

2021-2022 edTPA Regional Support, Cycle 3
Letter of Interest (LOI) Application Due 11:59 p.m. CT, May 25, 2021

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 41, 86th Texas Legislature**

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 **June 25, 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 **Texas Tech University** CDN Campus ESC **17** DUNS **041367053**

Address **2500 Broadway** City **Lubbock** ZIP **79409** Vendor ID

Primary Contact **Amy Hickman** Email **amy.hickman@ttu.edu** Phone **806-834-2620**

Secondary Contact **Sherre Helder** Email **sherre.helder@ttu.edu** Phone **806-834-1510**

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 **Amy Cook, J.D.** Title **Assistant Vice President**

Email **ors@ttu.edu** Phone **806-742-3884**

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 Regional Support, Cycle 3 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 edTPA Regional Support, Cycle 3 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that all meetings and webinars will be attended to at the request of TEA and will provide responses to all emails and phone calls.
- 6. The applicant agrees that the faculty member receiving the stipend will hold monthly support calls with assigned edTPA coordinators regarding program implementation support and opportunities for just-in-time training.
- 7. The applicant agrees that the faculty member receiving the stipend will participate in bi-weekly check-in calls with the TEA edTPA staff member to discuss edTPA implementation trends and statewide implementation support.
- 8. The applicant agrees that the faculty member receiving the stipend will support the planning and facilitation of edTPA training sessions facilitated by edTPA National Academy members for Texas educator preparation programs.
- 9. The applicant agrees that the faculty member receiving the stipend will develop resources, tools, and exemplars as needed to support edTPA pilot program implementation and edTPA coordinator development, including exemplar practices and resources used within their own educator preparation programs.
- 10. The applicant agrees that the faculty member receiving the stipend will attend two trainings/meetings in Austin in Fall of 2021 and Spring 2022.
- 11. The applicant agrees that the faculty member receiving the stipend will facilitate bi-annual program meetings with each assigned edTPA pilot program to analyze program data and support continuous improvement planning, by February 2022 and June 2022.
- 12. The applicant agrees that the faculty member(s) receiving the stipend will facilitate monthly webinars that address, at a minimum, the logistics, rubrics, and EPP curricular alignment, and are specific to the implementation needs of designated EPPs from June 2021 through June 2022.
- 13. The applicant assures that the faculty member(s) receiving the stipend will collect data from designated EPPs in the spring of 2022 and analyze the data to identify areas of strength and need for improvement. The faculty member receiving the stipend will present their analysis at a Spring 2022 meeting in Austin.
- 14. The applicant assures that the faculty member(s) receiving the stipend is employed at an approved Texas Educator Preparation Program.
- 15. The applicant must have experience mentoring or supervising beginning teachers or administering programs that prepare beginning teachers.

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. Applicants must demonstrate expertise in mentoring or supervising beginning teachers or administering programs that prepare them.

Title and Responsibilities of Position

Required Qualifications and Experience

Instructor (existing): Teach coursework within the EPP to support content and teaching methods.

Amy Hickman has extensive experience with being an instructor for a variety of courses within Tech Teach. She has taught multiple courses across our program such as: introduction to teaching, content methods, assessment, and student teaching seminar. She has also been a part of course development with several courses from rewriting to full development and approval.

Site Coordinator/Field Supervisor (existing): Oversee teacher candidates clinical experience and support their growth using data.

Amy Hickman has been a site coordinator and overseen elementary, middle level, and secondary teacher candidates from our local and rural program. She has experience with maintaining relationships with campus principals to ensure teacher candidates have a high-quality mentor teacher and clinical experience. Amy has conducted walk through coaching, formal observations, weekly seminar classes, mentor trainings and governance meetings.

Professional Development Facilitator (existing): PDFs are required to hold bi-monthly professional development meetings to support site coordinators, individually support site coordinators with all clinical responsibilities, maintain relationships with all district partners, support and implement EPP initiatives.

Amy Hickman has been a Professional Development Facilitator since 2019. During this time, she has worked to support our local and rural site coordinators. She plans and presents bi-monthly professional development meetings. Amy has supported site coordinators with walk through coaching, co-scoring of formal observations. She also helps conduct and lead governance meetings with all district partners. Since being accepted into the edTPA Pilot, Amy has overseen implementation within our EPP.

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 budget will allow for the full implementation of edTPA to be a priority to support our programs trademark outcome that states, “ Tech Teach graduates will be masters of engaging pedagogy, models of effective learning, and significantly contribute to student achievement.”

General Allowable Activities and Use of Funds

" A stipend for one faculty member up to \$4,500 per semester and not to exceed \$9,000 total from June 25, 2021-August 31, 2022.

" Travel, lodging, and meal costs—not to exceed \$2,000 total from June 25, 2021 — August 31, 2022—for one faculty member to travel to meetings in Austin 2 times.

" Cost for one faculty member to attend virtual national or regional conferences to present on the Texas edTPA pilot implementation not to exceed \$1,000 total from August 1, 2021 — August 31, 2022.

