Item 11:

Discussion and Update on Teacher Certification Redesign

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss an update on the Teacher Certification Redesign, presented to the Board on August 2, and October 5, 2018, including substituting subject-matter only assessments for pre-admission content tests (PACT), the option of an intensive pre-service pathway towards certification, updating the current content exams, and the phase-in of edTPA, a performance-based portfolio assessment.

This item precedes and outlines proposed changes that will be discussed in detail later in the agenda. At the October 5, 2018 SBEC meeting, the Board directed TEA staff to provide more research and rationale to support the proposed changes as well as actively seek stakeholder feedback and report those findings back to the Board at the December 5, 2018 meeting. Texas Education Agency (TEA) staff will provide the SBEC with an exhaustive report of all the findings and opportunities for further stakeholder input.

The changes that are reflected in this item have the potential for significant and impactful results. Due to this potential impact, TEA staff has built in additional time over multiple meetings to discuss these changes with the Board and field before asking the Board to take action.

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)

BACKGROUND INFORMATION AND JUSTIFICATION: At the August 2, 2018 SBEC work session and the October 5, 2018 SBEC meeting, the Board discussed the proposed 2021 goal pathway for teacher certification. The goal pathway is focused on providing equitable access of candidates into educator preparation programs and aligning the day-to-day expectations of teachers to certification and assessment. The redesigned pathway is focused on research that found that three key components of teacher quality are pedagogical content knowledge, skill-building, and pre-service practice.

2021 Goal Pathway for Teacher Certification:
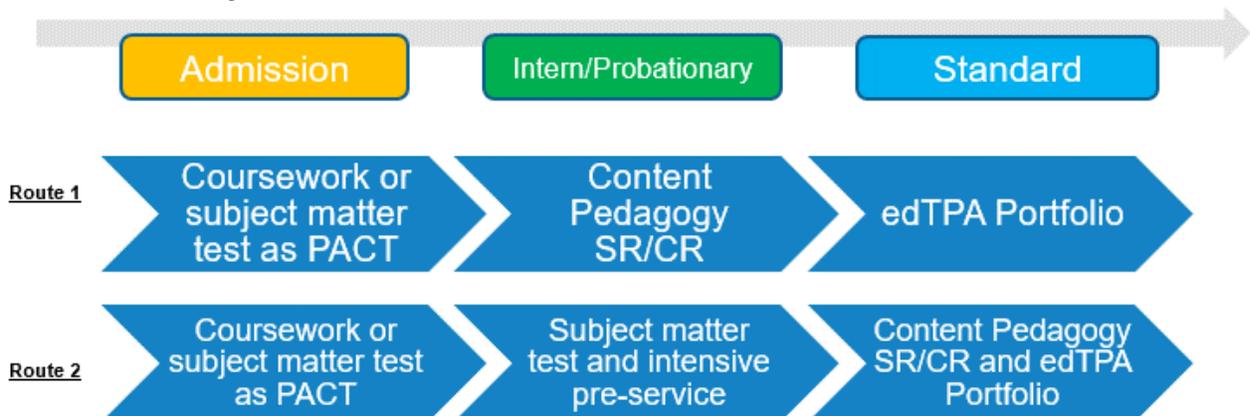
This item provides the Board with a breakdown and preview of each key piece of the 2021 goal pathway as it relates to the teacher certification redesign. The 2021 goal pathway builds upon the Board's previous actions such as requiring the content test to be passed for issuance of an intern certificate and the adoption of grade-banded pedagogy and professional responsibilities (PPR) educator standards into rule.

Pre-Admission Content Tests

There are currently two routes for candidates to demonstrate subject-matter knowledge for entrance into an educator preparation program. The first is through previous coursework, and the second is through the passing of a pre-admission content test (PACT). Currently, the content certification exam that is used for certification purposes is the same assessment used for the PACT route. These tests currently contain a combination of content knowledge and content pedagogy questions.

Staff proposes to replace the current pre-admission content test with a subject-matter only test to better mirror the coursework requirement for admission purposes. This change will level the playing field for EPP accountability because programs that choose to require PACT for admission purposes are not held accountable for the pass rates, and currently only alternative certification programs are able to require PACT for admission purposes. This change will also benefit candidates as they will only be assessed on content knowledge and not content pedagogy prior to entrance into a program. For candidates whose educator preparation programs require them to PACT for admission, there will be an increase in cost of $106. Staff proposes to replace the current content certification test for PACT with a subject-matter only test beginning January 1, 2020.

Intensive Pre-Service Option

To support the research behind pre-service practice, staff proposes the addition of another optional route towards intern certification for candidates, which allows them to become the teacher of record. This option would require candidates to successfully complete an intensive pre-service program as well as demonstrate subject matter knowledge in their certification area prior to becoming a teacher of record. Intensive pre-service can be comprised of a four-week training program that provides candidates opportunities for supervised teaching in whole and small-group settings. This route provides flexibility to candidates, programs, and districts to choose the preparation path that best matches their needs. Staff proposes to implement this pathway in conjunction with the changes to the pre-admission content tests beginning January 1, 2020.

edTPA (a portfolio-based assessment)

The expectation for licensure is currently an EC-12 multiple-choice, content-agnostic assessment. The state seeks to raise the rigor of the expectations of all teachers through the multi-year phase-in of content and grade-band specific edTPA assessments to replace the current EC-12 PPR exam. edTPA is a portfolio assessment comprised of three performance tasks that are designed to capture the real-life skills that teachers must demonstrate for successful teaching and learning. The three authentic tasks will require the educator to submit evidence from their classrooms throughout the planning, instruction, assessment, and reflection cycle.

The cost of the edTPA portfolio is $281 and is inclusive of a $30 rebate for all Texas-based and Texas-prepared candidates. TEA staff recognizes and is sensitive to the increased cost for future teacher candidates; and believes that the investment in a more comprehensive assessment that aligns teacher development to certification will better prepare candidates for the classroom.

Based on lessons learned from other states, the agency developed the timeline for potential edTPA phase-in below for the Board and the field's consideration.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
• Introductory participation	• Exploratory participation • Option of completion* of edTPA for standard certificate • Release of edTPA in conjunction with intensive pre-service	• Exploratory participation • Option of completion* of edTPA for standard certificate • Release of edTPA in conjunction with updated content pedagogy tests for Health, PE, and ELAR 4-8	• Full implementation of edTPA (completion* of portfolio for issuance of certificate)	• Consequential participation of edTPA (passing score on portfolio for issuance of certificate)

*completion indicates a complete and scorable portfolio; data gathered from 2019-2022 will be used to recommend the 2022-2023 passing scores

Since the October board meeting, staff has worked to engage with stakeholders around the teacher certification redesign proposed changes. Attachment II provides a list of these meetings and calls. Attachment III provides an overview of the minutes October 23rd and November 8th stakeholder meetings. Attachment IV provides a list of the key concerns that were garnered from these meetings. Attachment V provides the follow-up information from questions submitted by stakeholders. Attachment VI provides results of the survey sent to educator preparation programs. The results are as of November 14, 2018.

Content Pedagogy Test Development Timeline

To support the focus on content pedagogy (how to teach a specific content), staff proposes the following test development schedule to redevelop the current content tests. These assessments will include multiple-choice (selected-response) items on the computer-administered test as well as written/essay (constructed-response) items. The cost of the enhanced assessments is $136. In comparison, multiple-choice only assessments are $116 under the current testing vendor; the cost of multiple-choice only assessments prior to September 1, 2018 was $131.

For September 1, 2020 Test Launch	For September 1, 2021 Test Launch	For November 1, 2021 Test Launch
• EC-3 Content • Science of Teaching Reading • Health • PE • ESL Supplemental • ELAR 4-8	• ELAR 7-12 • Bilingual Supplemental • BTLPT-Spanish	• SPED (can include TASC, TASC-ASL, Visually Impaired, Braille, and Deaf and Hard-of-Hearing)

Special Education

Staff will be conducting three personnel forums this fall and winter to gain stakeholder feedback and discuss options to ensure a robust and qualified special education educator pool. The forums will focus on topics of certification, continuing professional education, certification by examination, and personnel assignments as it relates to the quality and staffing of special education educators. The list of forum attendees is provided in attachment six. Staff anticipates pursuing a similar process when revisiting bilingual teacher certification in 2019.

FUTURE ACTION EXPECTED: The following three tables provide a preview of upcoming rule items to implement the above changes.

At the October SBEC meeting, the Board directed staff to slow the rule-making timeline related edTPA to provide adequate opportunity for stakeholder engagement and direction from the Board. A list of stakeholder meetings can be found in Attachment II.

