

## Item 11: Discussion of edTPA Pilot Updates

### DISCUSSION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) with an update on the edTPA pilot.

**STATUTORY AUTHORITY:** The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4), 21.041(c), 21.044(a), 21.0441, 21.0418(a).

**FUTURE ACTION EXPECTED:** Texas Education Agency (TEA) staff anticipates presenting an edTPA pilot update to the Board at each SBEC meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** At the October 2020 SBEC meeting, TEA staff provided an update on the edTPA pilot and proposed the extension of the pilot for a third year due to the impact of COVID 19. During the meeting, the Board requested additional information about the edTPA and the edTPA pilot implementation in Texas. Those requests included:

- A breakdown of candidate performance by demographic group for the edTPA Year 1 pilot data
- Seeing a Texas candidate’s edTPA portfolio
- More information about candidate and EPP perception of the edTPA pilot
- Clarity around the edTPA reimbursement totals that are distributed to candidates
- An update on the status of Sam Houston State University’s (SHSU’s) T-TESS pilot study

In response to the SBEC’s requests, TEA staff will provide a series of updates across upcoming SBEC meetings. In addition to the proposed topics for discussion below that address those requests, staff will include any additional topics requested by the Board.

December 2020	February 2021	April 2021
<ul style="list-style-type: none"> <li>• Overview of the edTPA portfolio tasks and context on building an edTPA portfolio</li> <li>• Summary of Year 1 pilot data and a Year 2 edTPA pilot update</li> <li>• on edTPA reimbursement processes</li> <li>• SHSU T-TESS pilot update (will be presented by SHSU)</li> </ul>	<ul style="list-style-type: none"> <li>• edTPA Pilot Year 1 perception data and statewide programmatic shifts</li> <li>• Update on recruitment for Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Deep dive into the edTPA portfolio</li> <li>• Year 3 implementation planning and supports</li> </ul>

**December 2020 edTPA Topics for Discussion:** At the July 2019 SBEC meeting, the Board adopted the edTPA performance assessment pilot to gather data on the impact of edTPA implementation on Texas candidates. This item provides both an overview and update on the pilot adopted by the Board. The overview will present the purpose and framework of the edTPA as a performance assessment for educator certification, and the update will provide the status of the Year 1 pilot, including a summary of edTPA Year 1 pilot data and an update on Year 2 pilot implementation. The SBEC directed TEA staff to provide recurring updates of the edTPA pilot to keep the Board and all interested parties apprised of the status of the pilot along with any applicable data.

*Overview of the edTPA Portfolio Purpose and Framework: Tasks and Context on Building an edTPA Portfolio*

The SBEC implemented the edTPA pilot in Texas with the intent to raise the expectations of all teacher candidates through the multi-year phase-in of content and grade-band specific edTPA assessments to replace the current EC–12 PPR exam. The edTPA is a portfolio assessment comprised of three performance tasks that are designed to capture many of the real-life skills that teachers must demonstrate for successful teaching and learning. To that end, the exam provides a foundation for new teachers by requiring them to practice and demonstrate those skills prior to receiving a standard certificate, allowing them to be better prepared on day one. The three authentic tasks outlined below require the educator to submit evidence from their classrooms throughout the planning, instruction, assessment, and reflection cycle.

Tasks	Objective
Task 1: Planning for Instruction and Assessment	Assesses a candidate’s ability to develop lesson plans and assessments that: <ul style="list-style-type: none"> <li>• build student content understanding,</li> <li>• support student learning needs,</li> <li>• use knowledge of students in lesson and assessment design, and</li> <li>• monitor student learning.</li> </ul>
Task 2: Instructing and Engaging Students in Learning	Assesses a candidate’s ability to facilitate instruction in a manner that: <ul style="list-style-type: none"> <li>• establishes a supportive, productive learning environment,</li> <li>• engages all students in learning,</li> <li>• deepens student thinking, and</li> <li>• demonstrates the candidate’s subject-specific pedagogical skill.</li> </ul>
Task 3: Assessing Students’ Learning	Assesses a candidate’s ability to analyze assessment results by: <ul style="list-style-type: none"> <li>• analyzing student learning during instruction and through the assessment results,</li> <li>• providing targeted feedback to students on area of strength and areas for growth, and</li> <li>• supporting students in using teacher feedback for continued growth.</li> </ul>