Adjustments will be made by reallocating duties to allow more time for the appointed edTPA coordinator to oversee continued and full implementation of edTPA within our program.

TEA Program Requirements

1. Describe the faculty member's, who is receiving the stipend, intent to strengthen educator preparation practices through performance-based assessment.

Amy Hickman will take what structures and tools are currently being used to evaluate our teacher candidates and connect them to edTPA. Our program uses TAP when scoring formal observations. Using the TAP rubric, that shows proficiency levels with teacher actions in a classroom and the use of edTPA will allow our program to move towards having a stronger performance-based assessment that will predict our teacher candidate's readiness to be effective day one. The program will continue work with course instructors and faculty to look at current key assignments to align them with the criteria of edTPA to support a stronger foundation with performance-based assessments across all of our curriculum.

2. Describe the faculty member receiving the stipend's depth of knowledge of the edTPA, including any edTPA trainings he or she has facilitated to faculty and/or district partners.

Amy Hickman has attended all trainings that edTPA has facilitated since the summer of 2018. She has been attending monthly webinars hosted by TEA as being part of the pilot. She has supported our program with the implementation of edTPA by keeping our faculty informed of training opportunities, providing overviews and clarification of criteria when needed.

Trainings and Support of Teacher Candidates

Amy Hickman has led all trainings with our teacher candidates to support them and site coordinators with preparing to complete edTPA. For year one and two of the edTPA pilot, Amy has led the elementary edTPA handbook bootcamps for over 100 teacher candidates each year, and middle level/secondary edTPA handbook bootcamps for over 50 teacher candidates each year. She has also implemented structured writing days for all teacher candidates to provide them with the time, support and encouragement to complete edTPA. She is available to clarify any questions our teacher candidates or site coordinators might have. She also organized for all teacher candidates to come together to submit their portfolios to Pearson. Amy has and will continue to ensure our candidates feel supported and confident by knowing they are all going through the edTPA process together.

Trainings of Faculty/District Partners

As we received data from year one pilot, Amy structured our faculty data day to take a look into our edTPA data with sample portfolios. During these once a semester faculty data days, she takes the opportunity to train about the criteria of edTPA while sharing data. Amy Hickman attends district governance meetings and provides overviews of edTPA, data sharing, and continues the communication with all stakeholders. Amy has also prepared our program to take edTPA full scale across Texas and has held informational meetings with all new districts who have not had teacher candidates participate in edTPA during the first two years of the pilot.

TEA Program Requirements (Cont.)

3. Describe how the faculty member receiving the stipend will support and regularly communicate with a group of approximately 10-20 edTPA EPP coordinators in their implementation of the pilot.

Amy Hickman has gained a passion with this work through the implementation of edTPA with our program. She has gained the experience over the last two years with communicating implementation strategies to our program while making adjustments from year to year based on lessons learned. She also presented at the TEA edTPA Spring Institute on partnerships and implementation of edTPA with rural districts and analyzing edTPA data for program improvement. Amy Hickman is enthusiastic about what teacher candidates are asked to do with edTPA and the data that is gained to support program improvement.

TEA Program Requirements (Cont.)

4. Describe how the faculty member(s) receiving the stipend will collect edTPA data from designated EPPs in spring 2022, analyze the data to identify areas of strength and the need for improvement. The faculty member(s) receiving the stipend will present their analysis at the May 2022 meeting in Austin.

Amy Hickman has been a leader when it comes to analyzing and sharing our edTPA data over the past year. She has presented the data as it is available, to our department chair, content area anchors, and clinical faculty. The data is then presented to our entire Teacher Education Department Faculty each semester during our data day meetings.

During the spring 2020 semester, Amy led the faculty during our data day with providing an overview of edTPA, presenting the data, and narrowing our focus to areas of improvement connected to rubrics 11, 13, and 15. We as a faculty were guided to look at examples and non-examples of our teacher candidate's portfolios. Our faculty was charged with reflecting on the following questions: How does your course that you teach support these rubrics? What connections did you make while looking at the portfolios? Based on your role within our faculty, how will you contribute towards our candidate's improvement?

During the fall 2020 semester, Amy led our faculty through a deep data dive into edTPA. After further analysis of year one data, there was evidence that the area of improvement was different for our elementary candidates and middle level/secondary candidates. Our faculty was divided up by those who primarily work with elementary and those who primarily work with middle level secondary (by content) to take our deep dive into edTPA. Elementary was guided by the essential question, " How can learning from Task 4 be generalized to Task 3?" While the middle level/secondary group was guided by this essential question, " How does your role in coursework/clinical contribute to planning in order to have a successful assessment?"

Based on the outcomes from the fall 2020 data day, all of our coursework anchors presented their updated key course assignments and how they align to edTPA during the spring 2021 data day. We will use our data from year 3 pilot to see if there was a positive impact of the coursework changes with our edTPA results. This will also be a part of what Amy Hickman will be able to present on in Austin.

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 _____ 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

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