

**Questions from the Retake Guidelines Webinar
February 19, 2014
With Nicole Merino and Bev Falk, SCALE**

- Q1: *Is the choice of doing one task or all 4 (for elementary or all three for the rest)? Can someone do all 3 literacy and not re-do the math task 4?*
- A: The current retake options are for a single task retake or a full retake. If a candidate does not meet the state passing standard, the candidate may decide what to do to meet that standard, whether through a 1-task retake or through a an entire edTPA retake (tasks 1-4 for Elementary Education). It is not recommended that the candidate make retake decisions without support. Please see the [edTPA Retake Guidelines](#): (<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>)
- Q2: *If candidate passed task 4 but needs to retake 1-3, is that option available?*
- A: Please see Q3 above. Please note, NYS policy has specified that there is one cut score for certification for the Elementary Education Handbook – there are no cut scores by task.
- Q3: *If candidates retake Task 3, do they have to administer a new assessment in order for the retake to be valid?*
- A: Yes. Candidates may not use an assessment from the original edTPA submission. It is acceptable for a task 3 retake that - the candidate use student work from lessons following the original edTPA learning segment (e.g., extended unit); or the candidate submits the new student work unrelated to the original learning segment (e.g., a new unit or central focus). It is not always the case that the candidate would need to get back into the classroom; the retake does not need to be the same content taught in the original edTPA submission.
- Q4: *If the candidate is no longer in the classroom -as in the case with student teachers this summer who may not have a fall placement - if Task 3 were selected for retake, could the same assessment be utilized with a new commentary? For Task 3, can resubmitted work documents contain different samples with a previously submitted assessment?*
- A: The same assessment can neither be submitted as part of a retake for Task 3, nor can different samples be submitted with a previously submitted assessment. See Q3.
- Q5: *If a candidate plans for multiple assessment during the edTPA unit and uses one of them for Task 3, can they use one of the additional assessments to retake Task 3 rather than planning a post-edTPA assessment? If Task 3 must be redone, can candidates use a different assessment from the original class and the original lessons?*
- A: Yes, as long as the assessment used in the retake was not used in the original edTPA-learning segment. See Q4.
- Q6: *When can candidates retake the single task?*
- A: For both single task and full retakes, submission dates are on [edTPA.com](#). Candidates should work with their programs to determine timelines for retakes.

- Q7: *If candidates fail and retake one task and fail again, do they need to retake the entire edTPA or that one task again?*
- A: A decision to retake one task or the full edTPA can be made by the candidate, and it is recommended by SCALE that the candidate make this decision with faculty support. Please see the [edTPA Retake Guidelines](http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf): (<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>) It is not recommended that candidates determine what to retake without support and guidance. Candidates may retake single tasks (and the same task) as many times as state policy allows.
- Q8: *If a candidate retakes one task, can they then retake a second task (perhaps a week after submitting the first-task retake) so that in effect they have a chance to do a two-task retake prior to fall 2014?*
- A: See above. Also, retakes can only be submitted once the prior submission has been scored and reported.
- Q9: *They could do 2 tasks but not at the same time?*
- A: Yes
- Q10: *So, before submitting a second task retake, the candidate must wait to receive their score from first task retake?*
- A: Yes
- Q11: *Can a candidate resubmit a single task repeatedly?*
- A: Yes
- Q12: *If childhood candidate taking the Elementary Education edTPA receives a total score below the state cut score can they redo only task 3 or 4 or do they have to do both? If your overall score doesn't pass, do you have to retake the Task that you did lowest on? Or can you retake any Task you want to get an overall better score?*
- A: Either. The current retake options are for a single task retake or a full retake. If a candidate does not meet the state passing standard, the candidate may decide what to do to meet that standard, whether through a 1-task retake (e.g., Task 4) or through an entire edTPA retake (Tasks 1-4 for Elementary Education). It is not recommended that the candidate make retake decisions without support. Please see the [edTPA Retake Guidelines](http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf): (<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>)
- Q13: *Why would candidate be able to choose any task to try to get "extra points" if they fell short on a specific task? Why would there be different tasks initially then? Seems to lack connection with intent to show ability to plan, instruct, assess--what is your thinking?*
- A: Candidates should always consult with faculty about retakes to determine which task retake will be most beneficial to their growth as a beginning teacher.
- Q14: *Is there a required passing total for EACH Task? For example, if a candidate got an 18 on task 1 and a 20 on task 2, but only a 7 on Task 3, they would have a total (passing) score of 45. Would they be required to take task 3 again, or not?*
- A: Please note, NYS policy has specified that there is one cut score for certification for the Elementary Education Handbook – there are no cut scores by task. In any situation, if the candidate has met the state cut score for their certification area, they would not need to retake any portion of edTPA.
- Q15: *For an elementary school candidate, can someone redo the literacy and not redo the math Task 4?*
- A: New York State established a cut score for childhood certification (i.e., the Elementary Education handbook). That is, there is a passing score that a candidate would need to meet in order to pass. If candidates do not meet that cut score, then the candidate would need to decide how they were going to meet that standard. Under current guidelines, they could opt for a 1-task retake, or an entire retake, which would include Task 4. [Webinar time stamp begins 18:33]