A complete overview of the edTPA tasks, rubric concepts, and aligned sources of evidence can be found in Attachment I. At the meeting, TEA staff will provide the Board with additional context about the candidate's process in building an edTPA portfolio and how the process of completing the portfolio aligns with the Board's expectations for teachers to be ready to meet the needs of their students on their first day of instruction.

### edTPA Year 1 Status Update

Throughout the first year of the edTPA pilot, TEA staff actively worked with the 27 pilot programs, including 16 institutions of higher education (IHEs) and 11 alternative certification programs (ACPs), to implement the edTPA assessment. The full list of programs that participated in the first year of the edTPA pilot and a timeline of the Year 1 edTPA pilot activities and supports can be found in Attachment II.

TEA staff has compiled comprehensive data on the Year 1 edTPA pilot implementation including:

- Final portfolio submission totals
- edTPA portfolio distribution
- Candidate demographic information
- edTPA performance outcomes and trends

### edTPA Pilot Year 1 Summative Data Trends

#### **Descriptive Statistics by Handbook**

In total, 419 teacher candidates from 16 EPPs across Texas submitted edTPA portfolios during the 2019–2020 academic year. These portfolios are representative of 14 unique content areas with subject-specific handbooks that include the subject-specific rubrics for the given content area. SBEC rule in 19 TAC §230.21(e) indicates which edTPA handbooks may be used for certification in each teacher certification field. Depending upon the subject, the edTPA handbooks may range from 13 to 18 individual rubrics. The portfolio for Elementary Literacy with Task 4 Mathematics, which is used for Core Subjects: EC–6 certification, includes 18 rubrics due to the assessment of both literacy and mathematics subject-specific pedagogy. Of the teacher candidates in Year 1 of the pilot, 62% completed the Elementary Education: Literacy with Task 4 Mathematics portfolio.

A candidate's score on the edTPA is determined by the total of their scores on each rubric within the edTPA handbook. A candidate may score between a 1 and a 5 on each rubric, with a score of 3 representing the skills of an early beginning teacher. For example, a candidate who received 5s on each rubric for a 15-rubric handbook would receive a score of 75 and a candidate who received 3s on all rubrics, representing the skills of an early beginning teacher, would receive a score of 45. Overall, Texas candidates' mean score (the average of all candidate scores) of scorable portfolios for each subject area was below the national mean. This is aligned with trends other states have experienced when piloting implementation of the edTPA and is to be expected as EPPs worked with their faculty, staff, candidates, and LEA partners to engage in beginning implementation of the edTPA while many other states have been implementing edTPA for years. As many EPPs have shared, the Texas edTPA pilot is an opportunity to learn lessons about edTPA implementation to support programmatic adjustments

and inform statewide continuous improvement supports. In addition, when determining a performance threshold for teacher certification, each state establishes its own official cut scores.

Subject-Area (Handbook)	Number of Rubrics	Total Number of Candidates	Texas Mean	Texas Standard Deviation	National Mean
Elementary Education: Literacy with Task 4 Mathematics	18 Rubric Handbook	259	42.6	6.3	44.9
Secondary ELA	15 Rubric Handbook	25	38.9	6.5	46.4
Secondary Math	15 Rubric Handbook	25	34.4	5.3	40.7
Middle Childhood Mathematics	15 Rubric Handbook	22	38.4	6.5	43.7
Middle Childhood English Language Arts	15 Rubric Handbook	16	35.2	7.3	47.4
Secondary Science	15 Rubric Handbook	15	36.5	5.5	42.4
Middle Childhood Science	15 Rubric Handbook	13	39.2	6.1	44.7
Secondary History/Social Studies	15 Rubric Handbook	13	38.8	8.2	45.1
K–12 Physical Education	15 Rubric Handbook	8	Low N	Low N	40.8
Family and Consumer Science	15 Rubric Handbook	7	Low N	Low N	43.7
K–12 Performing Arts	15 Rubric Handbook	7	Low N	Low N	45.6
Agricultural Education	15 Rubric Handbook	5	Low N	Low N	45.6
Middle Childhood History/Social Studies	15 Rubric Handbook	3	Low N	Low N	45.4
World Language	13 Rubric Handbook	1	Low N	Low N	35.6