Table 1: The following proposed changes will be brought to the Board for discussion in December 2018, proposal in February 2019, and adoption in April of 2019.	
Chapter	**Anticipated Changes**
227: Admission to Educator Preparation Programs (Subchapter A)	• Replacing current content certification exams with subject-matter assessments for PACT route towards admission into an Educator Preparation Program
228: Requirements for Educator Preparation Programs	• Requirements and components of intensive pre-service
230: Types and Classes of Certificates Issued (Subchapter D)	• Addition of intensive pre-service as an option for issuance of intern certificate
235: Classroom Teacher Certification Standards (Subchapter E)	• ESL EC-12 educator standards

Table 2: The following decisions will be brought to the Board for approval in February 2019	
Affected Chapter	**Anticipated Change**
N/A – Other Action	• Special Education Standards Development Committee

Table 3: The following decisions are pending

Affected Chapter	Anticipated Change
230: Assessment of Educators (Subchapter C)	• Replacing current Family and Consumer Sciences Composite, Hospitality, Nutrition, and Food Sciences, and Human Development and Family Studies educator assessments with already-developed, aligned assessments from the current testing vendor • *Pending - Addition of a portfolio-based assessment, edTPA, as an option for candidates to complete in lieu of the EC-12 PPR*

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the drafted standards 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:
Grace Wu, Director, Standards, Testing, and Preparation
Rachael Early, Program Specialist, Educator Support

Attachments:
I.   Statutory Citations
II. Stakeholder Engagement Meetings
III. Stakeholder Engagement Meeting Minutes
IV. Key Concerns and Responses
V. Follow-Up to Stakeholder Questions
VI. Survey Results as of November 14, 2018
VII.Special Education Forum Participants

ATTACHMENT I

Statutory Citations Related to Classroom Teacher Certificate Structure and Appointment of Advisory Committees

Texas Education Code, §21.003, <u>Certification Required</u> (excerpt):

(a)   A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code, §21.031, <u>Purpose</u>:

(a)   The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

(b)   In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

Texas Education Code, §21.041. <u>Rules; Fees</u> (excerpts):

(b)   The board shall propose rules that:

(1)   provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;

(2)   specify the classes of educator certificates to be issued, including emergency certificates;

(4)   specify the requirements for the issuance and renewal of an educator certificate;

(c)   The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

Texas Education Code, §21.044, <u>Educator Preparation</u> (excerpts):

(a)   The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

Texas Education Code, §21.0441, <u>Admission Requirements for Educator Preparation Programs</u>:

(2)   if the person is seeking initial certification:

(A)   has successfully completed at least:

(i)   15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking

certification to teach mathematics or science at or above grade level seven; or

    (ii)   12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or

  (B)   has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

Texas Education Code, §21.048, <u>Certification Examinations</u> (excerpt):

(a)   The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board.

ATTACHMENT II

Stakeholder Engagement Meetings

Date	Type	Location	Number Reached
September 11, 2018	Small-group meeting (Sam Houston, Texas State, TAMU-CT, TAMIU, UT-Arlington, Texas Tech, St. Edwards, Texas Woman's, TAMU-Kingsville, Prairie View A&M)	Austin, Texas	10
September 24, 2018	Small-group meeting (RELAY, ECAP, iteach, Texas Teachers, TNTP, Region 4, Region 20)	Austin, Texas	9
September 25, 2018	Educator Preparation Advisory Council	Austin, Texas	25
September 26, 2018	Meeting with Teach Plus Fellows	Online	25+
October 2, 2018	Call with Urban Teachers	Phone	1
October 12, 2018	Call with iTeach	Phone	1
October 17, 2018	Meeting with TCTA and ATPE	Austin, Texas	2
October 18, 2018	Meeting with TASA, TASB, and TASPA	Austin, Texas	5
October 21-23, 2018	Consortium of State Organizations for Texas Teacher Education (CSOTTE) Conference	San Antonio, Texas	~451
October 23, 2018	Stakeholder Engagement Meeting	San Antonio, Texas	85+
October 24, 2018	Call with University of North Texas - Dallas	Phone	1
October 26, 2018	Meeting with Texas State University	San Marcos, Texas	2
October 26, 2018	Stakeholder Engagement Survey	Online	140+
October 29, 2018	Call with University of Mary Hardin Baylor	Phone	2
October 29, 2018	Call with University of Texas at Arlington	Phone	1
October 30, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	41
October 30, 2018	Call with University of North Texas	Phone	1
November 1, 2018	Call with Abilene Christian University	Phone	1
November 6, 2018	Call with Schreiner University	Phone	2
November 7, 2018	Call with Sam Houston State University	Phone	4

November 7, 2018	Meeting with TASSP and TEPSA	Austin, Texas	3
November 8, 2018	Meeting with Commissioner's TASA Cabinet of Superintendents	Austin, Texas	26
November 8, 2018	Stakeholder Engagement Meeting	Austin, Texas	40+
November 8, 2018	Meeting with ECAP	Austin, Texas	3
November 9, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	33
November 12, 2018	Educator Preparation Advisory Council	Austin, Texas	25
November 13, 2018	Meeting with ESC Executive Directors	Austin, Texas	20
November 13, 2018	Meeting with Texas A&M System	Austin, Texas	30
November 13, 2018	Call with Angelo State	Phone	1
November 14, 2018	Meeting with ESC Core Group	Austin, Texas	20
November 16, 2018	Meeting with UT Austin	Austin, Texas	8+
November 19, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	TBD
November 27, 2018	edTPA Orientation Webinar with SCALE and Pearson	Online	TBD
December 4, 2018	Meeting with ESC Consortium of Preparation	Austin, Texas	30+
December 10, 2018	Meeting with Commit's Best in Class	Dallas, Texas	TBD
December 12-14, 2018	Texas Association of School Personnel Administrators (TASPA) Conference	Austin, Texas	TBD
December 13, 2018	Webinar with Texas A&M	Online	TBD
December 19, 2018	Meeting with District 1 TASPA Group	Edinburg, Texas	TBD
January 8, 2018	Meeting with Central Texas TASPA Group	Austin, Texas	TBD
January 15, 2018	Meeting with North Central TASPA Group	Dallas, Texas	TBD
January 22, 2018	University of Texas at Arlington – edTPA 101 for faculty and supervisors	Arlington, Texas	TBD
January 27-30, 2019	Texas Association of School Administrators (TASA) Conference	Austin, Texas	TBD
February 20, 2019	Meeting with West Texas TASPA Group	Lubbock, Texas	TBD

The agency is also working with the Texas Association of School Personnel Administrators to schedule two additional regional forums between December and February.

Pearson, as of November 12th, has received 15 requests to begin training faculty/staff on the edTPA handbooks and rubrics. These 19 Educator Preparation Programs include representation from all three program routes (post-baccalaureate, traditional, and alternative). The edTPA Program Manager is reaching out to these EPPs to schedule onsite visits. These programs will also have the opportunity to host a regional edTPA workshop on their campus in the upcoming 6-12 months that will be open to EPPs and PK-12 partners.

ATTACHMENT III

Stakeholder Engagement Meeting Minutes

Teacher Certification Redesign Stakeholder Engagement Session
October 23rd, 1:15-3 p.m.
San Antonio, Texas
85+ attendees

edTPA Implementation
How do programs handle the transition from current to future test requirements for students already in a traditional program? Which cohort will these changes impact?
- Recommend adding one additional full implementation year
- Recommend pushing all activity back two years; would be consequential in 2024-2025

What is the timing of certifications and validity periods and requirements?
- Recommend extending intern certificate to two years, probationary certification through completion of edTPA and standard certification through passing score for ACP programs
- Recommend allowing candidates to be issued a provisional license by graduating, passing the content, and attempting the edTPA one time
- Recommend changing 45 day wait period

edTPA incentives
Which incentive would help your program become an early adopted of edTPA?
- Do not consider recognition at board meetings
- Consider helping programs whom are piloting to be shown first on the consumer information page
- Ensure extending validity period of standard certification would also maintain current cost to renew
- Waiving ASEP indicator for PPR if certain percentage of candidates complete edTPA
- Waiving cost of edTPA during pilot
- Candidates receive reimbursement if they reach a certain score on the edTPA
- Fund mentor and cooperating teachers
- Identify districts willing to pilot edTPA
- Reducing costs of candidates at Title 1 schools

Collaboration Opportunities
What are the key groups for which collaboration is essential in this process and what does that collaboration look like?
- Include PK-12 partners, superintendent voice, board members, legislators in future stakeholder meetings
- Create a working group committee to identify best practices, visit with other programs and states, etc.)

PACT
Should traditional programs be able to utilize PACT for admission purposes in the future?
- Recommend allowing all to PACT and keeping the current content tests
- Recommend substituting the subject matter examination for PACT

<u>**Teacher Certification Redesign Stakeholder Engagement Session**</u>
November 8, 2018; 10-12:30
Austin, TX
40+ attendees

edTPA Implementation
How do programs handle the transition from current to future test requirements for students already in a traditional program? Which cohort will these changes impact?
- Recommend pushing back the start of the implementation until 2020-2021; begin piloting 2020-2021
- Recommend having a true pilot before moving towards full implementation
- Recommend having another full implementation year (2022-2023) then scoring (2023-2024) and counting towards ASEP until 2024-2025
- Recommend keeping PPR test as a safety net
- Recommend keeping PPR test for an overlap year

What is the timing of certifications and validity periods and requirements?
- Recommend asking districts this question
- Recommend changing to attempting edTPA to earn a probationary and passing edTPA to earn a standard
- Recommend keeping 1 year intern and then move to probationary based on recommendation of program and then require edTPA for standard

PK-12 Support
What pieces of edTPA implementation will require district collaboration and support?
When and how does this collaboration look like?
- Recommend sharing the videotaping requirement
- Recommend more TEA-led informational/training sessions with PK-12 partners and EPPs including unpacking rubrics

Training and Support
How have the above resources been accessed or received?
What resources would be required for a smooth transition? What face-to-face trainings would be beneficial?
- Recommend showing an exemplar portfolio to programs
- Recommend showing curriculum of programs who currently implement edTPA and how they embed into their coursework (both with year-long student teaching and 15 week student teaching)
- Recommend hearing from current, unaffiliated implementers

ATTACHMENT IV

Key Concerns and Responses

Although there are number of specific and valid questions about the implementation of edTPA, the primary concerns fall into the broad categories below.

Concern	Staff Response
Implementation timeline	Staff is open to recommendations regarding the edTPA implementation timeline.
Cost to candidates and programs	Staff is sensitive to this concern and is working to identify means to offset these costs for candidates.
Potential changes to programming and curriculum	As programs review their coursework and degree plans in light of proposed changes, TEA recognizes that some changes may be necessary. To the extent that changes require significantly more coursework or structural changes beyond what programs currently provide, TEA will work to coordinate with THECB to explore the concerns and what opportunities may exist.
Potential redundancy given some program's current use of performance assessments	Staff believes that the expectation for licensure should be demonstrated proficiency on the same assessment that is scored by a third-party.
Training and support	Staff, Pearson, and SCALE and actively engaging with early adopters to schedule both online and face-to-face trainings.
District communication and investment	Staff is engaging with districts to inform them of the video-taping permission needed and instructional opportunities needed for clinical teachers.
District staffing	Staff believes that aligning certification assessments to classroom practices and expectations will lead to better prepared teachers whom are more likely to stay in the profession. In addition, the 2016 edTPA technical report showed smaller performance gaps across demographics than our current multiple choice/constructed response assessment (7-12 ELAR).

