



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

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@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 **July 5, 2021 to August 31, 2022**Pre-award costs permitted from **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):

### Applicant Information

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### 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  Title

Email  Phone

Signature  Date

**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 Whitlowe R. Green College of Education has a legacy of producing some of the nation's most distinguished teachers, counselors, principals, diagnosticians and superintendents. We have established courses and programs that reach into the community and make a difference while simultaneously increasing the number of graduate students in our college. The main goal of the Department of Curriculum and Instruction (CUIN) is to provide regional, national, and international leadership in the study and improvement of teaching and learning in diverse educational settings.

To continue meeting the above trends WRGCOE will engage in continuous improvement activities using best practices. WRGCOE wishes to utilize edTPA as an assessment tool for teacher candidates because of the need for performance-based, subject-specific assessment and support. Furthermore, many of our faculty attended and continue to attend the required monthly implementation workshops with edTPA program manager, SCALE staff, and the National Academy. Piloting edTPA would be an opportunity for our department to have a uniform criteria or structure for teacher preparation (lesson planning, classroom management, student learning outcomes...) and assessment. The pilot will also help us build awareness and capacity for processes and structures to support the edTPA with our partner school districts. We are focused on the messaging to our P-12 partners about the educative nature of edTPA as we work to support school districts with high quality teachers.

The Texas A&M System institutions have been tasked with various areas of improvement. One of our area of improvement is curriculum realignment. In working with Raise Your Hand Texas (RYHT), WestEd, and TeachingWorks, implementing edTPA as an evaluation option fits in with our intent to realign our curriculum and strengthen our teacher preparation program. Furthermore, if in the future we pursue CAEP accreditation, edTPA can be the instrument we need to collect the necessary data for programmatic decision-making. We want to transform our program to produce effective and highly-prepared teacher candidates who are Day 1 ready.

This project will improve educator quality and effectiveness by offering an educator certification assessment that is performance-based, content-specific, and grade-band specific. The increase in rigor and relevance of the assessment will improve the practices of curriculum and training that lead to educator quality and effectiveness.

**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**

Dr. Beverly Sande  
Project Director  
edTPA Coordinator  
Existing

PhD- Special Education Research and Leadership: Her areas of expertise are in Co-teaching, collaborative clinical practices for teacher candidates (Year-long Clinical Model), and inclusive practices (UDL, MTSS, RtI and PBIS). She has several years of experience mentoring and supervising beginning teachers or administering programs that prepare teacher candidates. She has previously scored edTPA portfolios.

Dr. Vonda Oliver  
Project Coordinator I  
Proposed

PhD - Educational Leadership; she has worked in PK-12 schools and higher education in EC teacher certification, curriculum and instruction, and helped to transform university teacher education programs.

Dr. Douglas Butler  
Project Coordinator II (Support)  
Proposed

PhD- Special Education; MEd Clinical/School Psychology and Educational Psychology. He serves as Interim Department Head for Curriculum and Instruction, Coordinator of the Special Education Teacher Training Program, and Coordinator of the Educational Diagnostician Graduate Certification Program.

## Goals, Objectives, and Strategies

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

These are the program quality goals and objective that we are committing to:

1. Commitment to improving the clinical experience for our students.
2. Commitment to building teacher candidate competencies to meet the needs of all students especially our historically underserved students.
3. Commitment to collaborating with partner schools on data sharing to improve student outcomes.
4. Commitment to strengthen the information base for accreditation and evaluation of program effectiveness.
5. Commitment to improving student outcomes through quality performance-based assessments.

The program will implement the following strategies to meet the above listed goals:

1. Help candidates develop the confidence and skills they need to be successful in teaching all students.
2. Provide a uniform and evidence-based process through performance-based instructional strategies are included in the professional courses.
3. Teach and assess candidates ability to differentiate instruction for diverse learners, including English language learners and special education students.
4. Collaborate with partner school districts in designing our programs as we share a common framework and practices for defining and measuring teaching performance.
5. Share appropriate and consistent data that can be used to improve our programs and redesign curriculum where necessary.

## 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.

Prairie View A & M University- Whitlowe R. Green College of Education agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Faculty attendance reports for edTPA local and regional trainings by December 31, 2021.
2. Materials used to select and communicate with candidates participating in the pilot submitted by September 30, 2021.
3. Records of local training provided to faculty & supervisors, candidates, and district partners submitted by: a. December 30, 2021 b. April 30, 2022.
4. Report of candidate information that includes the following for each candidate in the pilot to be submitted by September 30, 2021 and December 30, 2021.
  - a. Candidate names
  - b. Anticipated portfolio submission date
  - c. Primary and supplemental (if applicable) certification area
  - d. Handbook type
  - e. Date of birth
  - f. Ethnicity
  - g. Undergraduate major
  - h. Student teaching campus information
  - i. Clinical teaching/internship campus information
  - j. District name and CDN.
5. Analysis of score data—including identified areas of strength and need for development— and materials developed to present to faculty regarding program improvement by June 30, 2022.

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**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 funding requested at this time is to support our program with training, release time, and resources to participate in the 2021-2022 edTPA pilot. For the 2021-2022 academic year, the budget will be as follows:

Stipend or course release for up to two faculty members up to \$4,500 - for each faculty member - \$9,000.00 .

Including an approved unrestricted indirect cost rate of 8%

Currently the university supervisor visits and feedback from cooperating teachers funds are drawn from the institution. Our teacher candidates complete a Teacher Work Sample for assessment during their clinical teaching. The costs associated with travel for each supervisor visit to their candidate are also drawn from the institution. Alternative sources of funding will be sought to support student training and portfolio submission.

**Statutory/Program Requirements**

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

The program's primary focus is to intensify the educator preparation practices through performance-based assessment by providing aspiring teachers with the ability to prepare a portfolio of materials during their student teaching clinical experience that demonstrates competence in pedagogy. The program developers understand that edTPA builds on years of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. According to the edTPA Handbooks, teacher candidates are required to demonstrate readiness to teach by showing evidences such as good lesson plans designed to support their students' strengths and needs; showcasing how they engage students in rigorous learning; articulating how they analyze whether their students are learning, and adjusting their instruction to become more effective. The program leads will gather evidence that the department is developing strategies for our educator preparation program to utilize performance-based assessments. The data gathered from the performance-based assessments will be used for continuous improvement and to strengthen our educator preparation program.

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**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.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**