Guidelines for edTPA™ Retake Decision-making and Support

Purpose: As programs begin to use edTPA consequentially with candidates, there may be some candidates who are not successful in their first attempt to pass edTPA. The edTPA Score Profile information issued to candidates provides scores in reference to the recommended professional performance standard. If they do not pass, candidates should consult with a designated program faculty member to determine whether to retake the whole edTPA or retake only one edTPA task to meet the state requirement. Just as P–12 teachers are committed to meeting the needs of all learners, programs have a professional obligation to guide candidates to make good decisions when retaking edTPA, and to support candidates in the retake process.

This document provides teacher preparation program leaders and faculty with suggestions for supporting candidates who will retake edTPA. Preparation program faculty should engage candidates in examining their original edTPA performance and to use the retake process as an opportunity to strengthen their understandings of planning, instruction, and assessment in support of student learning.

This document provides a brief overview of the retake policy, processes for reviewing a candidate's original edTPA performance (using score profiles and guiding questions), and suggested roles for supporting candidates' continued development of effective teaching practice.

edTPA Retake Design[1]

Candidates whose performance does not meet the performance standard[2] for edTPA will be able to choose to retake either the entire edTPA OR retake edTPA by submitting only one task. (Retaking two tasks is not an option). **All artifacts and commentaries included in a retake must reflect new planning, instructing and/or assessing for student learning, and must not have been previously submitted for edTPA.** Revised or edited versions of previously submitted artifacts and commentaries may not be submitted with one exception – when retaking any portion of edTPA, if the candidate can teach the same group of students, the same context information about that group of students may be resubmitted.

The following table identifies the artifacts and commentaries required for retake of either an entire edTPA or an individual task.

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[1] Candidates and programs will find additional details on procedures for submitting their retake materials at edtpa.com.
[2] Performance standard or cut score will vary by state. Consult your state policy before guiding candidates on retakes.

edTPA Retake Specifications

See the handbook Evidence Chart for supported file types, response length, and other information.

Retake	What to Submit	
Entire edTPA Retake	**Submit all artifacts and commentaries required for all Tasks as described in the edTPA handbook.**	
Single-task Retakes	**To Retake This Task:**	**Submit the Following:**
	Task 1	• **Task 1 – All Parts per your edTPA handbook**

	Task 2	• Task 1 – Part A: Context for Learning Information[3]
		 • Task 1 – Part B: Lesson Plans for Learning Segment
		     o Lesson plan(s) associated with the video clip(s) in Task 2
		 • Task 1 – Part C: Instructional Materials
		     o Instructional materials associated with the lesson plan(s) featured in the video clips
		 • Task 1 – Part E: Planning Commentary
		     o Prompt 1 (all fields)
		     o Prompts 1 and 3 (Special Education)
		 • **Task 2 – All Parts (artifacts and commentary) per your edTPA handbook**

	Task 3	• Task 1 – Part A: Context for Learning Information (for Special Education only)
		 • Task 1 – Part E: Planning Commentary
		     o For Special Education, Prompts 3 and 5
		     o For World Language and Classical Languages, Planning Commentary is not required
		     o For all other fields, Prompt 4
		 • **Task 3 – All Parts (artifacts and commentary) per your edTPA handbook**

	Task 4 (Elementary Education only)	• **Task 4 – All Parts (artifacts and commentary) per your edTPA handbook**

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[3] This may be the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.

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Reviewing Score Profiles to Determine Retake Options

In this section we offer guidance for reviewing candidate score profiles from their original edTPA submission to determine patterns of performance that suggest retake options for a single task or whole edTPA assessment. Review of score patterns should be followed by reflective conversation between a candidate and a faculty member to determine opportunities to develop, practice or demonstrate identified areas of weakness, and to prepare new edTPA materials for submission and scoring.

Programs should always consider the performance standard required by state or local policy when offering retake guidance and help the candidate identify a retake option that allows him/her to demonstrate effective teaching in areas of identified weakness. Faculty should examine a candidate's overall total score and its distance from the performance standard, as well as patterns of scores within and across tasks to identify patterns of strength and weakness and to determine if a whole edTPA or single-task retake is in the best interest of the candidate. Candidates develop at different rates in different areas, and some may show a pattern of weakness in a particular set of rubrics or within a single task. In those cases when overall performance is generally strong, then a single-task retake is suggested. However, when the overall performance is very low, or there are a number of rubrics across tasks that show weaknesses, then a whole edTPA retake is required.

The profiles presented here are intended as examples that illuminate retake options rather than predetermined rules.

Whole edTPA Retake Examples

Example 1: If the total score is far below the performance standard and scores reveal a pattern of a candidate struggling across all edTPA Tasks, then a whole edTPA retake is needed. In the score profile shown below, the candidate scores below Level 3 in every task and almost every rubric, and has a total score of 30, indicating a need for additional opportunities to learn how to plan, instruct and assess.

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

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Example 2: If the total score is below the performance standard and individual rubric scores demonstrate that the candidate struggles in core areas that span multiple Tasks, then a whole portfolio retake is needed. In the score profile shown below, Task 3 contains a clear pattern of weak scores (scores at Level 1 and 2). However, the profile also demonstrates that the candidate struggles with academic language (rubrics 4 and 14) and being able to reflect on knowledge of students (rubric 3), and using evidence/data to inform teaching (rubrics 10 and 15).

