edTPA Pilot
Orientation Webinar
Welcome and Congratulations!

Who we are

27 Educator preparation programs
1,596 Teacher candidates
~12 Different regions across Texas
Welcome and Congratulations!

Introductions

Please introduce yourself (name, institution, role).

What does your EPP want to get from the pilot?

What certification areas will you pilot?
Objectives

After this webinar, participants will:

- understand how to effectively implement edTPA based on what we already know.
- understand the reimbursement process
- review the timeline, required candidate information, and sample video release form
- know how to schedule upcoming workshops
Change Management

• Describe a time when you participated in a change in your EPP.

• What were the main challenges?

• What was successful?

• What do you think will be most important to prepare and support your staff for this change?
What do we currently know about how to implement the edTPA?

Mindset Matters

A Tale of Two Institutions

Jefferson University

• Compliance view
• Teaching to the test
• Negative attitudes transfer to the students
• Resistant behavior

Hamilton University

• Open-minded
• Align current practices with the test
• Positive attitudes transfer to the students
• Supportive behavior
What do we currently know about how to implement the edTPA?

Link to Article

Summary

Argues for the benefits of teacher performance assessments—program improvement, common language of practice, accelerate the professionalism of teaching.

Candidates placed with cooperating teachers or mentors who have received edTPA professional development benefit from increased knowledge.

Examines how a lesson-study approach to student-teaching supervision affects achievement on the edTPA.

Provides a tool to engage and collaborate with faculty around implementing edTPA for more inclusive practices.
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Reimbursement Process for Candidates Employed by a District

The candidate registers with Pearson and pays the $311 portfolio fee.

The candidate submits a portfolio within 170 days and is reimbursed $30 from Pearson.

The candidate submits a receipt to the district and EPP.

The district provides reimbursement form to TEA.

TEA processes and issues reimbursement to the district.

The candidate receives reimbursement from the district. ($531)

No edTPA fee + $250 stipend
Reimbursement Process for Candidates Employed by a District

edTPA District Reimbursement Form

<table>
<thead>
<tr>
<th>District Name:</th>
<th>County Org Code (CDN)</th>
<th>Date:</th>
</tr>
</thead>
</table>

**2019-2020 Number of candidates allocated**

<table>
<thead>
<tr>
<th>Person to be reimbursed</th>
<th>Educator Preparation Program</th>
<th>TEA ID Number</th>
<th>Description of Service/Purpose</th>
<th>Portfolio Submission Date</th>
<th>Portfolio Cost after $30 rebate ($281)</th>
<th>$250 Stipend</th>
<th>Total</th>
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</table>

Submit form to beth.burkhart@tea.texas.gov
Reimbursement Process for Candidates Not Employed by a District

The candidate registers with Pearson and pays the $311 portfolio fee.

The candidate submits a portfolio within 170 days and is reimbursed $30 from Pearson.

The candidate submits a receipt to the EPP.

The EPP provides reimbursement form to TEA.

TEA processes the reimbursement.

The candidate receives reimbursement from Pearson. ($165)

edTPA fee = PPR fee
# Reimbursement Process for Candidates Not Employed by a District

**Understand the reimbursement process**

## edTPA Reimbursement Form

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-2020 Number of candidates allocated</th>
<th>2019-2020 Number of candidates expended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-2020 Number of candidates remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person to be reimbursed</th>
<th>TEA ID Number</th>
<th>$165 rebate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Submit form to beth.burkhart@tea.texas.gov
After this webinar, participants will:

• understand how to effectively implement edTPA based on what we already know.

• understand the reimbursement process

• review the timeline, required candidate information, and sample video release form