### Descriptive Statistics by Task

Texas candidates who completed edTPA during the first year of the edTPA pilot demonstrated relative strength in Task 2: Instruction, with a Texas mean of 12.7, indicating that candidates received their highest rubric scores in this task. Task 2 focuses on a candidate's ability to demonstrate a positive learning environment, engage students in meaningful tasks and

discussions, and elicit student responses. Task 2 requires candidates to submit video evidence of their instructional practice and provide instructional commentary, capturing their authentic practice in a Texas classroom.

Across all subject-specific handbooks, Texas candidates who completed edTPA during the first year of the edTPA pilot demonstrated a need for support in Task 3: Assessment, with a Texas mean of 11.8, indicating that candidates received their lowest rubric scores in this task. Task 3 focuses on a candidate's ability to effectively design assessments aligned to the student learning outcomes, analyze assessment data to determine student academic strengths and needs, and design lessons that address those needs. Task 3 requires candidates to provide their assessment materials, student work samples, samples of teacher feedback, and candidate commentary on their assessment practices and results.

<b>Candidate Performance by Task</b>		
<b>Tasks</b>	<b>Texas Mean</b>	<b>National Mean</b>
Task 1: Planning	12.0	15.0
Task 2: Instruction	12.7	14.6
Task 3: Assessment	11.8	14.7

### **Descriptive Statistics by Group**

Teacher candidate participation and performance by gender and race/ethnicity is represented in the tables below. Overall, the number of candidates by group are relatively low and, therefore, while Texas mean performance is indicated by group, the variance is relatively wide. More data will need to be collected over time to determine the overall performance of edTPA by Texas candidate groups and to observe any differences between groups.

#### **Gender:**

<b>Candidate Participation by Gender</b>			
<b>Gender</b>	<b>Number of Candidates</b>	<b>Percentage of Texas' 2019–2020 edTPA Pilot</b>	<b>Newly Certified Teachers in Texas (2018–2019)</b>
Male	63	15%	23.49
Female	356	85%	76.51

<b>Candidate Performance by Gender</b>			
<b>Gender</b>	<b>Texas Mean</b>	<b>Texas Standard Deviation</b>	<b>National Mean</b>
Male	35.3	5.9	43.2
Female	36.6	5.9	44.5

**Race/Ethnicity:**

<b>Candidate Participation by Race/Ethnicity</b>			
<b>Race/Ethnicity</b>	<b>Number of Candidates</b>	<b>Percentage of Texas' 2019–2020 edTPA Pilot</b>	<b>Newly Certified Teachers in Texas (2018–2019)</b>
Asian	17	4.0%	2.94%
Black	28	6.7%	12.63%
Hispanic	104	24.8%	28.45%
Native American	Low N	Low N	0.47%
Multiracial	14	3.3%	2.01%
White	251	60.0%	53.45%

<b>Candidate Performance by Race/Ethnicity</b>			
<b>Race/Ethnicity</b>	<b>Texas Mean</b>	<b>Texas Standard Deviation</b>	<b>National Mean</b>
Asian	35.6	5.4	44.5
Black	34.5	8.0	42.5
Hispanic	36.9	5.5	44.3
Native American	Low N	Low N	42.6
Multiracial	35.5	5.6	44.2
White	36.6	5.9	44.4

**The Impact of COVID-19 on Year 1 Implementation**

The onset of COVID-19 presented challenges related to the implementation of the edTPA pilot. In response to those challenges, candidates were able to apply for approval to complete their edTPA portfolio in a virtual environment. Training and technical assistance were provided for EPPs, supporting them in identifying candidates for whom completing edTPA in a virtual environment would be a viable option and the process for receiving approval for and completing the portfolio in the virtual environment. Overall, 14 teacher candidates submitted portfolios this spring through a synchronous, virtual learning environment.

