being put in place.

What do Middle Childhood/Middle Level candidates do?

The answer varies by state and program. States with a specific middle childhood or middle level license (i.e., Ohio) will require candidates to complete a middle childhood TPA and use the corresponding handbook. Many states do not have such a license and candidates will be licensed as either an elementary or secondary teacher. If that is the case, candidates should complete the corresponding TPA. States will also need to determine which TPA is most appropriate if a candidate is completing an elementary or secondary license but adding a middle childhood/level endorsement.