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 within 3 business days of receiving the scores and make initial recommendations to Department Heads regarding portfolio task retakes. Department Heads will make the final recommendations to the candidate regarding retake options.

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 College of Education will follow the SCALE Policy for Retakes to determine whether a candidate needs to repeat 1 task, 2 tasks, or a complete retake. The candidate’s total score will be compared in relation to the Georgia professional performance score and analyzed for 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:
<table>
<thead>
<tr>
<th>Retake Options</th>
<th>Tuition Cost</th>
<th>Pearson Submission Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>One task retake not requiring a field placement during Clinical II semester</td>
<td>$0</td>
<td>$100</td>
</tr>
<tr>
<td>One task retake enrolling in EDUC 5750 (1 credit hour) with/without a field placement and</td>
<td>Tuition: ~$350</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>Field Placement:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Two tasks retake enrolling in EDUC 5750 (1 credit hour) with/without a field placement and</td>
<td>Tuition: ~$510</td>
<td>$200</td>
</tr>
<tr>
<td></td>
<td>Field Placement:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Redo the entire edTPA portfolio requiring a field placement and enrolling in EDUC 5750 (3 credit hours)</td>
<td>Tuition: ~$675</td>
<td>$300</td>
</tr>
<tr>
<td></td>
<td>Field Placement:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$75</td>
<td></td>
</tr>
</tbody>
</table>

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 has the option to work with an assigned faculty member (content mentor) to review the candidate’s edTPA Review of Portfolio Performance form. The content mentor (as assigned by the Department Head) 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. Therefore, the 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, a field placement fee (if necessary), 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

## Candidate’s Name ____________________________ Level: BSED MAT TOR

<table>
<thead>
<tr>
<th>Handbook</th>
<th>Content Mentor</th>
</tr>
</thead>
</table>

## Score Summary

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Original Score</th>
<th>Retake Score</th>
</tr>
</thead>
</table>

### 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**

**Average Rubric Score**

**Total edTPA Score**

## NOTES:

January 4, 2016