With the pivot to the virtual learning environment, some candidates chose to opt out of completing the edTPA this spring, and, given the flexibility the SBEC provided throughout the pilot period, these candidates were able to take the PPR instead. As a result, 16 out of the 27 programs who participated in the Year 1 edTPA pilot had candidates submit an edTPA portfolio during this first year. Five of the programs who participated in Year 1 that did not have candidates submit edTPA portfolios are participating in Year 2 of the edTPA pilot. In addition, 15 new programs joined the edTPA pilot in Year 2.

edTPA Year Two Update

Thirty-four EPPs, including 19 institutions of higher education and 15 alternative certification programs are participating in the second year of the pilot. A full overview of the programs participating and the second year edTPA pilot can be found in Attachment IV.

In addition to the support structures provided in Year 1 of the edTPA pilot, TEA staff has identified three edTPA Regional Coordinators, through a competitive letter of intent (LOI) grant application, who have expertise in the edTPA. The edTPA Regional Coordinators have provided ongoing technical assistance and support to EPPs participating in the Year 2 pilot. These three regional coordinators are faculty members with Stephen F. Austin State University, Austin Community College, and INSPIRE Texas at Region 4 Education Service Center. TEA staff has also provided a grant to 9 EPPs, through a competitive LOI grant application, which supports the establishment of a dedicated edTPA coordinator role within the EPP. A full overview of the programs receiving grant funding to support their edTPA implementation can be found in Attachment III.

Based on the analysis of edTPA Year 1 pilot data, TEA staff, in collaboration with the edTPA Regional Coordinators, have identified additional support structures and resources to provide edTPA pilot programs throughout the 2020–2021 academic year. These include:

<b>Data-Informed Focus Areas</b>	<b>Aligned Actions and Supports</b>
Support with edTPA data analysis to inform programmatic continuous improvement efforts	<ul style="list-style-type: none"> <li>• edTPA Regional Coordinator Support</li> <li>• edTPA Community of Practice session</li> <li>• edTPA Monthly webinar focus</li> <li>• edTPA Curriculum Inquiry sessions</li> </ul>
Training and support focused on Task 3	<ul style="list-style-type: none"> <li>• Fall Virtual Regional Workshop series</li> <li>• edTPA Monthly webinar focus</li> </ul>
Strengthened partnerships with LEA partners	<ul style="list-style-type: none"> <li>• Communication resources and tools</li> <li>• edTPA Monthly webinar focus</li> </ul>
Focus on change management approaches	<ul style="list-style-type: none"> <li>• Communication tools, exemplars, and sample timelines</li> <li>• edTPA Monthly webinar focus</li> <li>• edTPA Regional Coordinator Support</li> </ul>
Focus on equity features of edTPA rubrics	<ul style="list-style-type: none"> <li>• edTPA Monthly webinar focus</li> <li>• edTPA Community of Practice sessions</li> </ul>

Implementation of these data-informed focus areas are represented in the second year edTPA pilot implementation timeline in Attachment III.

edTPA Reimbursement Update

During the October 2020 SBEC meeting, the Board requested additional information about the reimbursements totals that would be paid to candidates, stating that some candidates have had

taxes taken out of the total they were originally told they would receive. TEA staff will provide the Board with an update on the status of edTPA reimbursement amounts during the meeting.