ATTACHMENT V

Follow-Up to Stakeholder Questions

edTPA Follow-Up

1. **Who was part of making the decision for adopting edTPA? When was the decision made?**

The Texas Education Agency (TEA) has been exploring the adoption of a performance-based assessment and has made it known to the public through the release of a request for proposals (RFP) in the Fall of 2017 that specifically asked for a performance assessment for teachers. In May 2018, TEA selected edTPA through that competitive process. The move to increase the rigor and relevance of certification exams has been discussed periodically with the State Board for Educator Certification (SBEC) for the last several years. Additionally, when working with the SBEC, the adoption of the Performance Assessment for School Leaders (PASL) has been consistently coupled with a likely adoption of a performance assessment for teachers. The final decision for requiring edTPA for certification rests with the SBEC, and TEA staff will be working with stakeholders to support an implementation plan that will allow a successful transition for preparation programs and candidates.

2. **Why edTPA (a Pearson product) and not PPAT (an ETS product)?**

Stanford University faculty and staff at the Stanford Center for Assessment, Learning and Equity (SCALE) developed edTPA. As the lead in development, Stanford University owns the intellectual property rights and trademark for edTPA. SCALE is responsible for all edTPA development including candidate handbooks, scoring rubrics, and the scoring training design, curriculum and materials (including benchmarks).

Stanford University engaged Pearson as an operational partner to make edTPA available to meet demand among a wide educational audience. As the operational partner, Pearson provides management support required for multistate use of the edTPA program, including providing the systems infrastructure that facilitates the administration of the assessment for submission, scoring and reporting.

There are four primary reasons why the agency chose edTPA.

- The edTPA is content and grade-band specific. The PPAT is a content-agnostic, EC-12 portfolio-based assessment. Research has shown the importance of content pedagogy and a targeted licensure assessment will lead to specialized training for teachers.
- The edTPA provides more submission dates than the PPAT.
- edTPA provides a greater pool of support and resources for its implementation. The PPAT has limited research regarding its effectiveness given it is currently adopted as an option for certification in few states.
- The net price to Texas candidates for the edTPA will be $19 less than the PPAT. In addition, there are no late registration fees for edTPA.

3. **Why can't Texas develop its own performance assessment?**

TEA has chosen to adopt an already-developed assessment because of the comprehensive nature of edTPA and the support resources and structures that are currently offered by SCALE (Stanford Center for Assessment, Learning, and Equity), Pearson, and the American Association of Colleges for Teacher Education (AACTE). The quality of the edTPA as well as the provided support will allow limited resources at the agency and preparation program to be used toward building out effective instructional practices. Additionally, rather than burden the taxpayers of Texas with the cost of developing a new assessment, the adoption of an instrument that has been iteratively developed in other settings and that can be adapted for the Texas context will allow a less expensive and more expedient implementation.

4. **What is the real reason why Texas now wants to require the edTPA on EPPs? What independent studies (non-Pearson, non-Stanford) exist to support its use (evidence-based decision-making)? What data demonstrate that completing this portfolio facilitates preservice teacher readiness for the classroom?**

By providing authentic, performance-based assessment with a focus on content-specific pedagogy, TEA seeks to accelerate the development of new teachers, improve the short and long-term retention of teachers, and support academic gains in Texas students. A growing body of methodologically rigorous research has leveraged state-level administrative data to analyze the relationship between edTPA achievement and teacher-level outcomes.

- Washington State: Goldhaber, D., Cowan, J., & Theobald, R. (2017). Evaluating Prospective Teachers: Testing the Predictive Validity of edTPA. Journal of Teacher Education, 68(4), 377-393.
- North Carolina: Bastian, K., Lys, D., & Pan, Y. (2018) A Framework for Improvement: Analyzing Performance-Assessment Scores for Evidence-Based Teacher Preparation Program Reforms. Journal of Teacher Education. AND Bastian, K., Henry, G., & Lys, D. (2016) Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement. Teaching and Teacher Education, Volume 59, October 2016, pages 1-12.
- Georgia: Benner, S.M. & Wishart, B. (2015). Teacher preparation program impact on student learning: Correlations between edTPA, and VAM levels of effectiveness. Paper presented at the 2015 annual meeting of the meeting of the American Educational Research Association, Chicago, IL.

5. **How is requiring the edTPA going to improve traditional, university-based EPPs in Texas? How are the traditional university-based programs currently performing in terms of preservice teacher readiness?**

Currently, there are no performance-based measures of Texas preservice candidate readiness. The implementation of a field-tested rigorous performance examination for initial teacher certification will support EPPs as they continue to implement best practices in the field of teacher preparation. Importantly, such an exam supports EPPs as they work to invest their teacher preparation programs with meaningful experiences to prepare teachers to practice their craft in the real world. For information regarding the role of performance-based measures in improving teacher preparation, and predictive

validity of edTPA scores relative to teacher outcomes and retention, please see the response and research referenced in number 4 above.

6. **Are there other/better ways in which we can prepare high quality and ready teachers for the classroom without all the additional costs?**

   The agency is seeking to align certification to teacher development to increase the quality and preparedness of beginning teachers. The implementation of a portfolio-based assessment is a direct way in which TEA can motivate all types of entities that prepare teachers in Texas to focus on high-quality teaching practices as well as recognize programs whom are already taking this approach in their preparation of teachers. For information regarding the role of performance-based measures in improving teacher preparation, and predictive validity of edTPA scores relative to teacher outcomes and retention, please see the response and research referenced in number 4 above.

7. **Where can EPPs sign-up for access to edTPA resources?**

   Texas EPPs may access all edTPA assessment and support materials by completing the edTPA EPP Application for edTPA membership at edtpa.aacte.org. While EPPs could initiate the request at the "exploratory" level, we suggest they request the "implementation" level. Doing so will eliminate the redundancy created by requiring EPPs to first request "exploratory" and then request to be upgraded to "implementation" after just two years.

   The application requires the designation of an edTPA Coordinator to serve as the administrator for program faculty's access to the Resource Library and Online Community. This designation can be changed and/or shared between program leaders and faculty as needed. Once the application is complete and the membership is active, faculty members and clinical supervisors should be encouraged to create a profile on edTPA.AACTE.org. This will allow them personal access to implementation resources, including the assessment handbooks, supplemental assessment materials, recorded webinars, SCALE's candidate support materials, and the Online Community Forum.

8. **Pearson has made the following resources available:**

   Publicly Available

   edTPA Administrative Reports - The report presents evidence for validity of edTPA scores and interpretations, and analyses that demonstrate that edTPA effectively assesses the three tasks for which it is designed – planning, instruction, and assessment of student learning. Candidate performance is analyzed by demographic, geographic setting, and other factors.

   edTPA Handouts to Share with Stakeholders - As you move toward implementation, faculty, deans and other educational leaders will be asked to describe edTPA to various partners and stakeholders. We hope you will find the three documents linked here helpful in explaining edTPA's purpose, structure and conceptual framing.

   Review of Research on Teacher Education: edTPA Task Dimensions and Rubric Constructs - This document presents the research literature that informs the

development of edTPA and its rationale as a performance-based assessment for teacher candidates' readiness to teach.

edTPA FAQ

Available with edTPA Membership Access

edTPA Crosswalk: InTASC Model Core Teaching Standards - The *edTPA Crosswalk: InTASC Model Core Teaching Standards* document developed by SCALE includes commentary prompt excerpts and rubric language from the operational edTPA (2014) and maps their alignment with the ten InTASC standards (2013). Campuses and states using InTASC as the basis for state teaching standards and teacher evaluation systems will find the crosswalk useful when discussing edTPA's common language for "readiness to teach" with P-12 partners and other stakeholders. As the crosswalk shows, the InTASC model core teaching standards are strongly aligned with the concepts embedded within the three tasks of edTPA (i.e., Planning, Instruction, and Assessment).

Understanding Rubric Level Progressions - Complete Collection - This set of subject-specific documents is intended to support faculty and candidates in understanding the rubrics. It is based on the documents that guide scoring decisions in each field. For each rubric, there is a brief description of the focus, criteria used in determining a score, and elaborated descriptions of rubric-level distinctions. Faculty are strongly encouraged to review the document with candidates in ways that will support their understanding of the rubrics, as well as their development as new professionals. The descriptions at Levels 3–5 can be used formatively in coursework and fieldwork to help anchor discussion of characteristics of good teaching.

Making Good Choices - A Support Guide for edTPA Candidates - Making Good Choices is a resource for candidates completing edTPA. The guide helps candidates make good decisions as they develop artifacts and commentaries for their portfolio. By reading and reflecting on the questions and suggestions in *Making Good Choices*, candidates develop a deeper understanding of edTPA and have many of their questions addressed. SCALE strongly encourages faculty and program coordinators to ensure that all candidates review these key resources as they prepare for edTPA.

Guidelines for Acceptable Candidate Support - The newly revised Guidelines for Acceptable Candidate Support is a resource for faculty, clinical supervisors and cooperating teachers working with candidates who are completing edTPA. The resource describes strategies for formative support and acceptable and unacceptable types of support while candidates are preparing their edTPA materials for official submission and scoring.

9. **What is the cost of edTPA and cost of resubmission?**

   The cost of the first attempt of edTPA in Texas will be $281 and is inclusive of a $30 rebate upon completion and submission of all tasks.

   Candidates who do not meet the TEA requirement or their Texas educator preparation program requirement may retake the assessment by choosing one of the following options. The fees associated with these retake options include the $11 remittance to TEA.

