Charter College of Education
California State University, Los Angeles

edTPA

Procedures and Policies
A Guide to Assessment Implementation at CalStateLA

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Kimberly Persiani, Ed.D
Michael Haussler
Curriculum and Instruction Faculty
CCOE University Supervisors
Charter College of Education
Cal State LA
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Background of the Teaching Performance Assessment (edTPA)

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers.

The design and review teams have included hundreds of university-faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K–12 teachers. Stanford University is the exclusive author and owner of edTPA.

edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?"

edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students and is scored through Pearson.

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment, which is then submitted to and scored by subject experts hired and trained by Pearson.

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edTPA at California State University, Los Angeles

The Charter College of Education (CCOE) at California State University, Los Angeles (CalStateLA) first implemented the Teaching Performance Assessment (TPA) in the Winter
2009 quarter. The TPA is a valid and reliable measure of teacher candidates’ knowledge and skills. This assessment of teaching performance is embedded in both the Multiple Subjects and Single Subject programs. Credential candidates upload edTPA tasks to the Pearson system where they are scored by trained and calibrated edTPA evaluators. edTPA final scores are reviewed by the credential analyst and included with all other requirements for recommendation for the Preliminary Credential.

**Purpose of the Guide to edTPA Procedures and Policies**

Implementation of the teaching performance assessment is a multifaceted process, which involves developing assessment implementation procedures that align with state standards for assessment, building policies that ensure equity and consistency in implementation, and communicating assessment implementation procedures to faculty, administrators, staff, community partners and students. This *Procedures and Policies* guide is designed to clarify edTPA implementation policies and procedures at California State University, Los Angeles. The guide recognizes that implementing and evaluating the assessment are ongoing activities that over time can change policy and procedure. For that reason, the guide is updated annually to reflect the most current policies and procedures.

### II. Teaching Performance Assessment Implementation Procedures

In 2008, the Commission on Teacher Credentialing (CTC) approved the *CalStateLA Response to Teaching Performance Standards* thereby authorizing the university to implement the TPA in accordance with its design and adherence to assessment quality standards. The implementation procedures described below are approved by CTC.

**1.0 Passing Standard**

The CalStateLA Multiple Subjects, Single Subject, LAUTR and Internship credential programs require that in order to pass the edTPA, candidates achieve successful completion and passing of the edTPA tasks.

The related passing scores for each assessment area have been approved by the CCTC.

<table>
<thead>
<tr>
<th>California Teaching Credential</th>
<th>edTPA Handbook</th>
<th>CA Passing Score Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject: Elementary</td>
<td><strong>Elementary Education</strong></td>
<td>41 (2017-2018) 49 (2018-&gt;)</td>
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<table>
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<th>Single Subject: Secondary</th>
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<tr>
<td>Program</td>
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<tr>
<td>Biological Sciences (Specialized)*</td>
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<tr>
<td>Business</td>
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<td>Chemistry (Specialized)*</td>
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<tr>
<td>Classical Languages—Latin</td>
<td>Classical Languages</td>
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<tr>
<td>English</td>
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<tr>
<td>Foundational-level General Science</td>
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<tr>
<td>Foundational-level Mathematics</td>
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<td>Health Science</td>
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<td>Physical Education</td>
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</tr>
<tr>
<td>Physics (Specialized)*</td>
<td>Secondary Science</td>
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<tr>
<td>Science: Biological Sciences</td>
<td>Secondary Science</td>
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<tr>
<td>Science: Chemistry</td>
<td>Secondary Science</td>
<td>41</td>
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<tr>
<td>Science: Geosciences</td>
<td>Secondary Science</td>
<td>41</td>
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<tr>
<td>Science: Physics</td>
<td>Secondary Science</td>
<td>41</td>
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<tr>
<td>Social Science</td>
<td>Secondary History/Social Studies</td>
<td>41</td>
</tr>
<tr>
<td>World Languages</td>
<td>English as an Additional Language</td>
<td>41</td>
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</tbody>
</table>

Candidates may take edTPA tasks a *maximum* of three times each. This passing standard is sensitive to the population of students served by the program and is consistent with the minimum passing standard set by the California Commission on Teacher Credentialing for the Teaching Performance Assessment. The program includes the required passing standard in all official program advisement documents, the proposed edTPA section of the Division of Curriculum and Instruction’s website and in the *Frequently Asked Questions* prepared for candidates in EDCI 4000 and in the edTPA preparation courses.
2.0 Registration

Registration is available at edtpa.com 24 hours per day, 7 days per week. Customer Support assistance through Pearson is available by telephone Monday–Friday, 9:00 am–6:00 pm eastern time (excluding holidays) for candidates with questions about registration.

