Retake Support

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Presenters

- Amee Adkins, Illinois State University
  - SCALE Guidance Document
- Jeanne Stone, University of California—Irvine
  - Sharing her experience with candidate support
- Elisa Palmer, Illinois State University
  - Using ISU pilot data to draft local policy

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SCALE Guidance

- Condition code
  - Resubmit original addressing condition
- Single task retake
  - New artifacts and new commentary
  - Oversample everything
- Complete retake

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SCALE Guidance

↯Far below performance standard

Complete retake

↯Pattern struggling across tasks

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
3	3	2	2	1	3	2	2	2	1	2	2	1	2	2	30

↯Struggling in multiple domains

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	2	1	3	4	3	3	2	2	2	2	2	1	1	35

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SCALE Guidance

↯ Below performance standard

Single task retake

↯ Weakness clustered in one task

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	3	3	2	3	3	3	2	2	2	2	1	2	2	37

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SCALE Guidance

- Identify personnel with local evaluation or scoring expertise

- Review score profile and portfolio

- Explore candidate's decision and thinking about their practice

- Use resources such as Making Good Choices and Guidelines for Support

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UCI Policies and Procedures

- Printed description of our procedures and policies :

  – Scoring and Passing Requirements
  – Reporting Protocol to Students
  – Opportunities for Retakes
  – Procedure for Supporting Students

- Communicate expectations early in the program.

  – edTPA orientation the quarter before the students complete the edTPA
  – Faculty orientation at the beginning of the school year to make connections to the edTPA in their methods classes

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Identifying Students with Non-Passing Scores

- Review scores when they come in from Pearson.
- Email candidates that scores have arrived and to check their score report. Remind them of passing score.
- Email individual candidates that did not pass the edTPA and schedule a time to meet with them.
- Review portfolios with non-passing scores before meeting with candidates.
- Meet with Program Coordinator to decide on the retake needed for each student in that program.

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Conferencing with Students

- Student conferences include the edTPA Coordinator and/or Program Coordinator and the subject-matter faculty member if needed.

- At the conference:
  - Use guiding questions to walk through key areas of the portfolio with the student.

  - Share the next steps for the student (full portfolio retake or partial retake).

  - Provide the target due date and work with the candidate to set an appropriate time line for meeting the target due date.

  - Outline the types of support available to the student.

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Supporting Students

- Depending on the number of students your are supporting, these options can be done individually or in groups.

- Use Task-specific sessions to review the What Do I Need to Do section of the handbook and the rubrics.

- Provide content-specific sessions with a faculty member with the appropriate subject area expertise.

- Use weekly email or office meetings to check progress of students during retake. Ask them to share where they are in relation to the planned time line.

- Ask student what additional assistance they might need.

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Using ISU pilot data

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How to Begin?

- Retake options currently are one task or full retake

- Use score profiles to determine task evaluation criteria

- Based on the premise that candidates need to demonstrate solid practice in each task to ensure readiness to teach

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edTPA Rubric Blueprint

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Struggling candidate, not ready to teach	Some skill but needs more practice to be teacher-of-record	Acceptable level to begin teaching	Solid foundation of knowledge and skills	Stellar candidate

Guiding Principles

- Proficiency of practice

- Reasonableness of expectations

- Responsibility to all involved

Determining How Many Tasks a Candidate Must Retake

- Task/rubric correlation
  - Task 1: Planning (rubrics 1-5)
  - Task 2: Instruction (rubrics 6-10)
  - Task 3: Assessment (rubrics 11-15)

- Use task scores to determine what task or tasks need to be resubmitted

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Using Task Scores to Determine Retake Needs

- Task must have a total score of 12.
- There must be at least three "3s" or higher.
- There can be no more than one "1".

ISU Criteria

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Candidate #1 edTPA Score Profile

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	Composite Score
2	3	2	3	3	3	1	1	1	2	3	2	2	3	3	34

Retake Task 1?   No

Retake Task 2?   Yes

Retake Task 3?   No

Recommendation: One Task Retake of Task 2

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Candidate #2 edTPA Score Profile

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	Composite Score
2	2	2	3	2	2	2	2	3	3	2	2	2	2	2	33

Retake Task 1?   Yes

Retake Task 2?   Yes

Retake Task 3?   Yes

Recommendation: Full edTPA Retake

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Additional Findings/Questions

- Based on the initial analysis, several teacher candidates who were close to passing would have been full retakes.

- Is there a way to do a second analysis for candidates who are within 3 points of passing?

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Second Round Analysis Screening Questions

1. **Is there a task in which the candidate fails to show any proficiency?**

2. If no single task meets criteria #1, then ask…
   Is there a task that scored lower than all the other tasks?

3. If no single task meets criteria #2, then ask…
   Which task would the candidate mostly likely be able to complete without an additional teaching placement?

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Re-analysis edTPA Score Profile #1

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	Composite Score
2	2	2	3	2	2	2	2	3	3	2	2	2	2	2	33

Round 2 Analysis…

1. Is there a single task in which the candidate fails to show any proficiency?

Recommendation: One Task Retake of Task 3

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Re-analysis edTPA Score Profile #2

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	Composite Score
2	3	2	3	2	3	2	2	2	2	1	3	2	2	2	33

Round 2 Analysis…

1. Is there a single task in which the candidate fails to show any proficiency?

2. Is there a single task that scored lower than all the other tasks?

Recommendation: One Task Retake of Task 3

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Re-analysis edTPA Score Profile #3

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	Composite Score
2	3	2	2	2	3	2	3	2	2	2	2	3	2	2	34

Round 2 Analysis…

1. Is there a single task in which the candidate fails to show any proficiency?

2. Is there a single task that scored lower than all the other tasks?

3. Which remaining task would the candidate mostly likely be able to complete without an additional teaching placement?

Recommendation: One Task Retake of Task 1

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SCALE Resources for Mentoring edTPA Retakes

- Guidelines for edTPA Retake and Decision-Making and Support (2015)

- Review of Low-Scoring edTPAs and Guidance for Re-takes (October 2014)

- edTPA Webinar for Submission Requirements, Condition Codes, and Retakes (pp 38-42)

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SCALE Guides for edTPA Retakes

- edTPA Webinar for Submission Requirements, Condition Codes, and Retakes (pp 26-31)

- Candidate Instructions for edTPA Retake (2015)

- Guidelines for edTPA Retake Decision-Making and Support (2015)

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