- retaking the full assessment: $311 retake fee
- retaking 3 tasks (Elementary Education only): $311 retake fee
- retaking 2 tasks: $211 retake fee
- retaking a single task: $111 retake fee

10. Can additional submission dates be added?

No. Programs ultimately determine the timeline of edTPA for teacher candidates that fits into one of the several submission dates established. During the 2018-19 academic year, there are 19 opportunities for candidates to submit portfolios for official scoring. For each window, scores are reported three weeks after the final day of the submission window.

Programs may consider the design of local curriculum, number of weeks of clinical experiences, and other factors in decision making. SCALE encourages programs to frontload formative opportunities for candidates to develop and practice aspects of effective teaching measured by edTPA early in the teacher candidate's program experience and for teacher candidates to submit edTPA as a summative integration of that learning later in the program. Teacher candidates should submit their edTPA portfolio only after they have had sufficient time to get to know their students and their learning needs, plan thoughtfully and teach well. Programs should consider score reporting dates, as well as the need for candidate retake opportunities, when establishing edTPA timelines for candidates.

11. How can faculty become edTPA scorers?

Faculty and P12 partners are encouraged to engage in official scoring. More information can be found at http://scoreedtpa.pearson.com/.

The educative benefits and professional development for scorers are significant:
- provide the best way to understand edTPA rubrics
- support discussions with colleagues
- support EPP curriculum mapping, multiple-measures, assessment system design, alignment with supervisory observations/evaluation, articulation with P–12 partners, and formative learning opportunities for candidates.

12. How can EPPs be certain to pilot edTPA and be considered as a host-site for future training?

edTPA will provide a number of regional onsite edTPA workshops beginning in early 2019. EPPs interested in early adoption should complete the Texas edTPA Regional Workshop Hosting Form. They will then be contacted to discuss the opportunity to bring workshops onsite for their program leaders, faculty, supervisors and P-12 partners. There will be a limited number of hosting opportunities throughout the year.

13. Can we get support regarding the technology-aspect of the tasks? Do you have data on how much edTPA increases program costs in terms of data storage needs for student assignments, especially video? What is the technology requirement to EPPs to meet EdTPA?

Classroom video is a common resource in educator preparation and teacher professional development. The use of video by edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning – including the foundational work of the National Board for Professional Teaching Standards.

EPPs have the option to use the Pearson ePortfolio system for all candidate work. Candidates are able to create an account and upload all of their materials directly to the system. They may re-upload as many times as needed until they are prepared to submit their portfolio for scoring. Access to the Pearson ePortfolios system, with a paid assessment registration, is available to each candidate for 18 months.

Alternatively, EPPs can opt to have candidates build and prepare their portfolio in their on-campus portfolio or document management system and transfer to the Pearson system for official scoring.   The following platform providers are currently integrated with the Pearson system: Chalk & Wire, Digication, Edthena, Folio180, Foliotek, Lessoncast, LiveText, PASS-PORT, RCampus, Sibme, TaskStream, Tk20, TORSH Talent, Tumblefeed and Watermark. However, any platform or system available to students on campus can be used for development of the portfolio.

edTPA.com provides support for EPPs and candidates at [Prepare: Online Learning for Pearson ePortfolio Users](#).
Materials include:

- [Using the Pearson ePortfolio System—Candidates](#)
- [Transferring Your Portfolio From an Integrated System](#)
- [Frequently Asked Questions About the Pearson ePortfolio System](#)
- [Troubleshooting Tips for the Pearson ePortfolio System](#)
- [Tips for Mac Users of the Pearson ePortfolio System](#)
- Video compression guide for:
  - [Mac](#)
  - [PC](#)
- Video exporting guide for:
  - [iMovie](#)
  - [fiPhoto](#)
- [Recommended Video Formats and Settings](#)

Technology requirements:
Windows users:
- Windows 7 or later
- High-speed Internet connection
- Browser: Internet Explorer 11 or later, Chrome (latest), Firefox (latest)
- Adobe Flash 10.1 or higher, [available free of charge](#)
- Adobe Reader 10.1.3 or later, [available free of charge](#)
- Microsoft Word 1997–2003 or later, or OpenOffice 3

Mac users:
- OS X v10.9 or later
- High-speed Internet connection
- Browser: Safari 9 or later, Chrome (latest) (Firefox users may experience known

browser issues)
- Adobe Flash 10.1 or higher, available free of charge
- Adobe Reader 10.1.3 or later, available free of charge
- Microsoft Word 1997–2003 or later, or OpenOffice 3

edTPA Support recommends file sizes between 200 and 300 MB; the maximum file size that the ePortfolio system accepts is 500 MB. The 500 MB limit was set to encourage the compression of large videos before candidates attempt an upload as the success of an upload can depend heavily on the type of network, the file size, and the network capacity at the time they are uploading.

Live Candidate Support is also available to provide assistance:

Phone	(413) 256-2889 (866) 565-4872 **Available 8:00 a.m.–7:00 p.m. central time**, Mon–Fri, excluding holidays
Live Chat	**Available 11:00 a.m.–5:00 p.m. central time**, Wednesday and Thursday, excluding holidays

14. How do we ensure security and originality of submissions?

Security
The Stanford Center for Assessment, Learning, and Equity (SCALE) has a firm policy against
public posting of edTPA materials. Candidates review and agree to the edTPA "Guidelines for
Video Confidentiality for Candidates" including the prohibition regarding sharing or posting edTPA assessment materials, including video to the internet (e.g., YouTube, Facebook) or other non-secured and/or publicly accessible locations without expressed permission for this purpose from those featured in the video(s). Individual states may adopt policies regarding public postings and/or to establish state consequences for violations.

Confidentiality and Security of edTPA Materials and Assessment Data
http://www.edtpa.com/Content/Docs/ConfidentialityAndSecurity.pdf

Guidelines for Video Confidentiality for Candidates:
http://www.edtpa.com/Content/Docs/VideoConfidentialityCandidates.pdf

edTPA Candidate Attestations:
https://www.edtpa.com/Content/Docs/edTPACandidateAttestations.pdf

AACTE Information Privacy Taskforce:
https://aacte.org/programs-and-services/quality-support-center/information-privacy-principles

Originality

During official scoring, portions of a candidate's submitted materials are screened for originality by official scorers and detection software. Portfolios are identified for Administrative Review if screening indicates a match of identical or similar language with other sources. Screening for each subject area includes analysis of matched language across any and all source(s), including previously submitted portfolios.

Once under Administrative Review, portfolios undergo an analysis by multiple reviewers. At the conclusion of the Administrative Review, if the reviewers are unable to confirm the originality of any part of the submission, all scores related to the portfolio under review will be voided.

If the final decision is to release the scores, the candidate will be contacted and told when the score report will be available for viewing in his/her account. In some cases, the candidate may receive a letter indicating that materials demonstrate a possible violation of the Rules of Assessment Participation and cautioning the candidate to comply with edTPA assessment rules in the future.

Prior to voiding the scores, candidates are given an opportunity to provide information, other than the portfolio materials submitted for official scoring, that may support the originality of the candidate's submitted materials. After reviewing all information provided by the candidate and after considering the final recommendation of the Administrative Review committee, Evaluation Systems or the state authority may determine to either exit the portfolio from Administrative Review to proceed to official score reporting or to void all scores related to that submission.

Information provided by a candidate as part of an appeal may be shared with the state licensing agency and/or Educator Preparation Program for additional investigation.

The originality checking process is instigated at the time of candidate submission, and screening and additional manual reviews are scheduled to occur prior to the release of scores for any given edTPA results release date. In the event that the Administrative Review process is not completed by the scheduled score release date, the scores associated with the submission(s) under investigation will be held until the review is complete. In order to protect the privacy of the candidate and the integrity of the results reporting process, detailed information about the basis for the administrative review is not available to candidates or programs during this time.

Queries related to Administrative Review status can be directed to the Office of Assessment Practice at ES-OfficeAssessmentPractice@pearson.com.

15. **How has implementation impacted teacher candidate recruitment in states adopted?**

There is no documented evidence that edTPA contributes to a decline in enrollments in teacher education programs. This decline is a national trend that began before edTPA was in use in any state. Changes in the economy, lack of respect for the profession,

decline in pay with respect to cost of living, and job opportunities in other fields all contribute to declining enrollments.

U.S. Teacher Shortages—Causes and Impacts
Seven Trends: The Transformation of the Teaching Force

16. Can we get access to other programs whom have transitioned to edTPA?

Yes. The edTPA Online Community is a feature of edTPA membership that provides access to over 7,000 teacher educators across the country with experience implementing edTPA. In addition, there is an annual edTPA National Implementation Conference and regional edTPA conferences throughout the year. As part of the implementation in Texas, EPPs will be provided opportunities to interact with staff from SCALE, AACTE, and Pearson, as well as consultants from the National Academy of Consultants (NAC). The NAC is made up of faculty and P12 partners with direct experience supporting candidates and colleagues in the implementation of edTPA.

17. When will they be able to re-take if they need to re-submit?

A candidate can register for either full-assessment retake (3 tasks) or partial retake (1 or 2 tasks). Candidates must wait to receive scores from their last submission before they can register for another retake. Candidates must refer to the **Submission and Reporting Dates** to determine when they can resubmit. Below is a screen-shot of early Fall 2018 submission/reporting opportunities. Using this as an example, a candidate could submit their portfolio on October 25 to receive their scores back on November 15th. Those candidates needing to resubmit could do so as early as November 21st. In most cases, candidates can resubmit approximately one week after receiving their initial score report.

Submission and Reporting Dates

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
October 25, 2018	October 4, 2018
November 15, 2018	October 25, 2018
November 29, 2018	November 8, 2018
December 13, 2018	November 21, 2018
December 27, 2018	December 6, 2018
January 10, 2019	December 20, 2018
February 21, 2019	January 31, 2019

Guidelines and accompanying resources for retaking edTPA are found on edTPA.com.

Candidates should consult with their faculty advisor before proceeding with a retake and can find important information in Guidelines for edTPA Retake Decision-making and

Support. Before registering, candidates should review the Instructions for edTPA Retake, which contains important registration and submission information.

