Armstrong
COLLEGE OF EDUCATION

edTPA Policies and Procedures for Retakes

edTPA is a teaching performance assessment mandated by the Georgia Professional Standards Commission (GaPSC) for people seeking certification. Candidates enrolled in Clinical Internship II (student teaching) must meet or exceed the Georgia professional performance score set by the state in order to qualify for an Induction Certificate (initial teaching certificate) in Georgia.

Completing the edTPA Portfolio

All interns (student teachers) will complete an edTPA portfolio during their student teaching/internship semester. Candidates must use the state-approved edTPA handbook to complete the portfolio and submit it through LiveText. Candidates will be assigned a Content Mentor (program faculty) and University Supervisor to provide support throughout the semester.

Scoring the edTPA Portfolio

All edTPA portfolios will be submitted to Pearson for official scoring. All official scorers are trained evaluators. If a portfolio does not meet the state professional performance score on the first scoring (within 4 points), the assessment will be scored by a second Pearson scorer. If both scorings result in a non-passing score, the portfolio does not meet the state professional performance score. If the two scorings are discrepant (one meets standard, one does not), the portfolio will be scored by a Pearson scoring supervisor, and the supervisor's scoring will prevail.

Pearson will provide Armstrong State University and the GaPSC with all edTPA scores via an electronic platform. The College of Education edTPA Coordinator (Associate Dean) will compile edTPA program score reports for the edTPA Review Team within 3 business days of receiving the scores.

Non-Passing edTPA Portfolio Scores

The College of Education edTPA Advisory Committee has identified the following process to support candidates who need additional opportunities to achieve the Georgia professional performance score required for certification. Interns whose edTPA submission does not satisfy the Georgia professional performance score requirement will have the opportunity to attempt additional edTPA submissions *at an additional cost to the candidate*.

The edTPA Review Team consists of the edTPA Coordinator (Associate Dean), OFECPP Director, Department Heads and edTPA Faculty Advisor to ensure objective scoring. The Team will follow the SCALE Policy for Retakes to determine whether a candidate needs to repeat 1 task, 2 tasks, or a complete retake. The names of candidates and the handbooks used will be removed prior to the review. The edTPA Review Team will assess the candidate's total score in relation to the Georgia professional performance score and will note patterns of scores within rubrics and across tasks on the edTPA Score Review form identifying strengths and weaknesses to determine the candidate's retake option. The retake options for a second edTPA submission are:

Retake Options	Tuition Cost	Pearson Submission Fee
One task retake not requiring a field placement during Clinical II semester	$0	$100
One task retake requiring a field placement and enrolling in EDUC 5750 (variable credit)	*$1097.79 **(3 credit hours)	$100
Two tasks retake requiring a field placement and enrolling in EDUC 5750 (variable credit)	*$1097.79 $125 supervision fee	$200
Redo the entire edTPA portfolio requiring a field placement and enrolling in EDUC 5750	*$1097.79 $125 supervision fee	$300

*off campus cost $670.79   **$773.93 for 1 credit hour on campus and $346.93

In order to retake edTPA, candidates must follow College of Education recommendation of the edTPA Review Team and enroll in a support course as necessary in order to retake edTPA.

Retake Support and Resubmission

Candidates choosing to retake edTPA with or without a course requirement will work with an assigned faculty member (content mentor) to review the candidate's edPTA Review of Portfolio Performance form. The content mentor and university supervisor will review with the candidate the first edTPA portfolio submission and, referencing the SCALE document *edTPA Retake Decision-making and Support Guidelines for Programs and Faculty,* determine the needed professional support to develop a plan of action for submitting the identified edTPA components.

At the conclusion of the review and development of the action plan, the candidate will implement the action plan using resources available on the College of Education edTPA website, on edTPA.com, and within LiveText.

All edTPA retakes must be submitted for official scoring by the end of the semester following the first edTPA attempt. A teacher candidate that student teaches fall semester and earns a non-passing edTPA score, must submit their second edTPA portfolio prior to the end of the following spring semester. A teacher candidate that student teaches spring semester and has a non-passing edTPA submission must submit their second edTPA portfolio prior to the end of the following fall semester.

Candidates will be responsible for all costs incurred in redoing edTPA submissions. These costs include, but are not limited to, the cost of enrolling in the course, fees assigned to the course, and submission costs for official scoring of the portfolio.

NOTE: *A teacher candidate must re-take edTPA within two years; otherwise, s/he will need to enroll in a 2nd semester of student teaching/internship in order to complete the requirement. This will require the candidate to reapply for admission as a post-baccalaureate student.*

edTPA Score Review

Date_____

Candidate's Name_____**Handbook**_____

Content Mentor_____**University Supervisor**_____

Score Summary

Rubric	Original Score	Retake Score
Task 1: Planning for Instruction and Assessment		
Rubric 1: Planning for Subject Specific Understandings		
Rubric 2: Planning to Support Varied Student Learning Needs		
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning		
Rubric 4: Identifying and Supporting Language Demands		
Rubric 5: Planning Assessments to Monitor and Support Student Learning		
Task Total		
Task 2: Instructing and Engaging Students in Learning		
Rubric 6: Learning Environment		
Rubric 7: Engaging Students in Learning		
Rubric 8: Deepening Students Learning		
Rubric 9: Subject-Specific Pedagogy: Using Representations		
Rubric 10: Analyzing Teaching Effectiveness		
Task Total		
Task 3: Assessing Student Learning		
Rubric 11: Analysis of Student Learning		
Rubric 12: Providing Feedback to Guide Learning		
Rubric 13: Student Use of Feedback		
Rubric 14: Analyzing Students' Language Use and Subject Specific Learning		
Rubric 15: Using Assessment to Inform Instruction		
Task Total		
Task 4: Elementary Mathematics Assessment		
Rubric 16: Analyzing Whole Class Understandings		
Rubric 17: Analyzing Individual Student Work Samples		
Rubric 18: Using Evidence to Reflect on Teaching		
Task Total		

Total edTPA Score	
Average Rubric Score	