**Status update on Superintendent’s letter to school partners**

ISBE staff have it in hand and on the verge of emailing it out. Might even cross lines in cyber-traffic and come out before this update. Includes a permission slip that institutions may choose to use (thoroughly vetted through ISBE Legal and Pearson). If interested then suggest you share with your legal counsel for their consent.

New FAQ document posted on ISBE website. Working to keep that updated.

Link to aacte’s edTPA page will be added.

Aug. 23 to sign membership agreement—mostly about confirming appropriate use assurances; necessary to be in good standing with the legislated timeline to begin implementation

Changing membership status: information at the on-line community about how to do this; pertinent to institutions that are planning to purchase vouchers for official scoring—change from exploratory to implementation (skips scaling up status) and has some implications for appropriate use stipulations. ISBE may schedule a webinar to review details when they are released.

**IL AY13-14 implementation question: must candidates receive score results when IHE pays for scoring?**

Putting it on the SCALE radar. Will discuss and provide more information. Meantime, looking internally to think about how to share some difficult information with candidates to be responsible and respectful. What guidance can we look forward to with what to do with preliminary data from a sample of candidates as we move forward with implementation?

**IL edTPA Policy Implementation Task Force information**

Forming a group of IHE representatives and P12 partner constituent groups (e.g., IEA, IFT, Principals, etc.) to come together to plan edTPA implementation support for the next two years to support the educative function of the assessment and its promise to improve preparation and beginning practice. Will forward a summary of the group’s work following the initial meeting on Sept. 4.

**Update on Standard Setting Conference and next steps from SCALE, retake parameters, etc.?**

~Non-traditional matriculation option for continuing ed: might something like this be an option for the candidates who aren’t initially successful and can’t fulfill within the semester. At least from the perspective of the public IHE’s an additional semester is not only another expense; it’s much more expensive due to truth in tuition.

Amee, Chris and an NBCT from Chicago participated from IL. Official communication regarding recommendations will be coming soon. SCALE is also preparing a technical report.

Retakes of edTPA will be by task or the entire portfolio based on candidate performance. E.g., a candidate might demonstrate strong performance in Planning and not in Assessment, and they might be able to re-complete the Assessment Task. $100 to retake a single task. $300 to submit a new portfolio. It is not an edit; it is a redo. Better to approach all of these considerations from the educative perspective of ensuring the candidates moving forward demonstrate readiness to teach.

SCALE will be looking to provide more resource information.

Candidate registration site opens September 5.

**IL Standard Setting process?**

Don’t know whether that will be considered, but we’re encouraging ISBE to entertain the idea.

**Implementation Conference in San Diego**

Date: November 1-2. Deborah Ball as keynote speaker. Registration information coming to edTPA.aacte.org soon. Amee editorializes: I went to this conference twice and it was an exceptional experience of making just about the best use of my professional time, ever.

**Making edTPA.aacte.org video resources shareable is in place.**

In the resource library you’ll find links that are shareable with folks who don’t have access to the site.

**Implementation progress survey**—still on Amee’s to-do list, but priority to get results back and compiled in time for the task force meeting on September 4

**Dual license El Ed/Sp Ed?**

Special Ed performance expectations might appear to exceed those for the other handbooks, but that is reconcilable when one understands that the L4 performance in most handbooks reflects attention to individual learner’s needs, which is the conventional standard of practice in special education and what is represented in L3 in the Special Education handbook.

Where there are programs that offer dual licensure, we need a policy conversation about which handbook to complete, as to complete Elementary Ed successfully is not necessarily to demonstrate success with the Special Ed threshold.

**Elementary Education handbook**

It’s time to transition, if you haven’t already, to the hybrid handbook that includes the additional mathematics assessment task.