18. Is there research that shows the impact on graduation rates for candidates?

We are unaware of any research on graduation rates for candidates.

19. What is the true purpose of edTPA?

edTPA is designed to:
- o Inform teacher licensure or certification, in combination with other state program requirements
- o Strengthen beginning teaching and teacher education
- o Provide actionable evidence that can guide program improvement
- o Strengthen the information base to support accreditation and program review
- o Guide the support and induction of new teachers
- o Improve P-12 outcomes

Validity, reliability, and job analysis studies have been conducted to ensure that edTPA successfully measures the full set of skills teachers need to be successful in the classroom prior to the issuance of the initial professional license.

20. How can edTPA be used in ACP programs?

Alternate route candidates who are the teacher of record are well positioned to complete edTPA.   Teachers of record have much more time and more opportunities to learn about their students, their school and their school community. They also gain more experience working with the curriculum and have flexibility with the selection and timing of their learning segment.   Support from the mentor teacher and/or supervisor should follow the same guidelines outlined in the Guidelines for Acceptable Candidate Support resource for faculty, clinical supervisors and cooperating teachers. This resource describes strategies for formative support and acceptable and unacceptable types of support while candidates are preparing their edTPA materials for official submission and scoring. There are also several edTPA Handouts to Share with Stakeholders, which we hope programs find helpful in explaining edTPA's purpose, structure and conceptual framing to various partners and stakeholders.

A series of virtual and regional onsite edTPA Workshops will be offered to Texas EPPs in each year leading up to full implementation in 2022-2023. These workshops will focus on multiple aspects of edTPA including best practices for candidate support, P-12 partner communication, and making connections to program curricula in addition to others.

21. How have programs adjusted to candidates who have not passed all three tasks and are no longer in clinical teaching or their internship?

Candidates may be able to submit a partial retake without having official placement.

The following policies apply to retakes:

1. **Submission of new materials vs. resubmission of previously submitted materials for a retake (for one or more edTPA tasks or the entire edTPA):** In most cases, retakes must include new artifacts and commentaries for planning, instruction, or assessment of student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted materials may not be part of the retake submission. The [edTPA Retake Decision-making and Support Guidelines for Programs and Faculty](#) details the exceptions to this policy on page 7.

2. **Using previously unsubmitted materials from the original learning segment** Candidates may also be able to use previously unsubmitted materials from the original learning segment: Additional evidence produced during the original learning segment that was NOT previously submitted may be submitted in a retake as described below:

   - Instruction Task 2 option. If the candidate has recorded additional video. 8 footage from the original learning segment that demonstrates teaching associated with the central focus and rubric criteria, new clips from this footage may be submitted with a new commentary. These new clips must meet all Task 2 specifications for the video clips identified in the handbook

   - Assessment Task 3 option.
     - Work samples: If the candidate has a class set of student work samples with evidence of feedback from an additional assessment from the original learning segment, the candidate may submit work samples for three focus students from this assessment and provide a new analysis of student learning.
     - Evidence of language use: If the candidate has additional evidence of language use, either from the additional work samples and/or additional video, then the candidate can submit these materials with a new commentary.

In the case of a full retake, a classroom is required. Programs have explored ways to continue to offer support and resources to the candidate through additional coursework which provides remediation to those who have been unsuccessful in meeting the established passing standard for edTPA. Programs vary in their approaches to the course curriculum which generally focus on a deeper understanding of the rubrics and retake decision making for a successful completion of the edTPA assessment.

22. Who will be scoring the edTPA portfolios?

The edTPA scoring pool is comprised of both P-12 educators and Teacher Educators. Those eligible for scoring include current or retired higher education faculty, field supervisors, program administrators and other higher education educators at a state-endorsed Educator Preparation Programs, current or retired PK-12 classroom teachers,

induction or peer assistance mentors/coaches, National Board Certified Teachers (NBCTs), P-12 administrators and leaders.

All scoring is subject specific and all scorers must demonstrate they have recent teaching experience or license in the field in which they score. In addition to the grade level of their class, candidates must select a specialty area during registration. This area should most closely correspond with the learning segment included in their edTPA portfolio submission. The scoring system will route the portfolio submission to an official scorer who is a subject area expert for that specialty area. For example, the K-12 Performing Arts specialty areas are general music, instrumental music, vocal music, dance education, or theatre education. Music portfolios are scored by music educators, dance by dance educators, and theater by theater educators. Scorers do not score outside of their area of expertise.

23. **Will edTPA discourage preservice students from student teaching in some of our highest needs areas/schools?**

There is no documented evidence for this claim. Programs make decisions about placements based on partnerships with districts, and state requirements.

edTPA measures real classroom practice across many contexts and candidates justify, explain and provide evidence for those practices based on their context. Further, edTPA is a performance assessment to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn. The latest administrative report shows that 38% of candidates characterized their placement as "city", and candidates in urban/city contexts perform comparably to those in suburban contexts (see administrative report from 2017).

edTPA doesn't ask candidates to do anything that most are not already doing in their preparation programs, but it does ask for greater support for and demonstration of these skills that research and educators find are essential to student learning. As a nationally accessible assessment, edTPA is designed so that teacher candidates from all routes (traditional, alternative, etc.) and different geographic regions and contexts will be able to demonstrate their readiness to teach students in diverse contexts and classrooms.

A key part of developing edTPA was building rubrics that would help candidates learn to effectively teach their subject matter to all students, taking into account student needs and strengths, backgrounds, contexts and lived experiences. To that end, embedded within and across the rubrics are elements identified as being essential to culturally relevant pedagogical practices. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. This is the first time teacher preparation programs have access to a multiple-measure assessment system aligned to state and national standards to guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as medical licensing exams, the architecture exam, or the bar exam in law. As a nationally available teacher performance assessment, edTPA:

- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

24. Why is the cost of edTPA $281?

The fee for edTPA covers all development costs and operational assessment services associated with the resources and support for implementation, delivery, scoring and reporting of edTPA, as well as customer support service for candidates, faculty, and state agencies. Assessment services also include the recruiting and management of qualified educators who serve as scorers, scoring supervisors, and trainers. Scorers are trained specifically to edTPA rubrics, they use standardized scoring procedures and are calibrated and monitored during scoring.

The fee does not need to be paid directly by the teacher candidate. Some states or programs pay for or subsidize that cost. Some programs embed the cost of edTPA in a program fee so that students can use financial aid to pay for edTPA. Pearson also has provided an allotment of financial assistance fee waivers to states with a formal agreement to participate in edTPA and that use edTPA for consequential purposes for distribution to candidates with financial need.

Teacher Certification Redesign Follow-Up

1. **What additional research or literature is available?**
   Stanford Center for Assessment, Learning, and Equity (SCALE) has shared the edTPA Review of Research on Teacher Education, developed by SCALE, with input from educators and researchers, to identify foundational [research literature](#) that informs the development of edTPA. The literature cited provides a research foundation for the role of assessment in teacher education, for the common edTPA architecture, and for each of the fifteen shared rubric constructs. We encourage educators, policy makers, programs, and teacher candidates to use the review to examine the underlying constructs of edTPA as a measure of effective teaching.

2. **What validity and reliability studies have been conducted?**

   The Stanford Center for Assessment, Learning and Equity (SCALE), the American Association of Colleges of Teacher Education (AACTE), and the Evaluation Systems group of Pearson have released the 2017 Administrative Report. This report presents candidate performance data from over 40,000 candidates who participated in edTPA during the fourth full operational year (January 1 to December 31, 2017), associated analyses affirming reliability of scoring, and validity evidence supporting its intended use as a measure of readiness to teach and a metric used to inform program approval or accreditation. As in previous years, all analyses and results have been informed and reviewed by a technical advisory committee of nationally recognized psychometricians and meet the technical standards for licensure assessments set forth by AERA, APA, & NCME (2014). Annual [Administrative Reports](#) contains reliability and validity evidence for that calendar year. Inter-rater agreement (pg. 8), Internal Consistency (pg. 10) and Internal Structure (pg. 11)

3. **What studies provide evidence of edTPA being predictive of future teaching effectiveness?**

   Three published studies provide evidence of edTPA being predictive of future teaching effectiveness:

   Bastian, K., Henry, G., & Lys, D. (2016). Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement. Teaching and Teacher Education, Volume 59, October 2016, pages 1-12.

   Bastian, K., & Lys, D. (2016). [Initial Findings from edTPA Implementation in North Carolina. Education Policy Initiative at Carolina (EPIC).](#)

   Benner, S. & Wishart, W. (2015). Teacher preparation program impact on student learning: Correlations between edTPA and VAM levels of effectiveness. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, Ga.

   In fall 2016, the Education Policy Initiative at Carolina (EPIC) produced a policy brief (summarizing edTPA implementation in North Carolina, detailing how the University of North Carolina (UNC) system candidates are scoring on edTPA and assessing the

construct validity and predictive validity of officially scored portfolios (Bastian, Henry, & Lys, 2016). These predictive validity analyses focus on the 2013-14 graduating cohort of one UNC system institution who went on to be first-year teachers in the 2014-15 school year. Importantly, these predictive validity analyses focus on first-year teachers' value-added estimates and evaluation ratings. Overall, these predictive validity results show that edTPA measures significantly predict first-year teacher performance.

In that same year, EPIC released a working paper that illustrates a two-pronged empirical framework—latent class analysis and predictive validity analyses—that teacher preparation programs can use to analyze their edTPA data for program improvement purposes (Bastian & Lys, 2016).

In a preliminary unpublished study from Tennessee, edTPA scores predict candidates' ratings of teacher effectiveness as measured by the state valued-added composite score that combines students' performance data and classroom observations.

SCALE's policy is if states have the technical ability to match edTPA performance to student learning in practice SCALE will support studies of predictive validity.

4. **What cohort would be required to do edTPA?**

Under the current plan, candidates applying for initial licensure after September 1, 2021 would be required to successfully complete edTPA. Candidates applying for initial licensure after September 2, 2022 would be required to pass edTPA. The passing standard for Texas has not yet been determined. The passing standards will be determined by analyzing the data collected during the pilot and non-consequential years.

