



2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Team Selection, Onboarding, and Training
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, March 17, 2025

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 17, 2025**.

Application stamp-in date and time

Grant period from **May 5, 2025 - August 31, 2025**

Pre-award costs permitted from **Award Date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **ESC Region 19 TPCP (EPP)** CDN **071950** Campus ESC **19** UEI **YWFFUSMU1RC1**
Address **6611 Boeing Drive** City **El Paso** ZIP **79925** Vendor ID **74-1588856**
Primary Contact **Barbara Amaya** Email **bamaya@esc19.net** Phone **9157805354**
Secondary Contact **Elizabeth Bonilla** Email **ebonilla@esc19.net** Phone **9157805355**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- ☒ IDC application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name **Sonia Eubank** Title **Associate Executive Director**

Email **seubank@esc19.net** Phone **915-780-1919**

Signature **Sonia Eubank** Date **03/17/25**

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant. **Check the box below if applying as fiscal agent.**

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- ☒ 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- ☒ 7. The applicant agrees to adhere to all Program-Specific Assurances as listed on pp. 9-11 of the 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Program Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Describe the educator preparation program's current use of performance-based assessments within curriculum coursework. How does the use of performance-based assessments influence program coursework, faculty practices, and candidate learning?

Program Overview and Use of Performance-Based Assessments---

With the support of this grant, ESC19 TPCP will represent ESC Alternative Certification Programs (ACPs) by selecting a qualified individual to serve on the Texas-Specific Teacher Performance Assessment Development Team. Grant funds will be allocated to cover travel expenses for the Summer 2025 Development Meeting, the purchase of technology to support development activities, and a stipend for the selected staff member.

ESC19 TPCP is uniquely positioned to be a strong recipient of this grant, as we have actively integrated edTPA into our pedagogy coursework since 2020, when we participated in the Texas edTPA Pilot. The success and positive impact of our limited implementation have led us to fully integrate edTPA as a program-wide requirement starting in the 2024-2025 academic year. Moving forward, all teacher candidates admitted to our program must complete edTPA as their performance-based pedagogy assessment—the PPR will no longer be an option for our EPP teacher candidates.

Impact of Performance-Based Assessments on Program Coursework, Faculty Practices, and Candidate Learning--

Our participation in the Texas edTPA Pilot provided valuable insights into effective strategies and methodologies to support teacher candidates' success on edTPA. As a result, we have embedded performance-based assessments throughout our curriculum, ensuring that candidates develop and demonstrate pedagogical knowledge and instructional proficiency. Our coursework has been intentionally designed to integrate key features of edTPA, aligning our teacher preparation practices with high-quality, evidence-based instructional methods.

Curriculum Alignment with edTPA:

- Lesson Alignment Course: Candidates learn to design and deliver instruction through high-quality instructional materials (HQIM) and Open Educational Resources (OER) internalization.
- Class Culture & Management Course: Candidates develop classroom management strategies that foster a safe, inclusive, and engaging learning environment.
- Data-Driven Instruction Course: Candidates acquire the skills to create and utilize effective formative and summative assessments, analyze student performance data, and use data to inform instructional decisions.

Faculty Practices and Training:

- All ESC19 TPCP instructors are trained in Texas Instructional Leadership (TIL) frameworks, ensuring that candidates receive rigorous, research-based instructional training.
- Faculty embed real-world classroom scenarios, evidence-based teaching methods, and continuous feedback mechanisms into coursework and training.

- Field Supervision and Candidate Learning:

- We use research-based coaching and feedback tools during clinical teaching and internship experiences, ensuring candidates receive targeted, actionable feedback to refine their teaching practice.
- Candidates complete structured reflection tasks throughout their internship, fostering self-assessment, instructional improvement, and professional growth.

By leveraging performance-based assessments, we ensure that our teacher candidates develop strong pedagogical skills, instructional efficacy, and a reflective teaching practice that aligns with state teaching standards. This grant will allow us to continue strengthening our performance-based approach while contributing to the broader development of Texas's teacher preparation and assessment landscape.

Qualifications and Experience for Key Personnel

Describe the process used to recruit and select the individual who will serve on the Texas-specific teacher performance assessment development team including. Describe the qualifications, experience, and expertise of the program's nomination for the individual who will serve on the Texas-specific Teacher Performance Assessment Development Team.

