**College of Education**

**California State University, Los Angeles**

edTPA

**Procedures and Policies**

**A Guide to Assessment Implementation at**

**Cal State LA**

**Updated Fall, 2025**

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1. **Purpose of the edTPA Procedures and**

**Policies Guide**

**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. It 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.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires credential candidates to demonstrate readiness to teach in several ways: designing lesson plans designed to support their students' strengths and needs, writing short constructed response questions about these lessons, analyzing whether their students are learning, adjusting their instruction to become more effective, creating and grading a number of formative assessments and one summative assessment, addressing the specific learning needs of an EL and a Special Needs student, and conducting an activity and filming it. The filming consists of two unedited short clips showing their students engaged in the activity (active learning) and the candidate facilitating (not lecturing).

edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

**edTPA at California State University, Los Angeles**

The College of Education (COE) at California State University, Los Angeles (Cal State LA) first implemented the CalTPA version of 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. In 2017 the COE adopted the edTPA. Credential candidates upload edTPA tasks to the Pearson National e-Portfolio 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.

**Teacher Candidate Support of edTPA**

*Administration of a Teaching Performance Assessment* (edTPA)

Cal State LA works directly with Pearson for administration of the teaching performance assessment. Our TPA Coordinators are directly in touch with California’s Pearson representatives, and they meet with those Pearson representatives at least once a month. Our TPA coordinators are trained in scoring the TPA and have scored the TPA through Pearson.

*Candidate Preparation and Support for edTPA*

During Directed Teaching, students have access to EDCI 4560 (Sec 01 for MS; Sec 02 for SS). These courses are taught by the TPA coordinators and support teacher candidates while they are completing each of the tasks for submission by the end of their Directed Teaching semester.

The TPA coordinators are available for one-on-one coaching via email, phone, office hours and Zoom when teacher candidates have individual concerns that cannot be navigated during regular course meetings.

*Assessor Qualifications, Training, and Scoring*

Given that Cal State LA works directly with Pearson for administration of the teaching performance assessment, we also rely on their assessors who are experienced in the field being assessed, whose qualifications are identified by the Pearson application process, and who are trained and calibrated to score our student portfolios.

**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, builds policies that ensure equity and consistency in implementation, and communicate assessment implementation procedures to faculty, administrators, staff, community partners and students. This guide clarifies edTPA 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 periodically to reflect the most current policies and procedures.

1. **Teaching Performance Assessment Implementation Procedures**

In 2008, the Commission on Teacher Credentialing (CTC) approved the *Cal State LA 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. **Passing Standard**

The Cal State LA Multiple Subjects, Single Subject, LAUTR, and Internship credential programs require that to pass the edTPA, candidates achieve successful completion and passing of the edTPA tasks. Special Education is utilizing another form of TPA, the CalTPA. This is not covered in this guide.

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

|  |  |  |
| --- | --- | --- |
| **California Teaching Credential** | **edTPA Handbook** | **CA Passing Score (Standard)** |
| **Multiple Subject: Elementary and**  **Bilingual Authorizations** | Elementary Education  Mathematics with Literacy Task 4 | 49 out of 75 |
|  |  |
|  |  |
| **Single Subject: Secondary** | | |
| Agriculture | Agriculture Education | 41 out of 75 |
| Art | Visual Arts | 41 out of 75 |
| Biological Sciences (Specialized)\* | Secondary Science | 41 out of 75 |
| Business | Business Education | 41 out of 75 |
| Chemistry (Specialized)\* | Secondary Science | 41 out of 75 |
| Classical Languages—Latin | Classical Languages | 35 out of 65 |
| English | Secondary English-Language Arts | 41 out of 75 |
| Foundational-level General Science | Secondary Science | 41 out of 75 |
| Foundational-level Mathematics | Secondary Mathematics | 41 out of 75 |
| Geosciences (Specialized)\* | Secondary Science | 41 out of 75 |
| Health Science | Health Education | 41 out of 75 |
| Home Economics | Family and Consumer Science | 41 out of 75 |
| Industrial and Technology Education | Technology and Engineering Education | 41 out of 75 |
| Mathematics | Secondary Mathematics | 41 out of 75 |
| Music | K–12 Performing Arts | 41 out of 75 |
| Physical Education | Physical Education | 41 out of 75 |
| Physics (Specialized)\* | Secondary Science | 41 out of 75 |
| Science: Biological Sciences | Secondary Science | 41 out of 75 |
| Science: Chemistry | Secondary Science | 41 out of 75 |
| Science: Geosciences | Secondary Science | 41 out of 75 |
| Science: Physics | Secondary Science | 41 out of 75 |
| Social Science | Secondary History/Social Studies | 41 out of 75 |
| World Languages | Spanish, Mandarin, English as an Additional Language, etc. | 35 out of 65 |

In 2024 a new policy was introduced whereby a candidate may still receive a Passing Score if the candidate is within -1.0 SEM (3 points) of the accepted score noted above, the candidate passed Directed Teaching successfully, shown competency in all TPE domains as documented through the student or directed teaching experience, passed the Reading Instruction Competency Assessment (this will expire at the end of 2025 and be replaced with new reading criteria) , and the candidate is subsequently recommended by the Dean.

Candidates may retake edTPA tasks until they receive a passing score. This passing standard is sensitive to the population of students served by the program and is consistent with the 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.

# 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

# Review [Getting Started](http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html) 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](http://www.edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html) for participation in edTPA.

# Review the [edTPA Registration Overview](http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf), which describes the registration process and details the information you will be asked to provide when you register.

