January 26, 2021

**edTPA Community of Practice Recommendations for the edTPA Pilot**

The edTPA Community of Practice (edTPA CoP) is a diverse collection of educator preparation programs from across the state committed to thoughtful implementation of the edTPA assessment and quality educator preparation overall. The edTPA CoP has met regularly since the launch of the pilot to share experiences, best practices, and resources to help other current and future pilot EPPs better serve their teacher candidates.

Educate Texas submits these recommendations to the Texas Education Agency in partnership with the edTPA Community of Practice and The New Teacher Project (TNTP), who conducted research on the EPP experience with the edTPA on behalf of the Community of Practice.

These recommendations have been shaped and guided by the successes and trials CoP members experienced during the pilot. We hope that these recommendations will be of value to the agency as it looks toward the second half of the three-year pilot.

We thank the agency for its continued support of the pilot, quality educator preparation practices, and for the opportunity to submit these recommendations.

Sincerely,

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edTPA Community of Practice Recommendations to TEA on the edTPA Pilot

Timing

- Provide as much time as possible for EPPs to prepare if the edTPA is implemented at additional sites or statewide.
- Offer workshops and training materials to EPPs in the year prior to implementing edTPA.
- Streamline the process for securing video permissions by providing clear agency guidance and standardized permission forms consistent across districts and campuses.
- Identify and address timing pressure points experienced by edTPA candidates acting as teachers of record in spring, who have to submit portfolios on limited timelines built around contract renewal deadlines and standardized testing dates.
- Consider offering the option to extend the Intern Certificate an additional year to provide more flexibility to candidates finishing their edTPA requirements. If a candidate chooses to pursue a second year of intern certification, consider decreasing the field supervision requirements for the second year as that can be prohibitively expensive for candidates.

Communication

- Provide information directly from TEA to districts and post edTPA pilot information on the TEA website so that districts understand what the edTPA is and that it is “official.” Specifically, provide branded TEA communication deliverables targeted toward districts that:
  - validate the pilot;
  - explain that the edTPA replaces the PPR;
  - outline tasks candidates must perform for a successful submission;
  - and provide guidance to districts on providing video recording permissions for the edTPA.
- Share lessons learned from pilot programs with Texas-specific examples of what went well, what was challenging, and how EPPs addressed the challenges. Include teacher voice and experience in these communications.
Differentiation of Supports

- Connect programs working with teachers at the same stage of training (pre-service versus in-service) because these groups face different challenges. Also consider providing differentiated guidance for these two groups.
- Relatedly, develop guidance specifically for alternative route programs on how to best implement edTPA (possibly informed by best practices in other states).
- Consider financial supports for candidates to offset the cost of edTPA, particularly in shortage areas such as ESL, bilingual education, special education, science, and mathematics.
- Provide guidance on how to build candidates’ writing skill sets, with edTPA requirements in mind.
- Address financial barriers to entry, such as the upfront costs currently experienced by clinical teachers and other candidates. High financial barriers of entry can exacerbate the teacher shortage and undermine efforts to improve teacher diversity.
- Explore additional financial supports for candidates taking the clinical teaching track that mirror the Title II funds candidates who are teachers of record can receive.
- Identify ways to streamline the reimbursement/stipend process for teachers of record to ensure that Title II fund reimbursements reach the candidates they are intended for.

Review Testing Burdens

- Minimize burden of testing, particularly for high shortage areas. For example, candidates seeking certification in EC6 and special education are required to submit two full handbooks under current edTPA implementation, which is both cost- and time-prohibitive. Consider whether additional certifications such as special education and bilingual instruction should be met in other ways.
- Identify areas of duplicative content across general and specialization areas, and eliminate those requirements where possible. Considering the additional requirements with science of reading and whether there are ways to consolidate and streamline testing requirements for candidates.