Recruitment and Selection Process for the Texas-Specific Teacher Performance Assessment Development Team

For the Texas-Specific Teacher Performance Assessment Development Team, ESC19 TPCP has selected Mrs. Elizabeth Bonilla, our current Professional Development Consultant and edTPA Coordinator. Mrs. Bonilla was chosen based on her extensive experience, expertise, and leadership in supporting teacher candidates throughout coursework, training, internships, and the edTPA assessment process. As a key figure in our edTPA implementation since 2020, Mrs. Bonilla has been instrumental in ensuring teacher candidates receive the necessary pedagogical preparation, coaching, and assessment support to successfully complete edTPA. Her background as a seasoned educator, field supervisor, and instructional leader makes her an ideal candidate to contribute to the development of Texas's teacher performance assessment framework.

Qualifications and Expertise of Mrs. Elizabeth Bonilla:**• Current Role & Leadership in Educator Preparation:**

- Serves as a Professional Development Consultant at Region 19 ESC, specializing in teacher preparation and instructional leadership.
- Field Supervisor for ESC19's TPCP since August 2019, mentoring and evaluating teacher candidates across multiple certification areas from elementary through high school.
- Currently serves as edTPA Coordinator for our certification program, leading implementation, coaching, and training efforts.

• Expertise in edTPA & Performance-Based Assessments:

- Actively involved in edTPA implementation since 2020, when ESC19 participated in the Texas edTPA Pilot.
- Facilitates edTPA seminars and workshops to prepare candidates for performance-based assessment requirements.
- Provides data-driven coaching and feedback to support candidates in successfully completing edTPA.

• Instructional Leadership & Educator Development:

- Trained facilitator in Texas Instructional Leadership (TIL) and Effective Schools Frameworks (ESF).
- Certified T-TESS Appraiser, ensuring alignment with Texas's teacher evaluation standards.
- Designs and delivers comprehensive coursework and professional development for teacher candidates, including instructional best practices and classroom management strategies.

• Extensive Teaching & Mathematics Expertise:

- Over 20 years of experience as a secondary mathematics educator, including roles as Mentor Teacher and Department Chairperson.
- Holds Bachelor's and Master's degrees in Mathematics, providing a strong foundation in content-specific instructional strategies.

Conclusion

Mrs. Bonilla's deep understanding of teacher preparation, edTPA implementation, instructional leadership, and performance-based assessment makes her a highly qualified and valuable addition to the Texas-Specific Teacher Performance Assessment Development Team. Her leadership will contribute significantly to advancing effective teacher preparation practices and assessment standards in Texas.

Goals, Objectives, and Strategies

Identify current district partnerships and describe current district/LEA engagement practices. How does district/LEA engagement impact program decisions? How might the program's engagement with districts/LEAs influence the program's involvement in the development of the Texas-specific teacher performance assessment?

Current District Partnerships and LEA Engagement Practices

ESC19 TPCP has established strong, collaborative partnerships with multiple Local Education Agencies (LEAs) across our region through various projects and initiatives aimed at enhancing teacher preparation and workforce development.

- We currently have Memorandums of Understanding (MOUs) with our three largest school districts, allowing us to place clinical teachers in their schools and ensuring high-quality field experiences for our teacher candidates.
- We maintain a longstanding partnership with another district, where we jointly developed our Teacher Residency Program to support secondary mathematics and science teacher candidates. Over the course of five years (2020–2024), we successfully placed residents with highly qualified mentor teachers, providing structured coaching and instructional support. This district also served as a key partner in the Texas edTPA Pilot, where our teacher candidates completed edTPA as part of their preparation.
- Additionally, we are currently working with two other districts, where we have placed residents and are actively engaged in Strategic Staffing design and implementation in collaboration with a Technical Assistance provider. This work involves:
 - Governance meetings with district leadership.
 - Site visits, focus group discussions, and individual interviews with residents, mentor teachers, and administrators.
 - Surveying stakeholders to gather insights on program effectiveness.
 - Data analysis and reporting, where we compile and present findings to district leadership teams to drive informed decision-making.