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

Programs may also determine that while scores are clearly grouped within a single task, based on other performance indicators (supervisory evaluations, struggles with coursework, etc.), it would be of greater benefit to the candidate's professional preparation and readiness to teach if s/he were to retake the entire edTPA rather than a single task.

Single edTPA Task Retake Example

If the total score is below the performance standard and the individual rubric scores clearly demonstrate that a candidate struggles in one particular task focus (planning, instruction, **OR** assessment), then a single task retake is suggested. In these cases, the candidate demonstrates consistent skills indicative of a beginning teacher of record for two tasks, but demonstrates significant weakness in one task. For example, the score profile shown below demonstrates a weak pattern of scores related to assessment practices.

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

Because the candidate has shown strong performance for most of edTPA, but has weaknesses in the area of assessment (rubrics 5 and 11–15), a retake of Task 3 is suggested. An improved retake task performance based on new evidence for those rubrics could raise the total score above the performance standard and allow the candidate to go forward ready to plan, teach and assess effectively.

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Suggestions for Supporting Candidates

Retaking edTPA can offer candidates additional opportunities to learn to teach, and for faculty and candidates to engage in reflective dialogue about candidate strengths, as well as areas for improvement. Campuses should designate a program administrator or field supervisor to review a candidate's previous failing submission (score profile and edTPA artifacts and commentaries) as well as other relevant data to determine strategies to support readiness to teach:

- Additional or extended field placement experience
- Additional program supports (mentoring, readings, learning tasks, etc.)
- Additional coursework

Retake guidance may include:

- **Review of Candidate Performance** – a review of a candidate's performance on edTPA (by rubric and overall) and from other sources such as field performance, program performance, and other assessment tools or examinations.
- **edTPA Performance Review Conference** – an initial conference with a candidate to review the official edTPA score profile and decision making (see questions offered below) and discuss retake options. Faculty should guide candidates to identify evidence within their original edTPA materials that lead to weak performance and facilitate reflective discussions about how to improve their practice.
- **Advisement** – follow up conference(s) to monitor and support a candidate's progress toward more effective teaching practices and edTPA retake completion.
- **Additional or Extended Placement** – a new or extended placement experience may be necessary as the edTPA retake requires the candidate to plan a new learning segment, record video of teaching, and/or gather new work samples. Campuses may want to consider continuing education or other flexible registration and tuition structures to offset costs and/or delays.

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Framing Retake/Submission Conversations

When candidates pursue an edTPA retake within their program, it is important that the educative aspects of edTPA be emphasized. Retaking edTPA allows candidates to continue to analyze and reflect on teaching effectiveness and apply what they have learned in their preparation programs.

SCALE recommends the following process:

- Identify faculty and/or field supervisors with edTPA local evaluation or scoring experience to help support candidates as they determine which retake option is most appropriate.
  - Individuals serving as retake support providers may include:
    - Field Coordinators
    - Field Supervisors
    - edTPA Site Coordinators
    - Education Program Faculty
- Review the candidate Score Profile and discuss retake options (see examples at the end of this document).
- Follow the *Guidelines for Supporting Candidates Completing edTPA* found in the Resource Library at edtpa.aacte.org
- Explore the decisions candidates have made and their thinking about their practice, rather than focusing exclusively on scores.
- Use supporting documents such as *Making Good Choices* as an additional resource for guiding conversations about candidate performance on edTPA and retake decisions. The document is available for faculty in the Resource Library at edtpa.aacte.org and for candidates at edtpa.com.
- Develop retake support procedures for candidates who have not met the expected performance standard.

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Engage Candidates in Discussion

The following questions are offered to faculty and candidates as possible discussion points to discover patterns in the initial edTPA materials submitted, analyze candidate decisions, and direct next steps for the retake process.

Task 1 – Planning
- To what extent did the candidate's selected central focus for the edTPA learning segment provide the evidence of student learning that the edTPA requires?
- To what extent was the candidate able to align the central focus, standards and objectives, and the activities/tasks/assessments within the learning segment?
- To what extent did the candidate address the strengths and needs of all learners?
- To what extent does the candidate demonstrate understanding of how to design, adapt, or use assessments that monitor student learning?

Task 2 – Instruction
- To what extent did the candidate engage all learners in deep subject-matter learning?
- To what extent did the selected video clip(s) provide evidence of subject-specific teaching and learning required by edTPA?

Task 3 – Assessment
- To what extent does the candidate demonstrate understanding of how to analyze assessments?
- To what extent did the selected work samples provide evidence of student learning required by edTPA?
- To what extent did candidate feedback support student learning?

Academic Language
- To what extent does the candidate demonstrate understandings of academic language as a tool for deepening students' content understandings (rubrics 4 and 14)?

Analysis of Teaching
- To what extent does the candidate demonstrate the ability to reflect on information about students and data to inform instruction?

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Conclusion

Retaking edTPA is an opportunity for candidates to continue to develop their knowledge and skills and to be ready for the classroom. Candidates should not be left to their own decision-making without guidance from program faculty to examine their edTPA performance and to provide the support they need to retake edTPA. The recommendations in this document are intended to direct program administrators to provide the appropriate resources, faculty, and processes necessary so that programs fulfill their obligation to prepare all candidates to be ready to teach.