### edTPA Next Steps

The SBEC approved the pilot of the edTPA to gather data on the impact of edTPA implementation on Texas candidates. The Board has directed TEA staff to collect and analyze data related to the implementation of the edTPA throughout the pilot to inform decisions grounded in Texas data related to edTPA implementation going forward. With the proposed extension of the edTPA pilot for a third year, TEA staff would continue to:

- gather data on Texas pilot implementation of the edTPA,
- support preparation programs and candidates who are participating in the pilot,
- provide the SBEC with continual updates at SBEC meetings,
- work with Sam Houston State University on their T-TESS pilot,
- provide an update on the outcomes of the Year 2 pilot in Fall 2021, and
- an analysis of all three years of implementation in Fall 2022.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the recommendations and assessments would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of classroom teachers upon entry into the profession, and retention of these qualified professionals for years to come.

### **Staff Members Responsible:**

Jessica McLoughlin, Director, Educator Standards and Testing

DeMarco Pitre, Educator Standards and Testing Specialist

### **Attachments:**

- I. edTPA Tasks, Rubric Concepts, and Evidence Chart
- II. edTPA Pilot Year 1 Participants and Timeline
- III. edTPA Pilot Year 2 Participants and Timeline

**ATTACHMENT I**

edTPA Tasks, Rubric Concepts, and Evidence Chart

Rubric Title	Guiding Question	Concept	Evidence of Practice
<b>Task 1: Planning for Instruction and Assessment</b>			
R1: Planning for Content Understandings	How do the candidate's plans build conceptual understanding?	Candidate's plans consistently align standards, objectives, instructional strategies and learning tasks to address concepts and subject-specific elements, including thinking skills, in a progression that builds understanding.	Instructional and social context (Context for Learning)  Lesson plans  Instructional materials, student assignments  Student assessments
R2: Planning to Support Varied Learning Needs	How does the candidate use knowledge of his/her learners to target support for learners to develop an understanding of concepts and other subject-specific elements in the discipline?	Planned supports are tied to learning objectives or central focus with attention to characteristics of the whole class, specific individuals, or groups with similar needs, AND students with IEPs and 504 plans.	Planning Commentary
R3: Using Knowledge of Students to Inform Teaching and Learning	How does the candidate use knowledge of his/her learners to justify instructional plans?	Candidate justifies why learning tasks (or adaptations) are appropriate using examples of students' personal/cultural/community assets and makes connections to research and/or theory about learning development.	

Rubric Title	Guiding Question	Concept	Evidence of Practice
R4: Identifying and Supporting Language Demands	How does the candidate identify and support language demands associated with a key subject-specific learning task?	Candidate identifies language demand(s) (i.e. Language function, vocabulary, discourse, and/or syntax) associated with a learning task. Plans include general support for use of at least two language demands. Includes support for students at different levels of language learning.	
R5: Planning Assessments to Monitor and Support Student Learning	How does the candidate plan to monitor and support student learning?	Candidate plans for assessment(s) that provide evidence to monitor students' understanding of related subject-specific concepts, learning elements, and/or skill sets. Includes adaptations required by IEPs or 504 plans.	
<b>Task 2: Instructing and Engaging Students in Learning</b>			
R6: Learning Environment	How does the candidate demonstrate a respectful learning environment that supports learners' engagement in learning?	Candidate demonstrates respect for and rapport with students, providing a positive and challenging learning environment that allows varied perspectives.	Unedited Video Clips  Instructional Commentary

Rubric Title	Guiding Question	Concept	Evidence of Practice
R7: Engaging Students in Learning	How does the candidate actively engage students in developing content knowledge and understanding?	Students are engaged in meaningful learning tasks that develop and deepen specific subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.	
R8: Deepening Student Learning	How does the candidate elicit student responses to promote thinking and to develop an understanding of subject-specific elements of content?	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self-evaluation.	
R9: Subject-Specific Pedagogy	How does the candidate use subject-specific instructional strategies and materials to help students develop understanding of content?	Candidate uses core or signature subject-specific strategies to develop and deepen student understanding and knowledge.	
R10: Analyzing Teaching Effectiveness	How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?	Candidate examines the impact of teaching on learning. Changes in practices are justified with evidence to better address learners' needs and are connected to research and/or theory.	