Before You Register

1. Review Getting Started to access resources to prepare for edTPA, read program policies and online training, identify your portfolio system, and review submission and reporting dates.
2. Read the candidate policies for participation in edTPA.
3. Review the edTPA Registration Overview, which describes the registration process and details the information you will be asked to provide when you register.

3.0 Fees and Payment Options

Assessment Fee

The edTPA assessment fee is $300.

Payment Options

Candidates will submit payment at the time of edTPA registration.

Refunds

At the time of registration for an edTPA assessment, a candidate is given an 18-month edTPA "subscription." Within the 18 months, a candidate may:

- Request a change of assessment (e.g., change from Elementary Literacy to Elementary Mathematics)—there is no fee for this service
- Withdraw and request a partial refund

4.0 edTPA Submission and Reporting Dates

edTPA scores for initial submissions and for full-assessment retakes are reported on the timelines indicated below. Please note the following:

- Candidates should submit their portfolio based on due dates established by their preparation program or licensure requirement
- Candidates should allow adequate time prior to their planned submission date to upload and review their files in the Pearson system and to complete the submission process for scoring.
- Candidates submitting a partial retake should review the partial retake schedule.

5.0 Score Reporting

dedTPA score reports are released according to the following schedules:

• edTPA submission and reporting dates
• edTPA submission and reporting dates for partial retakes

Score reports will be provided as follows:

• Candidates will receive individual score profiles. The candidate score profiles will 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.
• Educator Preparation Programs will receive scores for candidates who selected the educator preparation program as a score recipient upon registration. Programs will receive the score obtained on each of the edTPA rubrics and overall performance information. The results will be provided to educator preparation programs through a data file, and through a secure reporting tool, which can be used to generate custom views and reports.
• The State Education Agency (as appropriate) will receive a data file of candidate results and will have access to a secure reporting tool, which can be used to generate custom views and reports.

6.0 Candidate Remediation Procedures

Candidates who do not pass the edTPA must meet with the TPA Coordinator for counseling and development of a remediation plan before attempting to re-take the chosen task/s. Counseling provides the candidate with a review of his/her Rubrics and Evaluator comments for the task/s and assists the candidate in developing a remediation plan. Remediation plans minimally include advisement with TPA Support Providers, identification of specific support materials, and a timeline for task preparation, registration and resubmission. As noted, candidates may take the edTPA tasks a maximum of three times each.

7.0 Retaking edTPA

Options. Candidates who do not meet their educator preparation program or state requirement may retake the assessment by choosing one the following options:

• retaking the full assessment: $300 retake fee
• retaking 2 tasks: $200 retake fee
• retaking a single task: $100 retake fee
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. This guide contains important registration and submission information.

A candidate can register for only one retake at a time (either full-assessment retake or partial retake). Candidates must wait to receive scores from their last submission before they can register for another retake.

Score void. If edTPA scores were voided as a final determination of the administrative review process, a candidate will submit a full assessment retake to receive scores for the fulfillment of program and/or state requirements. Review the guidance provided in the Instructions for edTPA Retake.

8.0 Candidate Appeal and Assessment Rescoring Procedures
Candidates receive results of edTPA approximately 2-3 weeks after submission. The TPA Coordinator will meet with the candidate to determine if an appeal is warranted.

A Score Confirmation request is the process for appealing a score.

If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a request for a score confirmation in writing. The fee is $200. Information about the score confirmation service is available on edtpa.com.

Please note that only one score confirmation request is permitted per submission and requests received after the initial score confirmation request will not be honored.

If you are unsure why a condition code was assigned to one or more rubrics in your score profile, you should refer to the information in your score profile. The performance description(s) will provide information regarding any condition code(s) assigned. For additional information about condition codes, please review edTPA Submission Requirements and Condition Codes.