5. **How was the proposed Texas edTPA implementation plan created?**

The edTPA implementation plan was built based on the edTPA partnership's experience supporting implementations in several states including Georgia. Regional workshops beginning in the spring 2019 semester will utilize edTPA National Academy Consultants to deliver sessions focusing on components of edTPA, curriculum mapping, supporting candidates and more.   The edTPA National Academy is comprised of educator preparation program leaders and faculty who have taken part in edTPA implementation within their program. The National Academy Consultants share not only knowledge of the assessment instrument, but also their personal and program's lessons learned and best practices.

6. **Where can I sign-up to become a regional workshop host?**

Texas edTPA Regional Workshop Hosting form

7. **What are the guidelines regarding resubmission?**

SCALE has provided Guidelines for edTPA Retake Decision Making and Support to assist programs as they examine candidate performance and advise candidates on the retake process. SCALE has also provided updated instructions to candidates that outline edTPA retake policies and procedures.

Related resources (in edTPA Resource Library) include "Review of Low Scoring edTPAs", "Understanding Rubric Level Progressions" and "Webinar for Submission Requirements, Condition Codes and Retakes".

Further directions and timelines for candidates to submit retake materials are found at www.edtpa.com.

8. **Are there surveys or other data form districts implementing edTPA that could provide evidence of impact or challenges?**

Although several state agencies have collected input through surveys to inform their communication and implementation approach, this information is not publicly available. Regional workshops beginning in the spring 2019 semester will utilize edTPA National Academy Consultants to deliver sessions focusing on components of edTPA, curriculum mapping, supporting candidates and more.   The edTPA National Academy is comprised of educator preparation program leaders and faculty who have taken part in edTPA implementation within their program. The National Academy Consultants share not only knowledge of the assessment instrument, but also their personal and program's lessons learned and best practices.

9. **What is the availability of practice test resources for edTPA? Is there opportunity to have someone score previous attempts?**

The edTPA Partnership will provide multiple regional workshops beginning in early 2019. One training provided during these workshops is edTPA Local Evaluation Training. In this workshop, participants are introduced to the intention and purposes of local evaluation as a contrast to official scoring. Important understandings, such as bias awareness, are addressed before evaluating candidate work. The workshop provides participants the opportunity to conduct task-by-task evaluation in the language of the rubrics and to identify candidate evidence for each rubric construct using benchmarked candidate portfolios. Rubrics for local evaluation include three categories of performance: emerging, proficient, and advanced. Participants will also discuss ways in which programs can use the local evaluation process to provide feedback to candidates and to engage faculty in conversations about program renewal.

10. **In order to meet the demands of the language requirements in edTPA, have other programs had to adjust their admissions requirements?**

There have been no reports of programs adjusting their admission requirements based on implementation of edTPA.

11. **What is the impact of edTPA on teacher production?**

There is no current known research that measures the impact of edTPA on teacher production.

12. **Are superintendents going to be asked to allow blanket approval for videotaping in their districts? How will FERPA be addressed, especially for P-12 learners in**

vulnerable categories? Foster children, children in Texas Social Services protection, children who may have legal protections in place that would prevent them from being videotaped? What protections are in place for our candidates should a student inadvertently be videotaped when they shouldn't be?

The document Guidelines for Video Confidentiality provides the following:
- Candidates are not allowed to include anyone in their video who does not have a signed consent form.
- No personally identifiable information about students should be included in the videos - no names of schools, no student names, etc.
- FERPA issues are managed through the consent process
- If a student cannot be videotaped, then their face should not be included. The student can be placed in the classroom out of camera range or with his/her back to the camera.
- If a student without permission inadvertently enters the video frame, the teacher candidate may blur the face of that student.

13. **For districts with scripted curricula and assessments, will cooperating teachers and principals be willing to allow candidates to diverge from those scripts so they may plan their instructional sequence? Will they be allowed to create the aligned instructional tasks and formative assessments? If not, and the candidate is teaching an instructional sequence that they had no input into, is this equitable in comparison to a candidate who planned their instructional sequence, instructional activities, and assessments on their own? Are their issues with the validity of the edTPA scores for these two candidates as a measure of their planning, instruction, and assessment "ability"?**

The document Making Good Choices indicates that student teachers may use lessons from a published or prescriptive curriculum if it is required by their district, school, or department as long as they justify how these materials were selected, why they are appropriate, and how they were modified to meet the needs of their learners.   The Professional Responsibilities document in the edTPA Handbook simply states that candidates should provide citations for the source of all materials not created by the candidate.

14. **Our cooperating teachers will play a key role in supporting our candidates throughout the candidates' edTPA process. Because of the multiple rubrics, the logistics of videotaping, and the buy-in that will be required in individual classroom contexts, knowledge of this complex assessment tool on the part of cooperating teachers will require systematic professional development. Since edTPA will be a requirement for all EPPs in Texas by 2021, have superintendents and principals agreed to devote their professional development time to ensure fidelity of the training on all campuses? Will TEA be providing this training rather than individual EPPs which could reduce the fidelity? If there will not be statewide training, will potential variability in training have adverse impacts on the validity of candidates' scores due to variation in the cooperating teachers' knowledge and ability to support the candidates?**

SCALE has created several resources to introduce the [Cooperating Teacher](#) and [P-12 Leaders and Administrators](#) to edTPA. These documents may be customized for Texas P-12 stakeholders. EPPs may extend invitations to the edTPA Regional Workshops to their P-12 partners along with program leadership, faculty and supervisors.   Most workshop session are designed in a train-the-trainer model so participants come away with information and resources to share with their colleagues and P-12 partners.

15. What does the district engagement look like?

The agency will be meeting with TASA, TASPA, TASPA's regional districts, the commissioner's superintendent cabinet, and the Education Service Center groups between November and February regarding edTPA and how districts can support the implementation of edTPA.

16. Does edTPA have their own video platform? Is a third-party video platform needed?

While edTPA is available through some platform providers, [Pearson provides a platform](#) for submission and scoring available to all programs and candidates.

17. What data/feedback will programs receive on their candidate's performance? What data/feedback will candidates receive? Will this differ during the pilot period?

edTPA complements a multiple-measures assessment system as a summative capstone, performance-based assessment that allows candidates to integrate what they have learned throughout their program and to emphasize, measure, and support the skills and knowledge that all teachers need from day one. [Programs using edTPA](#) receive individual candidate results every score reporting date; biennial reports with program, state, and national aggregated results; as well as access to candidate and program data in relation to state and national results via ResultsAnalyzer®. edTPA performance data will be sent to programs when candidates begin submitting their edTPA portfolio for official scoring. Through the ResultsAnalyzer®, programs can create relevant and timely reports on candidate and program-level assessment results; customize data queries to align with program specific goals and areas of interest; aggregate performance data across time periods of interest, such as program years or semesters; explore various data overlays and filters to gather and share data sets that are targeted to program-specific goals; analyze candidate and program-level data for numerous variables (including self reported demographic data, such as gender and ethnicity); and export data to Microsoft Excel for use in other data reporting systems for further analysis.

Candidates receive individual score profiles. The candidate score profiles include the score obtained on each of the edTPA rubrics, overall performance information, and supplementary narrative that provides the rubric language description of the candidate's performance for each of their rubric scores. The candidate profile focuses on the candidate's performance at that score point level as described by the scoring rubric.

18. Will EPPs be able to get a cost estimate on the amount of server space required for various numbers of candidates' video observations? Meaning, how much memory is required for 50, 100...600 candidates?

edTPA Support recommends file sizes between 200 and 300 MB; the maximum file size that the ePortfolio system accepts is 500 MB. The 500 MB limit was set to encourage the compression of large videos before candidates attempt an upload as the success of an upload can depend heavily on the type of network, the file size, and the network capacity at the time they are uploading.

Technology requirements:

Windows users: Windows 7 or later High-speed Internet connection Browser: Internet Explorer 11 or later, Chrome (latest), Firefox (latest) Adobe Flash 10.1 or higher, available free of charge Adobe Reader 10.1.3 or later, available free of charge Microsoft Word 1997–2003 or later, or OpenOffice 3 **Mac users:** OS X v10.9 or later High-speed Internet connection Browser: Safari 9 or later, Chrome (latest) (Firefox users may experience known browser issues) Adobe Flash 10.1 or higher, available free of charge Adobe Reader 10.1.3 or later, available free of charge Microsoft Word 1997–2003 or later, or OpenOffice 3 edTPA Support recommends file sizes between 200 and 300 MB; the maximum file size that the ePortfolio system accepts is 500 MB. The 500 MB limit was set to encourage the compression of large videos before candidates attempt an upload as the success of an upload can depend heavily on the type of network, the file size, and the network capacity at the time they are uploading.

19. How will the Title II district reimbursement process work?

The agency is exploring the opportunity for a district reimbursement process that will allow candidates during the pilot years to be reimbursed for the cost of edTPA in addition to a $250 stipend. Upon notification from the district of the completion of the edTPA, the state can issue a reimbursement in about two weeks. This opportunity will become available in the summer of 2019 and participating districts will need to submit a letter of intent.

20. How will this impact SPED and Bilingual?

The agency is conducting Special Education and Bilingual forums to determine the certification pathway and requirement examinations for these two areas. No decision has been made regarding the potential use of edTPA.

21. How will this impact ESL?

ESL will continue to be a supplemental certificate. Candidates will continue to obtain this certification by taking the ESL EC-12 TEXES test.

22. Why does TEA believe the edTPA is a fairer assessment?

When comparing the 2016 edTPA technical report to the 7-12 ELAR TEXES assessment, candidates from ethnic minority backgrounds scored closer to the mean score. The agency chose the 7-12 ELAR TEXES assessment as a comparison because

the assessment contained a constructed response component instead of being a solely multiple-choice test.