Impact of LEA Engagement on Program Decisions

Our engagement with districts directly influences program design, coursework, and support structures to better align with the needs of LEAs. Key ways district collaboration shapes our program include:

- Curriculum Alignment: Feedback from mentor teachers and administrators informs updates to coursework, ensuring candidates receive training that meets current classroom challenges.
- Field-Based Improvements: Data collected from residents' experiences enhances clinical teaching models and mentor teacher selection criteria.
- Strategic Staffing Alignment: Collaboration with LEAs helps identify critical teacher shortages and allows us to adjust recruitment and placement strategies accordingly.
- Enhanced edTPA Preparation: The Texas edTPA Pilot experience with our partner district refined our edTPA support structures, leading to program-wide implementation.

Program Influence on the Texas-Specific Teacher Performance Assessment

Because ESC19 TPCP has actively engaged with districts on edTPA implementation, teacher residency design, and strategic staffing, we are uniquely positioned to contribute valuable insights to the development of the Texas-specific teacher performance assessment. Our real-world experience with performance-based assessments allows us to:

- Share best practices from our successful edTPA implementation.
- Provide data-driven recommendations based on our partnerships with LEAs.
- Advocate for assessment models that align with district needs and real-world teaching demands.
- Ensure that mentorship and residency models remain central to the Texas-specific assessment framework.

Conclusion

ESC19 TPCP's strong district partnerships, data-driven engagement practices, and leadership in performance-based assessments position us as a key contributor to the development of Texas's statewide teacher performance assessment. Our commitment to collaborating with LEAs ensures that our program remains responsive, effective, and aligned with the needs of both schools and teacher candidates.

Performance and Evaluation Measures

Describe how the program will provide systems of support for the faculty/staff member selected to serve on the Texas Test of Educator Proficiency (T-TEP) Development Team.

ESC19 TPCP is committed to fully supporting our selected individual in their role on the Texas Test of Educator Proficiency (T-TEP) Development Team by ensuring they have the necessary time and resources to fulfill their responsibilities effectively.

To facilitate their participation, ESC19 TPCP will:

- Provide designated work time for the selected individual to focus on T-TEP-related tasks and responsibilities without interference from other job duties.
- Release the individual from other obligations as needed to ensure they can dedicate the necessary time to curriculum development, assessment design, and collaborative meetings.
- Support travel and attendance at required training and development meetings, including the Summer 2025 Development Meeting, by covering travel expenses and accommodations.
- Ensure access to technology and resources that will support their contributions to the T-TEP Development Team.

By prioritizing this commitment, ESC19 TPCP aims to actively contribute to the development of a rigorous and effective teacher performance assessment while also enhancing our own program's implementation of performance-based measures.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Proposed Budget and Alignment with Program Goals

The proposed budget is designed to effectively support ESC19 TPCP's involvement in the Texas Test of Educator Proficiency (T-TEP) Development Team, ensuring that our program can contribute meaningfully while continuing to enhance our own educator preparation practices. The budget will cover key areas, including staffing, travel, technology, and professional development, to meet program needs and achieve grant objectives.

Budget Allocations

- **Staffing & Stipends:** Funds will be allocated to provide a stipend for the designated T-TEP Development Team member to compensate for the additional time and responsibilities associated with this role. Additionally, funding will ensure that appropriate staff coverage is available while this individual participates in T-TEP-related activities.
- **Travel & Accommodations:** A portion of the budget will be used to cover transportation, lodging, and meal expenses for the selected staff member to attend the Summer 2025 Development Meeting and any additional required in-person meetings or training sessions.
- **Technology & Supplies:** Funds will support the purchase of laptops, software, and other digital tools necessary for the staff member to contribute effectively to the development process, collaborate remotely, and engage in data collection and analysis.
- **Professional Development & Training:** Additional budget considerations will include workshops, training sessions, and instructional materials that ensure the selected team member remains well-equipped with research-based best practices in teacher performance assessments.

Existing Budget & Future Adjustments

Currently, ESC19 TPCP allocates funding to similar initiatives, such as our Residency Program and edTPA implementation, which support performance-based assessments in teacher preparation. However, additional funding through this grant will allow us to expand our impact by directly influencing the development of the Texas-specific teacher performance assessment while continuing to refine our own program's coursework and support structures.

Moving forward, budget adjustments will be made based on program evaluation and ongoing needs assessments. If additional training, technology, or travel needs arise, we will reallocate internal professional development funds or seek supplemental grant opportunities to sustain and expand our involvement.

By strategically using grant funds in these areas, ESC19 TPCP will maximize its contribution to the T-TEP Development Team while strengthening its educator preparation program for long-term success.