Retake Support
April 8, 2015
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
SCALE Guidance

- Condition code
  - Resubmit original addressing condition

- Single task retake
  - New artifacts and new commentary
  - Oversample everything

- Complete retake
**SCALE Guidance**

- Far below performance standard
- Pattern struggling across tasks
- Struggling in multiple domains

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1: 3</td>
<td>R6: 3</td>
<td>R11: 2</td>
<td>30</td>
</tr>
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<td>R2: 3</td>
<td>R7: 2</td>
<td>R12: 2</td>
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</tr>
<tr>
<td>R3: 2</td>
<td>R8: 2</td>
<td>R13: 1</td>
<td></td>
</tr>
<tr>
<td>R4: 2</td>
<td>R9: 1</td>
<td>R14: 2</td>
<td></td>
</tr>
<tr>
<td>R5: 1</td>
<td>R10: 1</td>
<td>R15: 2</td>
<td></td>
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<tbody>
<tr>
<td>R1: 4</td>
<td>R6: 3</td>
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<td>R7: 3</td>
<td>R12: 2</td>
<td></td>
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**SCALE Guidance**

- **Below performance standard**
- **Weakness clustered in one task**

```
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</tr>
</tbody>
</table>
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Single task retake
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
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
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.
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.
Depending on the number of students you 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 students what additional assistance they might need.
Elisa Palmer, edTPA Coordinator
Illinois State University
elpalme@ilstu.edu
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
<table>
<thead>
<tr>
<th>Guiding Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task name: Rubric Title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling candidate, not ready to teach</td>
<td>Some skill but needs more practice to be teacher-of-record</td>
<td>Acceptable level to begin teaching</td>
<td>Solid foundation of knowledge and skills</td>
<td>Stellar candidate</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Task must have a total score of 12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There must be at least three “3s” or higher.</td>
</tr>
<tr>
<td>There can be no more than one “1”.</td>
</tr>
</tbody>
</table>
# Candidate #1 edTPA Score Profile

<table>
<thead>
<tr>
<th>Rubric 1</th>
<th>Rubric 2</th>
<th>Rubric 3</th>
<th>Rubric 4</th>
<th>Rubric 5</th>
<th>Rubric 6</th>
<th>Rubric 7</th>
<th>Rubric 8</th>
<th>Rubric 9</th>
<th>Rubric 10</th>
<th>Rubric 11</th>
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<th>Rubric 13</th>
<th>Rubric 14</th>
<th>Rubric 15</th>
<th>Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>34</td>
</tr>
</tbody>
</table>

Retake Task 1? No
Retake Task 2? Yes
Retake Task 3? No

Recommendation: One Task Retake of Task 2
Candidate #2 edTPA Score Profile

<table>
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<tr>
<th>Rubric 1</th>
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Retake Task 1? Yes

Retake Task 2? Yes

Retake Task 3? Yes

Recommendation: Full edTPA Retake
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?
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?
Re-analysis edTPA Score Profile #1

<table>
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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
Re-analysis edTPA Score Profile
#2

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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
## Re-analysis edTPA Score Profile #3

<table>
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**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
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)
SCALE Guides for edTPA Retakes

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

- Candidate Instructions for edTPA Retake (2015)