• know how to schedule upcoming workshops
# Review of the timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>May 3</td>
<td>Notification of acceptance sent to participating EPPs</td>
</tr>
<tr>
<td>May 10 10:00 A.M.</td>
<td>TEA Webinar: edTPA Orientation</td>
</tr>
<tr>
<td>June 7 10:00 A.M.</td>
<td>TEA Webinar: Cycle of Effective Teaching</td>
</tr>
<tr>
<td>July 12 10:00 A.M.</td>
<td>TEA Webinar: Planning for Instruction and Assessment</td>
</tr>
</tbody>
</table>
| Before August 1    | • 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.  
  • Collect candidate demographic data and district partner data.  
  • 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:  
    o 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.  
    o Sharing of instrumental resources best practices from successful implementation plans.  
    o Guidelines and best practices for supporting candidates completing their edTPA portfolio. |
| August 9 10:00 A.M.| TEA Webinar: Instructing and Engaging Students in Learning             |
Review of the timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>TEA staff collect following data from programs:</td>
</tr>
</tbody>
</table>
|               | ● Demographic information  
|               | ● Faculty training documents  
|               | ● Curriculum alignment information  
|               | ● Materials used to determine which candidates are recommended for edTPA (versus PPR)                                                               |
| September 13  | TEA Webinar: Assessing Student Learning                                                                                                             |
| 10:00 A.M.    |                                                                                                                                                   |
| October 11    | TEA Webinar: Academic Language and Equitable Instruction                                                                                           |
| 10:00 A.M.    |                                                                                                                                                   |
| October 24    | First window closes for submission of edTPA portfolio. A full list of submission dates is in the shared folder.                                     |
| November 10   | Districts may submit first reimbursement requests for candidates. All subsequent reimbursement requests will be due by the 10th day of each month.     |
| November 15   | TEA Webinar: Submission Logistics and Results Analyzer                                                                                             |
| 10:00 A.M.    |                                                                                                                                                   |
| January 10    | TEA Webinar: TBD                                                                                                                                      |
| 10:00 A.M.    |                                                                                                                                                   |
| February 15   | TEA Webinar: TBD                                                                                                                                      |
| 10:00 A.M.    |                                                                                                                                                   |
| February 2020 | ● Focus group of teacher candidates who submitted the edTPA portfolio.  
|               | ● Survey to collect perception data from EPPs, principals, and districts  
|               | ● Analyze edTPA rubric scores from portfolios submitted October through March                                                                     |
### Review of the timeline

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-June 2020</td>
<td>● Focus group of teacher candidates who submitted the edTPA portfolio.</td>
</tr>
<tr>
<td></td>
<td>● Survey to collect perception data from EPPs, principals, and districts</td>
</tr>
<tr>
<td>June 30, 2020</td>
<td>● Analyze edTPA rubric scores from portfolios submitted April through June</td>
</tr>
<tr>
<td>Ongoing</td>
<td>● Monthly implementation calls with edTPA Program Managers and/or members of the edTPA National Academy.</td>
</tr>
<tr>
<td></td>
<td>● Collect data during monthly calls about retention, perception, and additional costs related to edTPA</td>
</tr>
<tr>
<td></td>
<td>● On-demand virtual supports from edTPA Program Managers and/or members of the edTPA National Academy to address questions and concerns and determine next steps.</td>
</tr>
<tr>
<td></td>
<td>● State-wide implementation support webinars for edTPA coordinators with edTPA Program Managers</td>
</tr>
</tbody>
</table>
What candidate information is required?

Please provide the following information before August 1 using the form provided.

- TEA ID #
- Name
- Certification Area(s)
- Certification Route
- Date of Birth
- Undergraduate Major
- Ethnicity
- First Language
- Region
- Campus name and number
- Target Portfolio Submission Date

review the timeline, required candidate information, and sample video release form
What candidate information is required?

**edTPA Pilot Candidate Information Form**

<table>
<thead>
<tr>
<th>Educator Preparation Program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>County Org Code (CDN)</td>
<td>Certification Route</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---</td>
</tr>
</tbody>
</table>

- Review the timeline, required candidate information, and sample video release form.
Sample Request to a Parent/Guardian/Student for a Release Form

Dear Parent/Guardian:

I am a student teacher at XXXXXXX University, participating in edTPA to fulfill a program requirement for my institution and/or a state teacher certification requirement. edTPA is a teacher performance assessment for teacher candidates, created by Stanford. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson.

The performance assessment documents a series of lessons I teach in your child’s classroom and includes short video recordings. Although the video recordings involve both the teacher and various students, the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child’s work.

No student’s name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at XXX University. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Sincerely,

[Teacher Candidate Signature]

Rationale

Sample video permission form

Student Release Form

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child’s student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

☐ I understand that my child’s name and any other personally identifiable information about my child will not appear on any of the submitted materials.

☐ I DO NOT give permission to you to include my child’s student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Parent or Guardian: __________________ Date: __________

I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form, and agree to the following:

☐ I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

☐ I DO NOT give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Student: __________________ Date: __________
Which districts are we working with?

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Region</th>
<th>Partnering Districts</th>
<th>Do the districts allow videos?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT-RGV</td>
<td>1</td>
<td>PSJA ISD</td>
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</tr>
<tr>
<td>Concordia University</td>
<td>13</td>
<td>Leander ISD</td>
<td></td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>1</td>
<td>Donna ISD, Mercedes ISD</td>
<td></td>
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<tr>
<td>ESC 4</td>
<td>4</td>
<td>Houston ISD, Cypress Fairbanks ISD, Aldine ISD</td>
<td>Irving ISD</td>
</tr>
</tbody>
</table>
What have you already done to prepare?

