



**2021-2022 edTPA Pilot Support
Letter of Interest (LOI) Application Due 11:59 p.m. CT, May 25, 2021**

NOGA ID [redacted]

Authorizing legislation [redacted]

This LOI application must be submitted via email to lolapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by 11:59 p.m. CT, May 25, 2021.

Application stamp-in date and time

Grant period from [redacted] **July 5, 2021 to August 31, 2022**

Pre-award costs permitted from [redacted] **the date of the award announcement**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [redacted]

Applicant Information

Organization [Education Service Center, Region 20] CDN [015950] Campus [redacted] ESC [20] DUNS [074605890]

Address [1314 Hines Avenue] City [San Antonio] ZIP [78208] Vendor ID [1741587461]

Primary Contact [Leslie Cooper, Coordinator] Email [leslie.cooper@esc20.net] Phone [210-370-5408]

Secondary Contact [Yvette D. Gomez, Director] Email [yvette.gomez@esc20.net] Phone [210-370-5420]

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name [Jeffery Goldhorn, Ph.D.] Title [Executive Director]

Email [jeff.goldhorn@esc20.net] Phone [210-370-5600]

Signature [Handwritten Signature] Date [05/25/2021]

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 edTPA Pilot Support Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 edTPA Pilot Support Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant agrees to attend the TEA Virtual edTPA Summer Data convening in June 2022.
- 6. The applicant assures that faculty will attend the following regional trainings by December 15, 2021: Local Evaluation, Curriculum Inquiry and Academic Language
- 7. The applicant provides assurance to designate at least one but not more than two members of their staff or faculty to serve as the edTPA coordinators. Coordinators will facilitate at least three trainings (summer and fall 2021, and spring 2022) to EPP faculty, staff, and/or candidates; facilitate at least two trainings (summer 2021, and winter/spring 2022) to district and/or school staff by April 30, 2022; collect task-specific exemplar student work to share and analyze with faculty
- 8. The applicant assures that the faculty member(s) receiving the stipend or course release will develop resources for faculty, candidates, districts, and cooperating teachers to support implementation efforts with resources to include video, presentations, timelines, etc.
- 9. The applicant assures that the faculty member(s) receiving the stipend or course release will lead the selection of and communication with participating candidates.
- 10. The applicant provides assurances that they will provide candidate information including age, ethnicity, primary and supplemental (if applicable) certification area, projected portfolio submission date and school placement.
- 11. The applicant provides assurance that the faculty member(s) receiving the stipend will provide support and candidate information to district partners including reimbursement forms, timelines, and trainings.
- 12. The applicant assures that it will support a minimum of eligible standard seeking candidates as discussed and agreed upon with TEA staff to submit a scoreable edTPA portfolio by April 30, 2022.
- 13. The applicant assures that the faculty member(s) receiving the stipend or course release will collect exemplar work representing planning, instruction, and assessment to share with faculty and candidates.
- 14. The applicant assures that the faculty member(s) receiving the stipend or course release will collect edTPA data in the spring of 2022, analyze the data and present to faculty for program improvement by June 30, 2022.
- 15. The applicant provides assurance that they will submit reflections and programmatic adjustments based on analysis of score reports by June 30, 2022.
- 16. The applicant assures that it will meet virtually at least once per semester with the Regional edTPA Coordinator.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The Teacher Orientation and Preparation Program (TOPP ESC-20) will continue to utilize grant funds in support of teacher candidates as they prepare for edTPA submission. The TOPP staff will utilize grant funds as they attend training and planning. Intentional time will be allocated within program sessions to ensure the elements of edTPA requirements are shared as well as the support and guidance is provided to TOPP candidates.