23. **Many EPPs are using a modified T-TESS for the required 3 formal observations during clinical practice. Will the number of required formal observations be reduced or will edTPA replace those T-TESS observations?**

   edTPA will be used for licensure purposes and will not replace the T-TESS or the district's choice in evaluation rubrics.

24. What is the alignment of edTPA rubrics to standards and T-TESS?

edTPA Rubric	PPR Alignment	T-TESS Alignment
1	1Ai: Teachers develop lessons the build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes 1Aii: Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement 1Ei: Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems 3Bi: Teachers organize curriculum to facilitate student understanding of the subject matter 3Ci: Teachers teach both the key content knowledge and the key skills of the discipline	Dimension 1.1 Dimension 1.4 Dimension 2.2
2	1Ci: Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans 2Bii: Teachers understand that unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources	Dimension 2.4
3	1Aiii: Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities 1Bi: Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn 2Bi: Teachers connect learning , content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts 2Ci: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills	Dimension 1.3
4	2Biii: Teachers understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible 3Biii: Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners	
5	5Ai: Teachers gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning	Dimension 1.2
6	4Ai: Teachers embrace students' backgrounds and experiences as an asset in their learning 4Aii: Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students 4Di: Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning	Dimension 3.1 Dimension 3.2 Dimension 3.3
7	1Di: Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction 2Aii: Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets	Dimension 2.3
8	1Eii: Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving	Dimension 2.1
9	3Bii: Teachers understand, actively anticipate and adapt instruction to address common misunderstandings and preconceptions	
10	1Fi: Teachers monitor and assess students' progress to ensure that their lessons meet students' needs 1Fiii: Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement 6Ai: Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement	Dimension 2.5
11	5Ci: Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning 5Di: Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes	Dimension 1.2
12 13	1Fii: Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts	
14	2Biii: Teachers understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible	
15	5Di: Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes	Dimension 4.2

25. How will edTPA be reflected in ASEP?

With the phase-out of the PPR, the pass rate for edTPA would replace the indicator for non-content exam pass rates. During the roll-out period, edTPA would not be a consequential factor in ASEP, and would not inform the determination of accreditation statuses until the 2022-2023 academic year. The agency anticipates separate discussions involving key stakeholders about the intersection of edTPA and ASEP moving forward.

26. For initial cert UG candidates, since the edTPA is completed in their final semester, how will the turnaround time (2-6 weeks were the various time frames the Pearson folks predicted) impact their job search? If a candidate completes in Spring, it could potentially be mid-June before they are certified, and can begin their job search. Since this will be a universal requirement for all teacher candidates in Texas in 2021, has Pearson anticipated the number of scorers that will be required?

There is not variance in score reporting. Score reports are released to the candidate and educator preparation program 3 weeks after close of the submission window for both initial submissions and retakes. In most cases, candidates could resubmit the very next week. Please see [2018-19 Scoring and Submission Windows](). Yes, Pearson is working with historical data as well as candidate projections to inform management of the edTPA scoring pool.

27. While this may be rare, it seems possible that a teacher candidate could be a desirable employee from a principal's perspective based on his or her overall success with students over the course of a school year, yet that candidate may not pass the edTPA because of the quality of the instructional sequence videos they submit. While we understand a candidate can resubmit, how will the turnaround time required for scoring impact the principal's ability to hire that candidate?

edTPA provides rolling submission windows, which provide candidates the opportunity to submit throughout the year. Score reports are released to the candidate and educator preparation program 3 weeks after close of the submission window for both initial submissions and retakes. In most cases, candidates could resubmit the very next week.

28. Will programs already using similar performance assessments be issued a waiver for edTPA?

To obtain licensure, all candidates must demonstrate proficiency on the same assessment that are scored by a third-party.

29. edTPA is most suitable for a 2 semester/1 year student teaching format. EPPs that need to redesign their programs or coursework will need time to submit proposals through their university's and the THECB's approval processes. For some EPPs, this may result in the moving of methods coursework from one college to another. New or additional faculty may need to be hired, which is also time-consuming and costly. Finally, there are no education degrees in Texas.

EPPs are limited to 18 SCHs of EDUC coursework. State statute would need to change in order for all EPPs to have more control over programmatic and coursework redesign necessary to support the implementation of edTPA.

By being embedded in a candidate's clinical experience, edTPA supports program coherence and instruction across courses, and provides valuable feedback to programs on what is working and where they need to improve. edTPA represents a core set of skills and knowledge that all candidates must master. There are other skills and knowledge that programs will emphasize. No single assessment will measure everything nor will it drive everything that is taught. Just as edTPA is one part of the multiple measures states use to measure candidate readiness, there are multiple ways to prepare students for edTPA.

edTPA does not inhibit the teaching or curriculum of preparation programs, nor does it dictate approaches to teaching and learning. Instead it helps strengthen core teaching skills in areas such as lesson planning, assessing student learning and use of academic language so that teacher candidates have a strong foundation upon which to develop and demonstrate the approaches and strategies that are right for them and their students.

As programs review their coursework and degree plans in light of proposed changes, TEA recognizes that some changes may be necessary. To the extent that changes require significantly more coursework or structural changes beyond what programs currently provide, TEA would be happy to reach out the THECB to explore the concerns and what opportunities may exist.

30. **What is intensive pre-service?**

Intensive pre-service is an optional route that EPPs may apply to offer that would allow candidates to obtain an intern certificate upon successful completion of the pre-service and demonstration of subject-matter knowledge. For candidates to obtain an intern certification, they would need to successfully complete the pre-service with a certain rubric level proficiency as well as pass the subject-matter examination. After obtaining an intern certificate, candidates would be expected to fulfill the remainder of the testing requirements. Draft requirements for the components of the intensive pre-service will be available in Chapter 228 in December's SBEC agenda.

31. **Can you clarify the plan to use PACT, please? Would this only be allowed for post-bac and ACP? Or would undergraduates be able to PACT and then do the edTPA and no other TExES exams?**
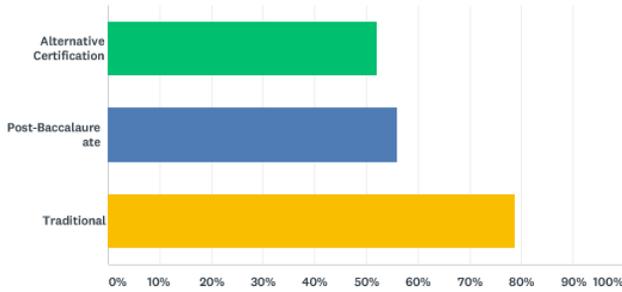
The agency plans to propose that traditional programs will have the option to use PACT for EPP admission once the subject matter examinations have replaced the current content tests for the PACT route.

ATTACHMENT VI

Survey Results as of November 14, 2018

Q4 Routes Offered

Answered: 146   Skipped: 0

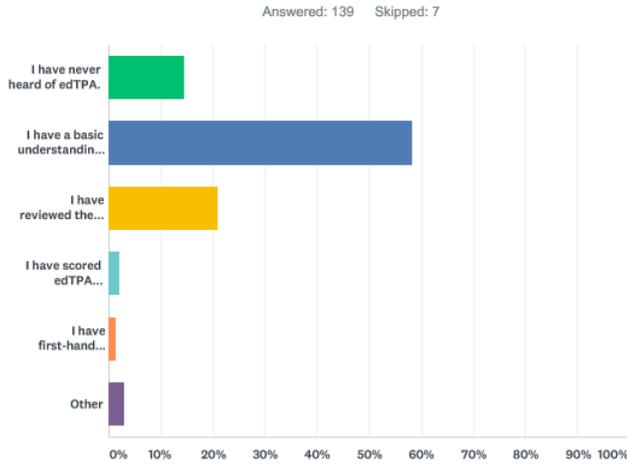| ANSWER CHOICES	RESPONSES	
Alternative Certification	52.05%	76
Post-Baccalaureate	56.16%	82
Traditional	78.77%	115
Total Respondents: 146		

Q5 How well do you feel the current EC-12 Pedagogy and Professional Responsibilities (PPR) assessment accurately measures teacher readiness for the classroom?

Answered: 146   Skipped: 0
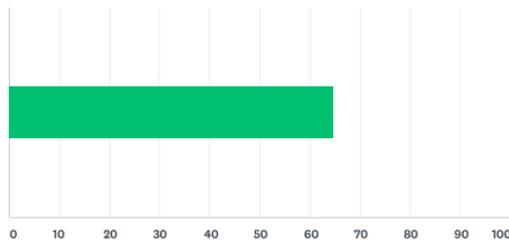
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	65	9,430	146
Total Respondents: 146			

Q8 TEA is planning to pilot the educative teacher performance assessment (edTPA) portfolio assessment in the upcoming school years. How much do you know about the edTPA?

Answered: 139   Skipped: 7

ANSWER CHOICES	RESPONSES	
I have never heard of edTPA.	14.39%	20
I have a basic understanding of the edTPA through my own research or conversations with colleagues but have never reviewed the manuals or rubrics.	58.27%	81
I have reviewed the manuals or rubrics but have never been involved with the preparation of candidates for the edTPA.	20.86%	29
I have scored edTPA portfolios.	2.16%	3
I have first-hand experience implementing edTPA.	1.44%	2
Other	2.88%	4
TOTAL		139

Q9 What is your program's likelihood to begin piloting edTPA during the 2019-2020 school-year?