# 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" and has 18 months to submit their online e-Portfolio. Within 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

# 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:

* Pearson’s submission dates are about three weeks apart, all year long. Candidates should submit their portfolio based on these due dates or on due dates established by the EPP.

<https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html>

* 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.

# Score Reporting

**Score reports** are sent by Pearson directly to the student candidate and to the TPA Coordinators. They are sent out every three weeks, all year long. Our program receives only the Task scores (4 Tasks for MS; 3 Tasks for SS). Our credential candidates receive **score sheets** which break down the scores for each Task more specifically. These are called individual score profiles. If a candidate does not pass the first time, that candidate may share the score sheet with their TPA Coordinator to prepare the retake.

* The candidates’ 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. A score of Incomplete in one of the 3 (SS) or 4 (MS) Tasks indicates the candidate either did not follow directions or left something out.
* **Educator Preparation Programs**. Our program receives overall performance information through a data file, and through a secure reporting tool, which can be used to generate custom views and reports. These are retained by the TPA Coordinator.
* **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.

1. **Candidate Remediation Procedures**

Candidates who do not pass the edTPA may meet with their TPA Coordinator for counseling and development of a remediation plan before attempting to re-take the chosen task/s. Candidates may retake the edTPA tasks as many times as necessary to pass.

# 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](http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf).

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 Guidelines noted above.

1. **Candidate Appeal and Assessment Rescoring Procedures**

Candidates receive results of edTPA approximately 3 weeks after submission. The TPA Coordinator may meet with the candidate to determine if an appeal is warranted.

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

If a candidate believes that a score on one or more rubrics was reported in error, a candidate may submit a request for a score confirmation in writing. The fee is $200. Information about the [score confirmation service](http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html) 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.

Sometimes a TPA receives a Condition Code. A Condition Code generates a score of Incomplete, meaning something is missing or was not done correctly, so candidates must consider carefully and read the whole explanation for the code - there is usually a drop-down type of menu for each one. Here is the link for these Codes: [https://www.edtpa.com/PageView.aspx?f=GEN\_ConditionCode.html](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.edtpa.com%2FPageView.aspx%3Ff%3DGEN_ConditionCode.html&data=05%7C02%7Cmhaussl%40exchange.calstatela.edu%7C3126a339b85c4d61e2e608dd5d9defc5%7Cce8a2002448f4f5882b1d86f73e3afdd%7C0%7C0%7C638769655111602747%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=yZVAtWInOK9dFC8rsHjYdx%2B%2FJCTcTlG7BMx4xWBlNcc%3D&reserved=0)

1. **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.).

Scorers 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; the rubric is 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 (EDCI 4560-01;02) 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 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, and some faculty and staff are aware of 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 Coordinators. EDCI 4560-01;02 is offered each semester. At any time during the College of Education teaching program, candidates can access information related to the edTPA, which can be found at either

<http://www.calstatela.edu/academic/ccoe/edci/div_edci_tpa_index.htm> or at

<https://www.edtpa.com/>

The TPA Coordinators schedules a minimum of 10-20 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 COE 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 COE protects the privacy of candidates by maintaining data in a secure database and restricting 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 personal information provided in connection with the registration process, as well as any information generated internally that is specifically pertinent to the candidate and keeps this information secure.

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

Registration status and submission status, including date and time of registration and/or submission, may be reported to the preparation program in which the candidate is enrolled, as 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 COE uses the COE 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.

The TPA Coordinator maintains a record of TPA submissions organized by date. These are shared with The Director of Student Services and a member of the Office of Student Services.

**III. Teaching Performance Assessment Policies**

Implementation of the Teaching Performance Assessment at Cal State LA 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**

1. 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.*

1. A student who enters the teaching credential program prior to July 1, 2008,

who **does not complete** Block 1 courses and discontinues matriculation and subsequently returns to the program *is held to the TPA requirement.*

1. 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.*

1. 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.*

1. 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**

1. A student who has completed edTPA at another university prior to entering the program at Cal State LA *is not required to complete the edTPA at Cal State LA. 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.*
2. A student who has completed a different TPA model (i.e. CalTPA, PACT or FRESNO) prior to entering the program at Cal State LA *is not held to the TPA at Cal State LA. 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.*
3. A student who has partial completion of another assessment at another CSU campus *must take and pass all required edTPA tasks at Cal State LA.*

**[3] Course Grades and edTPA Scores**

1. A student who satisfies all requirements in courses, receives passing grades, but fails the edTPA *may still receive final grades for the courses.*
2. 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.*

**Appendix A**

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| College of Education  California State University, Los Angeles |

***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 or four tasks in the edTPA:

Task 1 = *PL****ANNING, including a CONTEXT FOR LEARNING***

Task 2 = ***INSTRUCTION***

Task 3 = ***ASSESSMENT***

Task 4 *=****MATH*** *(MS ONLY)*

**[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 Advanced Preparation course is offered during their Directed Teaching semester. edTPA cannot be completed prior to Directed Teaching.

**[3] *How do I register for the edTPA?***

# 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](http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html) 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](http://www.edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html) for participation in edTPA.

# Review the [edTPA Registration Overview](http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf), which describes the registration process and details the information you will be asked to provide when you register.

**[4] *How much does edTPA cost?***

As noted above 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.

**[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](http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html) 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 3 weeks after submission.

**Important Websites for more TPA Information**

California Commission on Teacher Credentialing:

<http://www.ctc.ca.gov/educator-prep/TPA.html>

Department of Curriculum and Instruction

<http://www.calstatela.edu/academic/ccoe/index_edci.h>