

Q and A RFP # 15SDE005
Evaluation of a Pre-Service Performance Assessment Exploratory Pilot and Validation
of New Teacher and Employer Feedback Survey Instruments
EVALUATORS: TALENT OFFICE
Posted December 18, 2015

- 1. *Is the applicant responsible for the full cost of the independent audit required at contract (Statement of Assurances #8) If so, can a cost estimate be included in the proposal budget? How long is the period between the contract end and the audit report due date?***

No independent audit is required. Connecticut General Statutes 7-394a and 7-396a relate to State Single Audit Requirements, which are related to Grant Contracts, which this contract is not. As such an audit will not be required under the Statute cited in the Statement of Assurances. Unfortunately, the statement of assurances is boiler plate and includes this language for all solicitations.

- 2. *What are the requirements for the additional savings/stability plan?***

Selection criteria 3.b. asks that the proposal outline ways in which the provider will assure that pricing is appropriate and that the CSDE will not incur any additional costs following contract execution.

It is expected that a proposer will provide some level of justification that their proposal provides stability to the pricing, and/or potential additional savings.

- 3. *Does the CSDE have any guidance about the length or proposed budget range for the proposal?***

The CSDE does not provide guidance regarding proposal length. Proposals should include budget analysis for a variety of qualitative and quantitative evaluation activities including examples listed in question 3 above. If submitting a proposal for both sections of the RFP, the proposal should also include a budget analysis for survey validation activities.

- 4. *How many references are expected to adequately respond to this RFP?***

References are not required in response to this RFP, though references are encouraged where appropriate. For example, the proposing entity may wish to reference The Program Evaluation Standards, or a survey methodology text. Such references are encouraged, though a specific number is not required.

- 5. *Other than those referenced in the RFP, are additional forms required to accompany the proposal?***

No additional forms are required to accompany the proposal other than those referenced in the RFP.

6. Will a bidder be disqualified if they must abide by their state laws/statutes, which are similar to Connecticut laws? If the bidder cannot indemnify on behalf of their state, are they disqualified?

All contractors working for the State of Connecticut must indemnify the State unless they are another state or government entity. Conversely, The State of Connecticut cannot indemnify a contractor. This will result in the inability to execute a contract with a vendor that cannot agree to the terms and conditions of a state contract.

7. Are organizations that have EPPs participating in the pilot eligible to serve as the contractor for this component of the work?

As this is a competitive solicitation and all information has been included, no vendors have been identified as ineligible.

8. The RFP provides that the CSDE has the option of extending the contract for up to a full year.

The CSDE would expect to have regular check-ins with the selected contractor to check on the progress of work. If more time is needed to complete already agreed-upon deliverables, then more time may be provided.

9. Will the CSDE provide bidders with copies of the survey instruments to be validated?

Survey instruments will be shared when a contract is awarded. The surveys consist of items aligned to the Connecticut Core of Teaching Standards and ask respondents to make selections on a 4-point Likert scale. The survey will be administered electronically through the CSDE TEAM system. The surveys were developed by CSDE staff with expertise in survey research and assessment development.

10. What is the expected sample size of the survey pilot?

The CSDE estimates that 250 new teachers and 150 employers will respond to the New Teacher and Employer Feedback surveys during the pilot. Nine districts will participate in the survey pilot.

11. How many educator preparation programs will participate in the edTPA pilot?

Seven Connecticut educator preparation programs will participate in the pilot: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, University of St. Joseph, Quinnipiac University, and Teach for America – Connecticut. The pilot encompasses a total of 21 programs and 203 candidates among the seven educator preparation programs.

12. What is the timeline of the edTPA pilot?

The edTPA pilot will take place during the spring semester of 2016, from January to May, with follow-up activities, such as reporting of pilot result, taking place in the summer of 2016.

Preparation activities for the pilot are currently taking place during the fall 2015 semester. Evaluation activities will begin as early as January 2016 and will culminate in a final evaluation report in June 2016.

13. *What is the timeline for edTPA pilot evaluation activities and for survey validation activities, respectively, including key deliverables?*

Evaluation activities will begin as early as January 2016 with a final evaluation report delivered by fall 2016, at the latest. Survey validation activities will take place between February and June 2016, with a final report in summer 2016. Surveys are being piloted from December 2015 to June 2016. Completion of pilot evaluation and survey validation activities is expected in fall 2016, with the possibility of follow-up activities, such as presenting evaluation results, continuing until June 2017.