9.0 Scorer Experience
Current or Retired Higher Education Faculty, Field Supervisors, Teacher Preparation Program Administrators and other Higher Education Educators at a state-endorsed Teacher Preparation Programs or Retired PK-12 Classroom Teacher, Induction or Peer Assistance Mentor/Coach, National Board-Certified Teacher (NBCT), School Principal or Other PK-12 Administrator (e.g. Assistant Principal, Dean of Students, etc.)

They have content-specific expertise in the content area they score in as demonstrated in one (1) or more of the following ways:
- University or PK-12 classroom teaching experience within the United States
- Classroom teaching experience within the United States
- Extensive professional development
• Bachelor’s Degree or higher

10.0 Candidate Advisement on the Teaching Performance Expectations
Candidates in the Multiple Subjects, Single Subject, LAUTR and Internship credential programs are introduced to the Teaching Performance Expectations and the Teaching Performance Assessment in EDCI 4000: The Teaching Profession: Urban Educator. Candidates are introduced to the TPEs on the Directed Teaching Evaluation Rubric and Evaluation Form and on the portfolio rubric provided in EDCI 4000. Thereafter, they see the TPEs explicitly outlined in course syllabi in the program and understand that each course addresses specific TPEs. The TPE-by-Course matrices make clear where TPEs are introduced, practiced, mastered and where mastery is demonstrated by candidates in the program.

Candidates receive a full copy of the Teaching Performance Expectations in EDCI 4000. Making the document accessible electronically supports access to the information as all candidates and faculty are required to have a technology account with the University.

To ensure that candidates receive accurate and standardized information about the nature of the assessment and the pedagogical tasks, the program provides a link to the CCTC Candidate Handbook on the website for the Division of Curriculum and Instruction. The program provides a Frequently Asked Questions guide for all credential candidates, for use in pre-requisite and program courses, and use in the edTPA courses.

The Division of Curriculum and Instruction’s website provides clear, accurate information about the nature of the edTPA. For each task, candidates will find the edTPA Handbooks useful for their relevant subject area, which are available in the edTPA preparation courses and can also be accessed from the edTPA website http://www.edtpa.com/ once registered.

11.0 Candidate Advisement on the Teaching Performance Assessment
The Charter College of Education takes a comprehensive approach to candidate advisement for the Teaching Performance Assessment. This includes assuring candidate awareness of the assessment requirement by means of official advisement materials, and the websites for the college and division. The approach requires training edTPA Support Providers to counsel program applicants at initial admission in EDCI 4000 and throughout their programs. The college’s Office for Student Services and Division of Curriculum and Instruction administrators, some faculty and staff are knowledgeable about edTPA requirements and procedures.

The Teaching Performance Assessment is considered an open assessment in that candidates can seek assistance with clarifying questions from qualified edTPA faculty and coordinators. More systematic advisement is provided through the edTPA preparations courses conducted by the TPA Coordinator and Support Providers. These courses are offered each semester. The edTPA Preparation course ought to be taken the semester prior to student teaching. The edTPA Advanced preparation course should be taken along with Directed teaching. Prior to assessment, candidates can access information related to the edTPA, which can be found at: http://www.calstatela.edu/academic/ccoe/edci/div_edci_tpa_index.htm
The TPA Coordinator schedules a minimum of four hours per week for edTPA advisement. Candidates who need clarification on tasks, who seek remediation for tasks, or who wish to challenge an assessment score are directed to the TPA Coordinator and advised of this in the Frequently Asked Questions.

12.0 Candidate Privacy and Use of Assessment Results for Credential Recommendations
While protecting candidate privacy, the CCOE uses candidate results of the assessment as one basis for recommending candidates for the Preliminary Teaching Credential. Verification of the successful completion of the Teaching Performance Assessment is one of the requirements for the recommendation of the Preliminary Credential.

The CCOE protects the privacy of candidates by maintaining data in a secure database and restrict access to it. Candidate information is recorded by student identification number. Only the edTPA Coordinator, Support Providers, Associate Dean, Dean, and Director for Student Services have access to these data. Data are maintained on an internal transcript for each candidate and in the candidate’s scanned credential file located in the Office Student Services. Data are not on the University’s database and are therefore not on a University transcript. Area induction programs do not have access to candidate scores.