- Q16: *If a candidate retakes Task 1 and receives a lower score on the retake of Task 1 when compared to the original submission, which Task 1 score is "counted"?*
- A: After a retake, the new rubric scores carry over on the candidates score profile. Once a candidate retakes a task and they receive new rubric scores associated with that retake task, they then have a new total score with the most recent rubric scores. Candidates cannot piece together which rubric scores they choose to use (i.e., choose the original rubric scores from Task 1, if for some reason they did not score higher on the retake of Task 1). The retake score carries over and that becomes the new total score. [Webinar time stamp beginning 6:27]
- Q17: *Do you know what the cut score/passing score is for the Library Media edTPA?*
- A: Please refer to this memo from NYSED regarding all passing scores:
<http://www.highered.nysed.gov/pdf/edtpa-statement.pdf>
- Q18: *How much time in between does it take until you can take a second task?*
- A: As soon as you get your score back, you can retake another task.
- Q19: *Where are retake guidelines posted? In the resource library? On edtpa.com? Thank you.*
- A: Guidelines for edTPA retake decision-making and support are posted [here](http://edtpa.aacte.org/?s=retake):
 (http://edtpa.aacte.org/?s=retake)
- Q20: *What happens if the edTPA handbook or rubrics change between the time of the original submission and the re-take? If a student is retaking a single task, do they use original handbook or new handbook?*
- A: Beginning in the operational year, Fall 2013, if a candidate retakes edTPA within the same academic year (2013-2014) the candidate should use the same handbook as their first attempt; if a candidate does the retake in a later academic year (e.g., 2014-2015), the candidate would retake edTPA using the available handbook for that year.
- Q21: *In a retake, can a candidate use the original class for the Context for Learning? If they have to retake task one, do they have to redo the video?*
- A: Regarding the Context for Learning document – the candidate can use the same group of students for a retake and can resubmit that context information. There is a context for learning form and most of the information may carry over from the original submission if the same group of students is used for the retake (webinar time stamp 12:06)
 SCALE has specified what would need to be submitted for a retake of Task 1: Candidates would need to submit context information, lesson plans, instructional materials and the commentary associated with Task 1 only. There is no video required for Task 1. [The Retake Guidelines](http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf) explain what needs to be submitted for each task.
<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>
- Q22: *If candidates only retake Task 1, do they need a placement at all if they are only discussing context? In other words, would they need a placement?*
- A: The retake [guidelines](#) specify what needs to be complete for a Task 1 retake. Task 1 is designed as intended teaching and therefore the candidates would not need to actually implement the instruction. However, candidates should prepare Task 1 as if they are planning to support student learning for students whom they know – it cannot be a hypothetical situation. Task 1 is designed to assess the intended teaching of a candidate. If the candidate was still involved in a placement—knew the students and was working with them in some capacity—they could definitely have specific students in mind and plan for them but would not have to teach the learning segment.
- Q23: *If resubmitting Task 3, does the candidate need to select different focus students?*
- A: No, the candidate can use the same focus students.
- Q24: *You said that for Task 3, a "new" assessment would have to be submitted. However, given that student samples are also submitted, did you mean to say: a "different" assessment previously created for the learning segment (and related work samples) would have to be submitted?*