T-TESS Alignment

Texas Teacher Evaluation & Support System (T-TESS) and edTPA®

The following document is a table that indicates the alignment between Texas Teacher Evaluation & Support System (T-TESS) and edTPA Tasks and Rubrics. T-TESS is designed to guide current educators as they seek continuous improvement of their practice. edTPA is designed to help develop new educators for their future profession.

This effort was initiated to demonstrate the relationship between the T-TESS and edTPA Tasks and Rubrics.

The two-dimensional table graphically displays where T-TESS and edTPA share common expectations, as well as the density and breadth of the overlap. In the table, T-TESS standard statements are arranged vertically, while edTPA Task and Rubric statements are arranged horizontally. The edTPA rubrics are listed numerically, 1 through 15, and the text of the rubrics is printed separately. An additional supporting document includes the statements from each content area under the generic text.

In the alignment table, an "X" marked in the box indicates a T-TESS standard and an edTPA rubric shared a common expectation for teaching performance. A "P" in the table indicates partially shared expectation between the intersecting statements. Partially shared expectations could indicate that reviewers thought that there was either some overlap between the two statements or that the rubric statement represented only a portion of T-TESS standard.

This document should be viewed as a living document as modifications are possible as additional feedback and information is produced from the field of education.
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What trainings are available?

**edTPA 101**

- develop an understanding of the purpose, development, and structure of the assessment.
- learn about the robust support system in place for EPPs and the process of scoring and data reporting.
- gain access to the subject-specific handbooks and engage in a 'walk-through' to develop an understanding of the structure of the handbook, identify what candidates provide as evidence for each of the edTPA tasks and rubrics, and review several supplemental resources and materials to support their work.
- address questions.

**To schedule trainings**
Contact Pam Wetherington, Ed.D. Senior Educational Consultant Evaluation Systems
706.662.7264  pamela.wetherington@pearson.com
What trainings are available?

Handbook and Rubric Deep Dive

- Full day
- Methods and foundations faculty, university supervisors, mentor teachers

1. Concordia University, May 17 (Register Here)

2. Region 20, May 21
   (Registration for General Education: Register Here, Registration for Special Education: Register Here)

3. Region 10, May 31 (Register Here)
What trainings are available?

**edTPA Local Evaluation**

- Full day
- Methods and foundations faculty, university supervisors, mentor teachers
- Review and locally evaluate an edTPA portfolio
- Share resources and best practices for supporting candidates

1. Concordia University, June 14 ([Register Here](#))

**Recorded 20-minute informational session**
How do you get started?

edTPA.aacste.org
How do you get started?

edTPA.aacte.org

JOIN EDTPA

Thank you for your interest in edTPA!

Membership is available to institutions, programs, organizations and others engaged in educator preparation. Membership is granted to institutions and organizations, not individuals.

- If you are an educator preparation program or an alternative certification program that will be actively preparing teacher candidates please fill out the Educator Preparation Program membership application.
- If you are an association, organization, department of education or other stakeholder in edTPA work please fill out the Associate membership application.
- If your organization is already a member of edTPA and you would like access to the Resource Library or Online Community, please create a profile with us and request access!
How do you get started?

edTPA.aacte.org

- **Introductory** - Suggested for institutions or education organizations seeking initial exposure to edTPA.
- **Exploratory** - Appropriate for institutions planning to integrate edTPA into their curriculum and conduct local evaluations while moving toward full implementation.
- **Implementation** - Appropriate for institutions or states where edTPA is supported by policy or other campus-based requirements.
Potential Cooperating Teacher Stipends

The cooperating teacher attends training provided by the EPP.

The EPP confirms attendance and completion of training.

The EPP submits list of cooperating teachers to the district.

The district provides reimbursement form to TEA.

TEA processes and issues reimbursement to the district.

The cooperating teacher receives stipend from the district. ($250)

$250 stipend
Action Steps

• Schedule relevant trainings.
• Begin identifying the candidates who will participate and collecting information.
• Affirm the release of your edTPA coordinator information to pilot group.
• Affirm your participation in cooperating teacher stipends and # requested
• Prepare the messaging for your staff and candidates.
• Align current coursework with edTPA rubrics.
• Determine the video permission document you will use.

Be prepared to share these at our next meeting!
Future Work Together

What other topics would you like to see in future meetings?

What resources could our group work together to create?