Electronic management of candidate scores and records of evidence include scanning this information into candidate files for the long-term maintenance of candidate results. scanned information is backed-up daily and a copy is stored at an off-site, secured location on a weekly basis. Candidate results on the Teaching Performance Assessment are maintained for a minimum of five years following completion of the assessment.

In addition, Pearson takes reasonable precautions to protect the integrity of your personal information provided in connection with the registration process, as well as any information generated internally that is specifically pertinent to you, and keeps this information secure.

Your private information will not be made available to anyone but you, Pearson and the relevant state agency responsible for educator certification, if applicable (including the employees, agents, contractors, or professional advisors thereof), the program(s) you indicate in the edTPA registration system, and any program, entity, or person required or authorized by law to receive this information.

Your registration status and submission status, including date and time of registration and/or submission, may be reported to the preparation program in which you are enrolled, as you indicated in the edTPA registration system.

13.0 Voluntary Consent Process for Release of Final Scores to Persons Other than the Candidate
The CCOE publishes a statement that outlines the intended uses of the Teaching Performance Assessment. The statement informs public school districts and charter schools where appropriate that the assessment is valid only for determining candidate competence in
the Teaching Performance Expectations and recommending the candidate for the Preliminary Credential.

14.0 Monitoring Assessment Each Term
The program monitors the Teaching Performance Assessment administration each semester through its documentation of the activities of all participants with identified responsibilities in its implementation, in accordance with state accreditation procedures. The CCOE uses the CCOE Intranet to create a TPA Implementation link to the electronic data management warehouse. The TPA Coordinator and Associate Dean upload survey information and analyses of data on the Intranet. The TPA Coordinator/ITS upload summaries of the numbers of candidates served and candidate pass rate information.

The Intranet link posts the bi-annual progress and outcomes of the assessment activities of the Assessment Coordinator and college Assessment Task Force. Minutes of the meetings of the college’s Assessment Task Force are housed on the Intranet site. Minutes of the meetings of the TPA Implementation Work Group are maintained on the Intranet.

The TPA Coordinator, Support Providers and Division Chair maintain and upload to the Intranet minutes of meetings related to implementation of the Teaching Performance Assessment.

The TPA Coordinator maintains summaries of TPA administration, scoring and reporting which are shared with the Associate Dean’s Office for assessment reporting purposes.

[III. Teaching Performance Assessment Policies]

Implementation of the Teaching Performance Assessment at CalStateLA is governed by policies. Each year, faculty, staff, administrators and community partners evaluate the implementation of the assessment. Annual evaluations clarify implementation issues and are a source of emerging policy. Some implementation policies below were developed prior to the initial delivery of the assessment. Other policies are the result of an ongoing study of assessment implementation. All policies are communicated to faculty members, staff, administrators and students in the Multiple Subjects, Single Subject LAUTR and Internship credential programs.

[1] Admission to the Credential Program Prior to July 1, 2008

(a) A student who enters the teaching credential program prior to July 1, 2008, who completes Block 1 courses, discontinues matriculation and subsequently returns to the program is not held to the TPA requirement.

(b) A student who enters the teaching credential program prior to July 1, 2008, who does not complete Block 1 courses, discontinues matriculation and subsequently returns to the program is held to the TPA requirement.

(c) A student who enters the teaching credential program prior to July 1, 2008, who is
not formally admitted and receives an Incomplete course grade is held to the TPA requirement.

(d) A student who enters the teaching credential program prior to July 1, 2008, who completes program pre-requisites, who has completed equivalent Block 1 courses elsewhere, and who subsequently discontinues the program, is not held to the TPA requirement.

(e) A student who enters the teaching credential program prior to July 1, 2008, who is formally admitted, who completes courses in Blocks 1 and 2, but whose courses have expired is held to the TPA requirement.

[2] Completion of Teaching Performance Assessment Requirements at Another University

(a) A student who has completed edTPA at another university prior to entering the program at CalStateLA is not required to complete the edTPA at CalStateLA. The student must provide verification of completion of the assessment to the Office for Student Services. Verification is a letter on university letterhead from the TPA Coordinator at the previous university.

