Following the CAEP conference, is there any news about where edTPA will figure in the program and unit review process? Or an ETA?

Two years of conversation later . . .

SCALE has been interacting with Jim C. about program standards, review, and edTPA. The tricky bit is that edTPA contributes evidence for the pre-service piece, but CAEP really also cares about impact on student learning in-service. Some SPAs particularly emphasize pre- post-test assessment approaches, more narrowly than edTPA demands how candidates examine and analyze student work and learning.

SPAs are cleaning up their standards to no more than 7 standards with 28 elements.

Cathy Z. went to executive director and spa rep meeting in March in DC to present several potential cross-walks at different granular levels (some available on the aacte portal). Not about matching language, but looking conceptually at subject-specific teaching and how edTPA provides evidence of the kinds of teaching behaviors and performances required by the SPA standards. At the meeting, agreed on sort of middle grain size, so now we have a model. Next step is a webinar to do a handbook walkthrough with subject specific design, after which they will be tasked to generate their subject area crosswalk.

**Bottom line. Our programs can’t do everything (new) well simultaneously.** Programs have their shoulders behind edTPA implementation but some vague awareness of SPA program review cycles and CAEP data collection.

ISBE is looking for ways to influence this as well.

Ohio State, Erica Brownstien, pressing on this issue.

Learning from ISU's scoring experience. A brief rundown from Elisa about the scores and our subsequent planning for remediation policy, structure, and practice

ISU submitted 150+ portfolios in fall for official scoring. Turned around scores within the advertised timeline. Some clear patterns and opportunities to focus on.

Timeline for scoring with specialty areas that have longer turn-around. E.g., March 15-27 for submission is challenging when you consider consequential decisions.

Anticipating retake/resubmission implications and what to do. Policy, costs, workload, communication issues.

*Drafted* rule of thumb based on Fa13 data for partial retake (no more than 1 1 per task, at least 3 3s or better per task, task score at least 12)

Illinois College continues working with PACT instrument and guidelines to govern local passing standard. Used a team approach (coordinator, methods instructors, content area faculty) to create a plan to remediate.

SCALE staff have a presentation for thinking about remediation decision logics. Looking into getting a link to share.

One of the questions is whether a new learning segment is necessary, which needs placement, and it unfolds with difficulty from there . . .

Building an agenda for first quarterly webinar. When? Someone from WA?

Turn-taking sharing lessons learned and advice to share?

Face-to-face official scoring and local evaluation training this summer

Official scoring training requires at least 6 weeks’ advance notice. Date – 6 weeks = identify the participant list to invite, generally higher incidence portfolio areas + probably middle childhood as IL-relevant.

Looking like June 12-13—SAVE THE DATE. Will email to determine the 4 priority subject areas. 15 folks per field. This is likely to be an invitational opportunity. Working with ISBE to allocate seats among IHEs and other stakeholders who will participate in scoring.

Develop a list of potential helpers that campuses could call upon. Those who have facilitated local evaluation training or been trained for scoring, especially. Send names to Tracy Spesia ([TSPesia@stfrancis.edu](mailto:TSPesia@stfrancis.edu)). Remember that support materials for leading LE training are available on the aacte portal.

Key states call

CPS meeting

Permissions—looking promising

Talent interest? Questions about knowing more details about candidate score results. In CA there was a firewall, although candidates could choose to share their results and materials if they chose. This will certainly be a pending issue for further discussion.

Latino Policy Forum

Concerns that academic language considerations might not go deeply enough for ELLs. Perhaps they should work with their SPA to connect with SCALE to offer suggestions that might raise that standard/expectation. Reinforce their instinct and encourage them to share input.

Advance Illinois

Initiated conversations with AI staff to see about cultivating private resources to support our implementation efforts. Meeting on site later this month.

IL passing standard

Should hear within the next two weeks!