- A: Yes, also refer to the [Retake Guidelines](#).
- Q25: *To redo task 3, wouldn't they need to submit new lesson plans as well? ...but the OTHER artifacts (ie the lessons) can be the same, yes? Just the artifacts in Task 3 need to be new?*
- A: Check the [Retake Guidelines](#). Given that the assessment must not be from the original learning segment– the lesson plan would therefore also NOT be from the original submission.
- Q26: *Candidates have asked how to distinguish between what they should upload for instructional materials as opposed to assessment since they feel the instructional materials are in fact also assessment. Should they upload instructional materials in assessment file too?*
- A: See handbook glossary for explanation of “assessment” – candidates should use their best judgment about which materials provide evidence of student learning.
- Q27: *Can students use previously submitted material for the retake? Is new planning required for only one part being retaken? How do you re-do one task if you have to submit planning, instruction and assessment?*
- A: See previous answers about what gets submitted
- Q28: *When a candidate submits a re-take, will the edTPA be evaluated by the same scorer who evaluated the original submission?*
- A: The edTPA will be evaluated by a scoring supervisor.
- Q29: *Will the candidate have a different scorer the second time?*
- A: Potentially, yes. However, if a scoring supervisor scored the candidate’s original submission, then the scorer on the second time may be the same.
- Q30: *Earlier it was said that the retake reviewer would not have access to the previous submission. How would this scorer know whether or not submitted retake artifacts and/or commentaries are edited, revised versions of the original submission?*
- A: The scorer will not know whether the candidate has submitted edited / revised artifacts and commentaries. The scorer will evaluate the retake submission based solely on the materials provided in support of the retake. The candidate will complete an attestation that confirms the authenticity of the retake.
- Q31: *Can you confirm that each IHE will get all scores for all candidates? Will the score reports be sent only to the candidates, or is there a way for the program to get copies of each report directly?*
- A: Yes, IHEs will get scores of their students, and candidates will get their scores sent to them.
- Q32: *How much support can we offer students enrolled in a course designed to help with remediation for edTPA retake? Do the acceptable levels of support still apply or will they be modified during retake submissions? It has been stated during this webinar that students should discuss the resubmission with faculty and programs. What kinds of questions might be appropriate for a faculty member to ask a candidate? Could we have several examples?*
- A: [webinar time stamp 44:07; 1: 10:00; 1:31:00] Support options might include: review candidate performance including edTPA, fieldwork, student teaching, and coursework with the candidate. [Making Good Choices](#) (or [Making Good Choices in Special Education](#)) is a support document that would be useful to understand the intention behind the rubrics. Support candidate to create a timeline for the retake. Programs will also need to create a support structure to help their candidates. [Webinar time stamp 48:42, 1:14:00] For more on supporting candidates, check out the webinar [Candidate Support for edTPA](#), May 23, 2012, University of Washington (http://www.nystce.nesinc.com/NY_annTPA.asp) You can’t tell candidates what to do, it is ill-advised to give candidates a score based on the rubric, but you can ask good teaching questions, questions based on the prompts—asking them what they are doing and how and why they are doing it. (i.e., Let’s look at the rubric and see where you are having trouble. What are you having trouble with? What does it mean to be supportive? What does it mean to engage students? What is analysis? What is considered feedback?) Having conversations and using the rubrics to guide those conversations is appropriate.

- Q33: *It appears that the lines between program completion and local evaluation are getting confused-the edTPA in NY is a certification exam, which is not a program requirement. What is the role of faculty in states where edTPA is a certification only exam?*
- A: Even as a certification requirement, faculty/programs ensure that candidates are ready to teach and have demonstrated competence in planning, instruction and assessment.
- Q34: *Are the data in the webinar examples from New York institutions?*
- A: They are simulated data.
- Q35: *Based on what SCALE is learning through candidate failures and the re-take process, what changes are under consideration for revision of the edTPA? In other words, how have the results been educative for SCALE?*
- A: SCALE monitors the training scoring processes as a means for revising handbooks and will do the same as retakes are scored.
- Q36: *Are the slides going to be available?*
- A: Yes, they are available at isnetworked.org. Click [here](#).
- Q37: *Where should questions about the new assessments be sent for clarification? Questions about state policy?*
- A: Send to edcertpolicy@mail.nysed.gov