Answered: 139   Skipped: 7
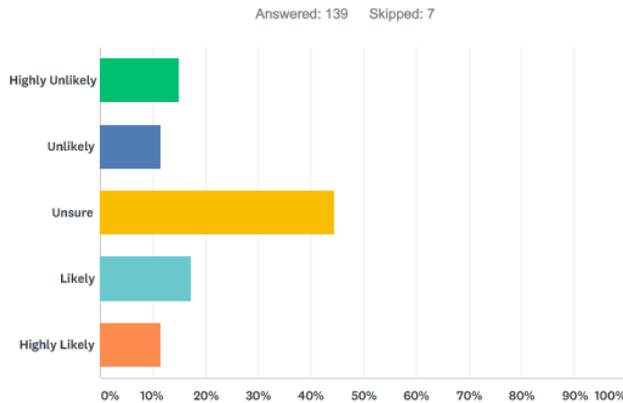
ANSWER CHOICES	RESPONSES	
Highly Unlikely	15.11%	21
Unlikely	11.51%	16
Unsure	44.60%	62
Likely	17.27%	24
Highly Likely	11.51%	16
TOTAL		139

## Q10 What is your program's likelihood to begin piloting edTPA during the 2020-2021 school-year?

Answered: 139   Skipped: 7
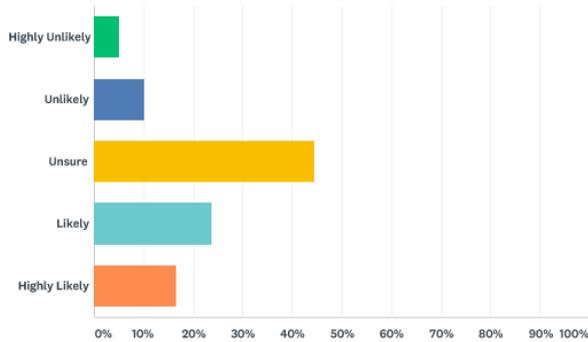
ANSWER CHOICES	RESPONSES	
Highly Unlikely	5.04%	7
Unlikely	10.07%	14
Unsure	44.60%	62
Likely	23.74%	33
Highly Likely	16.55%	23
TOTAL		139

## Q12 What incentives should the agency consider offering for programs and candidates to ensure participation during the pilot years? (choose the 3 you feel will be most beneficial)

Answered: 139   Skipped: 7
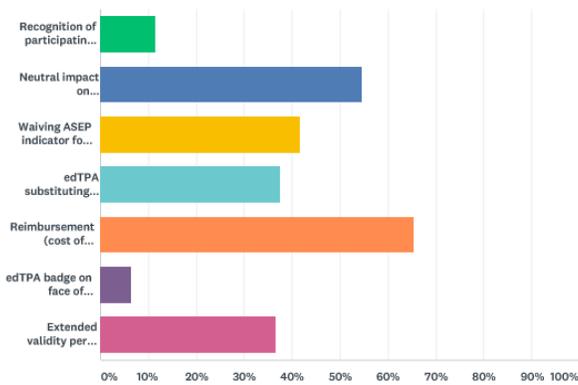
ANSWER CHOICES	RESPONSES	
Recognition of participating EPPs on consumer information site	11.51%	16
Neutral impact on Accountability System for Educator Preparation (ASEP) accountability	54.68%	76
Waiving ASEP indicator for PPR if certain percentage of candidates complete edTPA	41.73%	58
edTPA substituting for content and PPR for candidates that will be issued a standard certificate before becoming a teacher of record	37.41%	52
Reimbursement (cost of assessment and possible additional stipend) from district via state Title II funding	65.47%	91
edTPA badge on face of educator certificate	6.47%	9
Extended validity period of standard certificate	36.69%	51
Total Respondents: 139		

Q14 Some stakeholders have suggested that a modified subject-matter only PACT (Pre-Admission Content Tests) should be allowed for admissions decisions for traditional undergraduate preparation programs. Do you think PACT should be allowed for traditional undergraduate preparation programs?
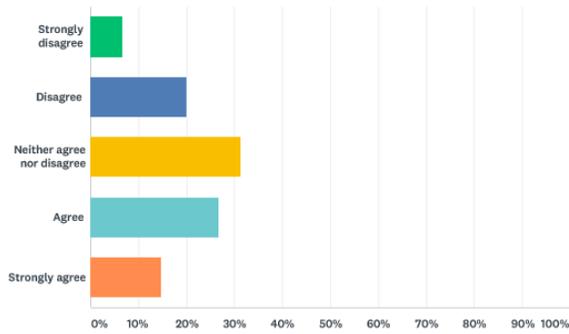
Answered: 134   Skipped: 12
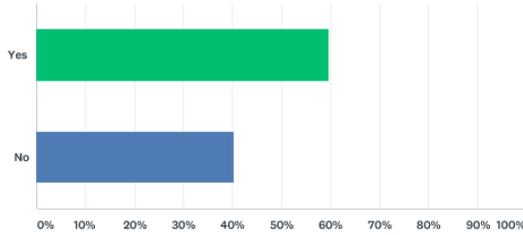
ANSWER CHOICES	RESPONSES	
Yes	59.70%	80
No	40.30%	54
TOTAL		134

Q15 I agree with using subject-matter only tests for the PACT route?

Answered: 134   Skipped: 12

ANSWER CHOICES	RESPONSES	
Strongly disagree	6.72%	9
Disagree	20.15%	27
Neither agree nor disagree	31.34%	42
Agree	26.87%	36
Strongly agree	14.93%	20
TOTAL		134

## Q16 I agree with offering an optional intensive pre-service route for candidates to obtain their intern certification?

Answered: 134   Skipped: 12
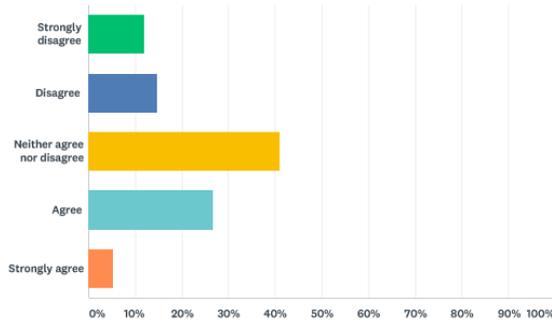
ANSWER CHOICES	RESPONSES	
Strongly disagree	11.94%	16
Disagree	14.93%	20
Neither agree nor disagree	41.04%	55
Agree	26.87%	36
Strongly agree	5.22%	7
TOTAL		134

Q17 I agree with the gradual shift of the current content tests to content pedagogy tests?
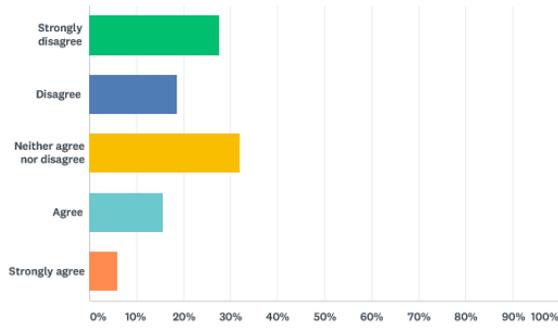
Answered: 134   Skipped: 12
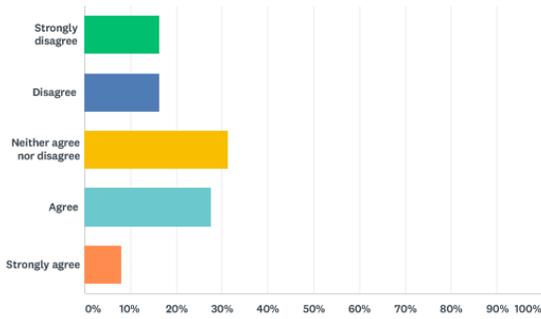
ANSWER CHOICES	RESPONSES	
Strongly disagree	16.42%	22
Disagree	16.42%	22
Neither agree nor disagree	31.34%	42
Agree	27.61%	37
Strongly agree	8.21%	11
TOTAL		134

Q18 I agree with the transition from EC-12 PPR to edTPA?

Answered: 134   Skipped: 12

ANSWER CHOICES	RESPONSES	
Strongly disagree	27.61%	37
Disagree	18.66%	25
Neither agree nor disagree	32.09%	43
Agree	15.67%	21
Strongly agree	5.97%	8
TOTAL		134

ATTACHMENT VII

Special Education Forum Participants

Name	Role	District/Organization	Region
Janine Baszile	Teacher	Galena Park ISD	4
Debra Bauer	Principal	Goliad ISD	3
Jessica Beaty	Teacher	Cypress-Fairbanks ISD	4
Brenda Benavides	District Special Education Director	United ISD	1
Glenna Billingsley	Assistant Professor; Department of Curriculum and Instruction	Texas State	13
Vicki Brantley	HR Director	Field Service Agent	8
Joann Brewer	Program Manager	ESC 13	13
Beth Brockman	Assistant Superintendent for Employee Services	Plano ISD	10
Leah Cloes	Teacher	Fort Worth ISD	11
Rachel Collins	Teacher	Texas School for the Blind and Visually Impaired	13
Glenda Cook	Teacher	Poteet ISD	20
Nacona David	Educational Diagnostician	ESC 20	20
Maria Faqier	Assistant Professor	Relay Graduate School of Education	20
Kami Finger	District Special Education Director	Lubbock ISD	17
Melissa Fogarty	Intervention Director	Texas A&M	6
Ambra Green	Assistant Professor of Special Education	UT - Arlington	11
Demetrius Hicks	Teacher	Yes! Prep	20
Diann Huber/Zach Rozell	President Program Director and Founder of iteach (ACP)	iTeach	11
Jacqueline Light	Counselor	Ector County ISD	18
Heather Malcolm	Teacher 9-12	Northside ISD	20
Chris Masey	Parent	N/A	13
Toni Miller	Dyslexia Coordinator	Kemp ISD	10
Vickie Mitchell	Associate Professor	Sam Houston State	6
Mary Perkins	Assistant Principal	Breckenridge ISD	14
Claire Romero	General Education/Bilingual Teacher	Austin ISD	13

Diana Serrano	Parent	N/A	19
Heather Sheffield	Parent	Eanes ISD	13
Abbey Smith	Teacher	Pflugerville ISD	13
Katie Tackett	Assistant Professor	UT Austin	13
Debra Tridico	Teacher	Grapevine-Colleyville ISD	11
Annette Unger	Educational Diagnostician	Atascosa McMullea Co-op	20
Lesley Zentz	District Special Education Director	Klein ISD	4