(b) A student who has completed a different TPA model (i.e. CalTPA, PACT or FRESNO) prior to entering the program at CalStateLA is not held to the TPA at CalStateLA. The student must provide verification of successful completion of the assessment to the Office for Student Services. Verification is a letter on university letterhead from the TPA Coordinator at the previous university.

(c) A student who has partial completion of another assessment at another CSU campus must take and pass all required edTPA tasks at CalStateLA.

[3] Course Grades and edTPA Scores

(a) A student who satisfies all requirements in courses, receives passing grades, but fails the edTPA may still receive final grades for the courses.

(b) A student who is enrolled in Directed Teaching, but fails edTPA may receive a passing grade for Reflection, Synthesis and Assessment of Directed Teaching and Directed Teaching/Demonstration of Instructional Competencies as determined by the course instructor, University Supervisor/School Site Administrator and the master teacher.
IV. Appendices
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Frequently Asked Questions

[1] What is the edTPA designed to measure?
As noted above, the edTPA is designed to measure your knowledge, skills, and competencies related to the (TPEs). TPEs are standards of teaching that represent what a beginning teacher minimally must know and be able to do. The edTPA measures TPEs, and aspects of many TPEs are found in more than one task.

There are three tasks in the edTPA:

Task 1 = CONTEXT FOR LEARNING
Task 2 = INSTRUCTION
Task 3 = ASSESSMENT
Task 4 = MATH (BEGINNING 2018-2019 FOR MULTIPLE SUBJECT CANDIDATES)

[2] When do I take the edTPA?
All Multiple and Single Subject teacher candidates will complete and submit edTPA during their final semester of Directed Teaching. An edTPA Preparation course is offered the semester prior to their Directed Teaching semester and an edTPA Advanced Preparation course is offered during their Directed Teaching semester. edTPA cannot be completed prior to Directed Teaching.

Registration is available at edtpa.com 24 hours per day, 7 days per week. Customer Support assistance is available by telephone Monday–Friday, 9:00 am–6:00 pm eastern time (excluding holidays) for candidates with questions about registration.

Register

Before You Register

Review Getting Started to access resources to prepare for edTPA, read program policies and online training, identify your portfolio system, and review submission and reporting dates.
Read the candidate policies for participation in edTPA.

Review the edTPA Registration Overview, which describes the registration process and details the information you will be asked to provide when you register.


As noted above the The edTPA assessment fee is $300.

[5] **What if I do not pass a task?**

Candidates who do not pass the edTPA must meet with the TPA Coordinator for counseling and development of a remediation plan before attempting to re-take the chosen task/s. Counseling provides the candidate with a review of his/her Rubrics and Evaluator comments for the task/s and assists the candidate in developing a remediation plan. Remediation plans minimally include advisement with TPA Support Providers, identification of specific support materials, and a timeline for task preparation, registration and resubmission. As noted, candidates may take the edTPA tasks a maximum of three times each.

[6] **Can I appeal my assessment score?**

Yes. Candidates receive results of edTPA from Pearson approximately 2-3 weeks after submission. The TPA Coordinator will meet with the candidate to determine if an appeal is warranted.

A Score Confirmation request is the process for appealing a score with Pearson. If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a request for a score confirmation in writing. The fee is $200. Information about the score confirmation service is available on edtpa.com.

[7] **Can I be recommended for a Preliminary Credential without passing the edTPA?**

NO. Verification of passing the edTPA is a requirement for recommendation for the Preliminary Credential. You must pass all tasks of the assessment.

[9] **When will I know my score?**

As noted above, candidates receive results of edTPA from Pearson approximately 2-3 weeks after submission.

**Important Websites for CalTPA Information**
California Commission on Teacher Credentialing: [http://www.ctc.ca.gov/educator-prep/TPA.html](http://www.ctc.ca.gov/educator-prep/TPA.html)
Division of Curriculum and Instruction [http://www.calstatela.edu/academic/ccoe/index_edci.h](http://www.calstatela.edu/academic/ccoe/index_edci.h)