Rubric Title	Guiding Question	Concept	Evidence of Practice
<b>Task 3: Assessing Students' Learning</b>			
R11: Analysis of Student Learning	How does the candidate analyze evidence of student learning?	Candidate's analysis of student learning focuses on strengths and needs of students supported by evidence from the work samples and a summary of performance across the class. Analysis includes differences and/or patterns of whole class learning.	Analysis of whole class assessment  Analysis of learning and feedback to selected focus students (2 or 3 depending on content area)  Assessment Commentary
R12: Providing Feedback to Guide Learning	What type of feedback does the candidate provide to focus students?	Candidate provides feedback that is accurate and focuses on errors and/or strengths related to specific learning.	
R13: Student Use of Feedback	How does the candidate provide opportunities for focus learners to understand and use the feedback to guide their further learning?	Candidate explains how s/he will support focus students to use feedback to deepen understandings and skills related to learning objectives.	
R14: Analyzing Students' Language Use and Content Learning	How does the candidate analyze students' use of language to develop content understandings?	Candidate explains and provides evidence of students' use of the language function and other language demands (vocabulary, discourse, syntax) to support the development of content understandings.	

Rubric Title	Guiding Question	Concept	Evidence of Practice
R15: Using Assessment to Inform Instruction	How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	Candidate plans next steps for instruction that improves student learning and justifies the next steps based on student needs as reflected in performance on an assessment as well as theory/research.	

## ATTACHMENT II

## edTPA Pilot Year 1 Programs and Timeline

Program	Candidate Submissions
ACT-RGV	Yes
Concordia University	
ESC 20	Yes
Excellence in Teaching	
Houston ISD	
INSPIRE TEXAS	Yes
OLLU	Yes
Region 10	
Region 12	
Relay GSE	
Rice	Yes
Southwestern Adventist University, Keene	
Stephen F Austin State University	Yes
TAMU Commerce	Yes
TAMUCC	
Teacher Builder	
Teaching Excellence	Yes
Texas Tech	Yes
TNTP	Yes
Trinity University	Yes
UNTD	
Urban Teachers	Yes
UT Tyler	Yes
UTD	Yes
UTEP	Yes
UTSA	Yes

## edTPA Pilot Year 1 Timeline

Date	Action
May 3, 2019	Notification of acceptance sent to participating EPPs
May 10, 2019	TEA Webinar: edTPA Orientation
June 7, 2019	TEA Webinar: Cycle of Effective Teaching and Role and Responsibilities
July 15, 2019	TEA Webinar: Task I Deep Dive—Planning for Instruction and Assessment
Before August 1, 2019	<ul style="list-style-type: none"> <li>• Onsite introductory sessions titled edTPA 101 provided by edTPA Program Managers at Pearson. These sessions will be open to faculty, supervisors, and P–12 partners designed to build an understanding of the purpose, development, and structure of the assessment.</li> <li>• Collect candidate demographic data and district partner data</li> <li>• Regional workshops provided by members of the edTPA National Academy. These sessions are intended for methods and foundations faculty, university supervisors, and mentor teachers who support or supervise candidates and will cover the following: <ul style="list-style-type: none"> <li>○ A close examination of edTPA tasks and rubrics, including what candidates are asked to think about, do, and write for each task as well as how portfolios will be evaluated</li> <li>○ Sharing of instrumental resources and best practices from successful implementation plans</li> <li>○ Guidelines and best practices for supporting candidates completing their edTPA portfolio</li> </ul> </li> </ul>
August 9 and 12, 2019	TEA Webinar: Task II Deep Dive—Instructing and Engaging Students in Learning
September 1, 2019	<p>TEA staff collect the following data from programs:</p> <ul style="list-style-type: none"> <li>• Demographic information</li> <li>• Faculty training documents</li> <li>• Curriculum alignment information</li> <li>• Materials used to determine which candidates are recommended for edTPA (versus PPR)</li> </ul>
September 13 and 16, 2019	TEA Webinar: Task III Deep Dive—Assessing Student Learning
October 31, 2019	Release of year 2 edTPA pilot applications
October 11, 2019	TEA Webinar: Task IV Deep Dive
October 24, 2019	First window closes for submission of edTPA portfolio
November 10, 2019	First window closes for pilot reimbursement
November 15, 2019	TEA Webinar: Submission Logistics and Results Analyzer