14. *Will educator preparation programs collect and maintain data on pilot activities, and will data be made available to the evaluator?*

Educator preparation programs are and will continue to document preparation and pilot activities and will make this documentation and any relevant data available to the evaluators. Such documentation will include any trainings or meetings held for cooperating teachers, university supervisors, candidates, and faculty. The evaluator will have direct contact with participating programs in order to conduct evaluation activities. Student performance on the edTPA will not be collected by or made available to the evaluators. Evaluators should expect to conduct a number of activities to collect data as part of the evaluation. Such activities may include: qualitative interviews with faculty, staff, candidates, and P-12 partners; feedback surveys of faculty, staff, students, and P-12 partners; attending and collecting field notes from any trainings conducted by educator preparation programs or the edTPA program.

15. *When and where will local evaluation training take place, and who will participate?*

Local evaluation training is conducted to provide training to those who will evaluate candidate portfolios for purposes of program information and improvement as well as professional development and to develop familiarity with the assessment among faculty, staff, and P-12 partners. Local evaluation training is conducted by the Stanford Center for Assessment, Learning, and Equity and their National Academy Consultants. Local evaluation does not constitute national scorer training, which is a separate process facilitated by SCALE and Pearson, in which educators can elect to take part. Though participation in national scorer training is encouraged in this pilot, it is not required. Local evaluation trainings will take place February 4th and 5th, with locations not yet determined.

16. *Does the CSDE desire a comparison between those participating in the pilot and those not participating in the pilot?*

The CSDE is not soliciting a comparative analysis based on participation in the pilot. The CSDE wishes to capture any and all structures and supports put in place at each participating educator preparation program, given each programs' context, to identify which structures and supports will be most impactful for full-scale implementation of the edTPA.

17. *Is there a requirements lists that details all functional requirements for the edTPA, and has the EPP defined all pre-service teacher requirements that will require data entry?*

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer's conceptual understanding of the RFP.

18. *Will the edTPA be interconnected with other COTS systems such as Qualtrex?*

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19. *Are there any Databases or hard copy documents that will be required to be converted and or migrated to the new survey database?*

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer's conceptual understanding of the RFP.

20. *Will a Management Console be required as part of the design for qualitative and quantitative data verification?*

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer's conceptual understanding of the RFP.

21. *Has the Talent Office identified all LEA's and or administrators that will have access to the edTPA survey?*

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22. *Will the survey allow for an LEA or pre-service interviewer to perform a file upload for their district to the edTPA?*

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23. *If there is a data entry the individual performing the action, an LEA or a Certifier is required to click the “Certified” button to complete the action?*

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24. *Will the edTPA allow multiple copies of the same file as this could cause issues for the Talent Office? For this reason “File Versioning” can be added? Would this be a requirement?*

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25. *Would the Talent office require that the survey be tagged by the user entering the survey, such as via a Management Console identified the administrator completing the actions?*

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26. *Will it be required that a survey can be saved in an incomplete state and later returned to be completed?*

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27. *Should the plan include a drill down of list of district/regions?*

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28. *Does the CSDE request search functionality, or a search query on files via the management console?*

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer’s conceptual understanding of the RFP.

29. Do the requirements specify that roles will be restricted to district level?

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30. Would the Talent office anticipate a reporting page through which queries can be generated and dynamic reports be supplied on demand?

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31. What business integration reports and forms are expected as the received data will be aggregated and compiled into the validation reporting?

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer's conceptual understanding of the RFP.

32. Is there a set of analysis parameters that will provide the validation of the New Teacher Feedback Survey and the Employer Feedback Survey?

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33. How many levels of questions would be necessary for each category?

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34. Will the survey need to interface with local data sources for Teacher and District/School details?

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35. What is the rubric that will be used for creating the analysis/grading?

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36. What type of security will be required for users to access the survey?

The RFP package provides all details required for proposers to effectively craft a proposal. Additional information would be subject to the proposer's conceptual understanding of the RFP.

37. If the survey will not be secure, what demographic information will need to be captured?

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38. If security is needed to access the survey, will an audit history be necessary?

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39. If security is needed, will connectivity to a local security provider be necessary?

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40. How will communication of the survey data be transmitted to the CSDE after the survey is completed?

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41. What administrative reports will be required during the survey period?

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