Our ESC-20 mission is "We provide trusted solutions that lead to student success." This mission is relevant to the way the TOPP staff functions. The team provides and will continue to provide excellent support and solutions to our candidates with the focus of improving student outcomes and ultimately student success. This grant and the learning that the team will receive, will enhance their understanding and will allow them to integrate the essential learning within the context of their program. Providing support, technical assistance, and guidance to our candidates will ensure their success in the application of knowledge of the elements of this grant and its requirements.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Coordinator, Certification Programs (1)	The Teacher Orientation and Preparation Program (TOPP ESC-20) staff have a combined total of 25 years experience in program implementation and support and leadership. The Coordinator previous work experience including Campus and District Leadership positions, T-TESS Appraisal Certification, TIL Certification, Action and Impact Coaching Trainings, AEL, SLO, and year 2 edTPA training.
Consultants, Certification Programs (2)	The Teacher Orientation and Preparation Program (TOPP ESC-20) staff have a combined total of 25 years experience in program implementation and support. Staff have served as mentors, field supervisors, program contacts providing support to candidates on a consistent basis. They are well versed in teacher performance assessment and implemented edTPA in pilot years 1 and 2.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The TOPP ESC-20 team goals and objectives will focus on strengthening our edTPA preparation practices and performance based assessments to ensure 100% of submitted edTPA portfolios meet the successful upload criteria, and more than 50% receive an average score of 3.0 or higher. Our continual edTPA curricular review and refinement will be implemented throughout the year as staff knowledge and learning increases with edTPA training received. This practice will allow for the improvement and effectiveness of our intern's instructional preparation and delivery, and in ensuring a more rigorous and quality program.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The Teacher Orientation and Preparation Program (TOPP ESC-20) staff will collect data and report on the required mandatory performance evaluation measures as outlined in this grant. Data will include: attendance records for local and regional trainings; materials used to select and communicate with candidates; training agendas and records provided to staff, supervisors, candidates and district partners via a bi-monthly submission; reporting on candidate information for each candidate; analysis of score data to include area of strength and need for development and any associated materials developed that supports refinement areas.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The Teacher Orientation and Preparation Program (TOPP ESC-20) staff will receive Billable Hours for time engaged in various required activities, to include travel expenses to attend orientation, regional meetings, and national conferences. A sample budget outlining expenditures is included below.

6200 - Contracted Services: Indirect Costs, Staff Time and Effort - \$5,826.00

6300 - Supplies & Materials: Misc. supplies as needed - \$300.00

6400 - Other Operating Costs: Employee travel - \$2,874.00

The ESC-20 leadership team will monitor all budgetary expenditures on a monthly basis to ensure appropriate expenditures. Should adjustments need to be made, assurance of not moving beyond 25% without an amendment will be the priority. Should changes need to be made, an amendment will be submitted as required.

Statutory/Program Requirements

1. Describe the program's intent to strengthen educator preparation practices through performance-based assessment

The Teacher Orientation and Preparation Program (TOPP ESC-20) will strengthen educator preparation practices through performance-based assessment practices. In doing so, TOPP ESC-20 will incorporate additional performance based assessments. Performance based assessments, scored with a rubric, will be included in the following courses prior to the internship:

Classroom Management: Students will submit a classroom management plan, introductory letter to parents and students as well as an introductory presentation to be provided at "meet-the-teacher" night and shared with students the first week of school, and receive coaching feedback on each. Classroom management training will be based on "Teach Like a Champion" and Paul Bambrick-Santoyo's "Get Better Faster." Teacher Interns will learn new strategies, practice implementing new knowledge, record and submit practice videos, and receive targeted feedback with additional opportunities to practice.

Instructional Design and Development: Students will develop and submit multiple lesson plans created using the TIL Lesson Alignment and Formative Assessments structures. The students will teach a lesson in a small group comprised of a class of peers and one TIL facilitator. The TIL facilitator will evaluate and provide feedback on both the lesson plan alignment to the TEKS standard and student expectation, and the lesson delivery and the formative assessment alignment.

The Science of Teaching Reading: Students will complete performance based assessments for the following competencies:

- Competency 2: Foundation of Reading Assessment in EC to 3rd or 4th and up
- Competency 4: Phonological and Phonemic Awareness in EC to 3rd
- Competency 6: Phonic and other word identification in EC to 3rd
- Competency 7: Syllabication and Morphemic Analysis Skills in EC to 3rd
- Competency 7: Syllabication and Morphemic Analysis Skills in 4th and up
- Competency 8: Reading Fluency EC to 3rd
- Competency 8: Reading Fluency 4th and up
- Competency 9: Vocabulary Development EC to 3rd or 4th and up
- Competencies 10, 11, 12: Comprehension Development, Comprehension of Literary Text, Comprehension of Informational Text in EC to 3rd
- Competencies 10, 11, 12: Comprehension Development, Comprehension of Literary Text, Comprehension of Informational Text in 4th and up

Internship (Fall Training): Training and Coaching will be centered on teacher developed lesson plans, teacher delivery of lesson plans, formative and summative assessments, student artifacts and assessment results.

Program staff will integrate the use of edTPA rubrics into the internship training.

Instructors will model use of edTPA rubrics to evaluate teacher practices, to include: Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning.

Interns will evaluate their own practices with edTPA rubrics.

Interns will evaluate teacher practices of peers with edTPA rubrics.

With the use of rubrics throughout our program, measurable goals will be established and progress monitoring will be incorporated as essential to candidate success. Establishing progress checkpoints throughout the process will allow for targeted support with enhancements to, and modifications of, existing support.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section

Reason for Amendment

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