Date	Action
January 10, 2020	TEA Monthly Webinar
February 13, 2020	TEA Monthly Webinar
February 2020	Announcement of year 2 edTPA pilot participants
March 2020	Analyze edTPA rubric scores from portfolios submitted October through March
March 13, 2020	TEA Monthly Webinar
April 10, 2020	TEA Monthly Webinar
May 8, 2020	TEA Monthly Webinar
June 30, 2020	Analyze edTPA rubric scores from portfolios submitted April through June
August 2020	Survey to collect perception data from EPPs, principals, and districts
Ongoing	<ul style="list-style-type: none"> <li>• Analyze edTPA rubric scores from portfolios submitted</li> <li>• Monthly implementation calls with edTPA Program Managers and/or members of the edTPA National Academy</li> <li>• Collect data during monthly calls about retention, perception, and additional costs related to edTPA</li> <li>• On-demand virtual supports from edTPA Program Managers and/or members of the edTPA National Academy</li> <li>• Academy to address questions and concerns and determine next steps</li> <li>• Statewide implementation support webinars for edTPA coordinators with edTPA Program Managers</li> </ul>

## ATTACHMENT III

## edTPA Pilot Year 2 Program Participants and Timeline

Program	Implementation Year	Grant Recipient
ACT RGV	2 <sup>nd</sup> year	
Austin Community College District	1 <sup>st</sup> year	Regional Coordinator LOI
Excellence in Teaching	2 <sup>nd</sup> year	
Houston Baptist University	1 <sup>st</sup> year	edTPA Coordinator LOI
Houston ISD	2 <sup>nd</sup> year	
Inspire Texas, Region 4 Education Service Center	2 <sup>nd</sup> year	Regional Coordinator LOI
iTeach	1 <sup>st</sup> year	
McLennan Community College	1 <sup>st</sup> year	
Our Lady of the Lake University	2 <sup>nd</sup> year	edTPA Coordinator LOI
Region 10 Education Service Center	2 <sup>nd</sup> year	edTPA Coordinator LOI
Region 19 Education Service Center	1 <sup>st</sup> year	edTPA Coordinator LOI
Region 20 Education Service Center	1 <sup>st</sup> year	
Rice University	2 <sup>nd</sup> year	
Southwest Adventist University	2 <sup>nd</sup> year	
Stephen F. Austin State University	2 <sup>nd</sup> year	Regional Coordinator LOI
Tarleton State University	1 <sup>st</sup> year	edTPA Coordinator LOI
Teacher Builder	2 <sup>nd</sup> year	
Teaching Excellence (Yes Prep)	2 <sup>nd</sup> year	
Teachworthy	1 <sup>st</sup> year	
Texas A&M University	1 <sup>st</sup> year	edTPA Coordinator LOI
Texas A&M University—Commerce	2 <sup>nd</sup> year	edTPA Coordinator LOI
Texas A&M University—Corpus Christi	2 <sup>nd</sup> year	
Texas A&M International University	1 <sup>st</sup> year	edTPA Coordinator LOI
Texas A&M University—San Antonio	1 <sup>st</sup> year	edTPA Coordinator LOI
Texas Southern University	1 <sup>st</sup> year	
Texas Tech University	2 <sup>nd</sup> year	
TNTP Academy	2 <sup>nd</sup> year	
Trinity University	2 <sup>nd</sup> year	

Program	Implementation Year	Grant Recipient
University of Houston—Victoria	1 <sup>st</sup> year	
University of Mary Hardin-Baylor	1 <sup>st</sup> year	
University of Texas at Dallas	2 <sup>nd</sup> year	
University of Texas at El Paso	2 <sup>nd</sup> year	
University of Texas Rio Grande Valley	1 <sup>st</sup> year	
University of Texas at San Antonio	2 <sup>nd</sup> year	
Urban Teachers	2 <sup>nd</sup> year	

### edTPA Pilot Year 2 Timeline

Date	Event
<b>2020</b>	
February 14	Notification sent to participating EPPs
March 16	TEA edTPA orientation webinar
June 4	TEA edTPA Year 2 Pilot Kick-off webinar
July 23	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: “Task 1—Supporting Candidates to Plan for Instruction”
Before August 1	EPPs select and communicate to candidates who will participate in the pilot. EPPs communicate with participating districts regarding the pilot
August 4	Breakout Sessions facilitated by Texas edTPA Regional Coordinators: “Supporting edTPA Stakeholder- Candidates, Mentor/Cooperating Teachers, and Faculty/Instructors” Year 1 Pilot Survey Window opens
August 25	Community of Practice (Pilot Cohort 1): Lessons Learned in Year 1 of the Pilot and Change Management Plans
August 27	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: “Task 2—Supporting Candidates to Instruct and Engage in Student Learning- Assessments, Feedback, and Analysis” Community of Practice (Pilot Cohort 2): Lessons Learned in Year 1 of the Pilot and Change Management Plans
September 4	Year 1 Pilot Survey window closes
September 9	Texas edTPA Pilot LOI Grant Updates and Support Meeting
September 24	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: “Task 3—Supporting Candidates to Instruct and Engage in Student Learning”
September 30	Submit fall candidate information to TEA

Date	Event
October 1	edTPA Pilot Reimbursement Processes Webinar
October 8	First submission window
October 12	Community of Practice (All Programs): District coordination and district partnerships
October 20	Community of Practice (Pilot Cohort 1): Technical, administrative, and buy-in challenges related to edTPA
October 29	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: "edTPA Candidate Support: Registration and Submission Processes"
November 6	edTPA Handbook and Rubric Deep Dive Virtual Workshop (LOI programs)
November 13	edTPA Academic Language Virtual Workshop
November 10	First reimbursement window Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators in collaboration with edTPA National Academy: "Task 4 Deep Dive"
November–December	EPPs collect exemplar work representing planning, instruction, and assessment to share with faculty and candidates.
December 4	edTPA Local Evaluation Workshop (LOI programs)
December 2020	Proposed edTPA Pilot Year 3 Application launch
December 10	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: "Looking Ahead: Spring Development Planning"
December 11	edTPA Local Evaluation Workshop (LOI programs)
December 15	EPP due date to have attended edTPA 101 and the following regional workshops: <ul style="list-style-type: none"> <li>• Local Evaluation</li> <li>• Curriculum Inquiry</li> <li>• Academic Language</li> </ul>
December 30	EPPs submit updated candidate information to TEA (all programs) EPPs submit edTPA training log (LOI programs)
<b>2021</b>	
January–May	EPPs facilitate training to EPP faculty, staff, and/or candidates EPPs facilitate training to district staff
January 28	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: Analyzing edTPA data for Continuous Improvement
February 25	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: TBD Based on EPP needs
March 25	Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: TBD Based on EPP needs

Date	Event
April 22	edTPA Community of Practice: TDB Monthly Pilot Webinar facilitated by Texas edTPA Regional Coordinators: TBD Based on EPP needs
April 30	Deadline for all candidates to have submitted edTPA portfolio
May–June	EPPs collect and analyze edTPA score data, and present to faculty for program improvement by June 30
June 30	EPPs submit reflections and any programmatic adjustments based on analysis of score reports
Ongoing	<ul style="list-style-type: none"> <li>• Analyze edTPA rubric scores from portfolios submitted</li> <li>• Monthly implementation calls with edTPA Regional Coordinators and/or members of the edTPA National Academy</li> <li>• Collect data during monthly calls about retention, perception, and additional costs related to edTPA</li> <li>• On-demand virtual supports from edTPA Regional Coordinators and/or members of the edTPA National Academy to address questions and concerns and determine next steps</li> <li>• On-demand training supports from edTPA Regional Coordinators and/or members of the edTPA National Academy, including Curriculum Inquiry sessions.</li> </ul>