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1. **Programming planning committee**—Tracy—information with contacts will be added to the website;
   1. IL-TPAC statewide resource network—broke the state down into four regions, with a designated point person in each of the programming committees
   2. Webinar programming sub-committee
   3. Annual state conference committee
   4. Designated members represent early volunteers. Any interest in contributing at any level on any task, please reach out and make yourself known!
   5. ACI group discussion: could institutions change their region designation? Absolutely. Contact Tracy Spesia or Elisa Palmer.
   6. If you’re not listed at all, please speak up!
   7. This is a very exciting development for Illinois. Wonderful cross-campus support! Andrea recommends John Snakenborg from Dominican, lead trainer for special ed scoring.
   8. Remember the opportunity to become part of the National Academy, providing training and materials for various implementation support issues. Please use the AACTE networking site to find out more information and sign up.
   9. Need to build a list of Illinois-based expertise, such as John, members of National Academy (Amee Adkins, Elisa Palmer, others?), etc.

1. **Implementation supports survey**
   1. First observation from survey results, a lot of energy around “program completion” versus earning the degree with respect to edTPA. The question has also resurfaced at Illinois State, attaching email correspondence with ISBE.
   2. Regarding retake support, results are about evenly divided in three categories (we’ve done some planning and we’ll share; we will start planning when we get more score reports; we haven’t touched it yet). Sounds like a **promising topic for programming. Webinar to start, followed by time at an annual meeting. Maybe hear from a handful who have done planning, then as more campuses have more scores reports, can dig in at a face-to-face meeting**.
      1. For those waiting from guidance from the state, I don’t think that will be forthcoming. SCALE has published several documents to provide some guidance. Other than that, I think the specifics of this will be up to campuses to determine.
      2. Per the rumor that candidates have to destroy video or samples at some specific point, clarification: per national policy the materials are the intellectual property of the candidate with an obligation to abide by appropriate use. Campuses might set guidelines, but those that have in NY are actually reversing that. There may be an old document floating around that indicates video should be destroyed at some point, but it’s probably outdated and not current.
2. **Stakeholders outreach**--Amee
   1. IL PTA: invited to draft information for their newsletter and their website. What is edTPA and why is it good for students?
   2. IPA New Leaders Network: invited to contribute a series of short webinars (5-10 minutes) aimed at building administrators and cooperating teachers providing more information about edTPA, candidate support, and student teaching support in general. Aiming for one in the next six weeks and then focus efforts this summer. Any interest in creating webinars, please contact Amee.
   3. Tracy Spesia has a ppt with notes that go to CT’s, also presentation of the edTPA-Danielson-NBPTS continuum. There will be an event in Oregon initiated by Danielson’s shop to look at the correspondence between the two instruments.
3. **Local evaluation resources** are dated.
   1. Are there plans to refresh? Yes! Struggle has been to get appropriate permissions, so for now the best bet is the LE materials are current, but refers to dated samples, so grains of salt, and then turn to your locally available samples for current examples.
   2. Understanding rubric progression—an important companion to LE training. This corresponds to the thinking behind the rubrics document used in scorer training. Also a useful resource for interpreting score reports and supporting candidates for retake. Also helpful early with candidates to help them understand the rubrics.
4. **Subject-specific handbook discussions?**
   1. **Special Ed** gathering input from a variety of sources as a way to ask about the lower scores compared to other handbooks. Now in consultation with CEEDAR to develop a two-day meeting middle of march to gather field experts to explore curriculum, handbooks, field experience, etc. Campuses involved in ISBE’s CEEDAR will be able to send a representative to accompany Jason.
   2. **Bilingual** in a process of revising all handbooks, adding some specific prompts regarding ELL’s and their language development in the context for learning, planning, and academic language aspects. A full on handbook will not be forthcoming until a state initiates Bilingual as an initial licensure area. The Latino Policy Forum has been a great voice in this cause.
5. **Warning:** <http://www.passedtpa.com/>

AW: please warn the IL coordinators that this site is developed by a WA faculty member based on public PACT materials so he doesn’t get into a copyright cease and desist with Stanford. He is assisting candidates at his campus with edTPA but MANY of the suggestions are inaccurate. We cannot do anything about this except warn candidates not to use any publicly available materials - only those provided by SCALE, programs and on the Pearson website

NEIU faculty member contacted a third party vendor to explore their service. Wanted $500 to coach a candidate. We all must be mindful of third party vendors, critical consumers on behalf of our candidates. SCALE: the best preparation is the teacher preparation program that has intentionally developed support for candidates and which has the greatest access to the best and most current resources!

1. **Updates**

**Key states call**

**SCALE**

New resources since October? Monthly newsletters will be distributed to summarize new resources, information, reminders, etc. February will provide a lit review in support of the research-base for edTPA!

Campuses have received data!

National Academy is up and running. The seek support button is live.

**ISBE**

DCFS letter? The DCFS letter is in Chris’ office awaiting signature. It has been up there for some time and got lost in the shuffle as a new assistant started.

**Evaluation Systems**

**Others**

1. **Web site design**—still a concept under construction
2. **Consent forms in back to school packet?** Jason might reach out to colleagues in WI to understand their process. If there is a blanket form, identify the range of uses from scoring, to faculty development, to use in scorer training. Covering all the bases for appropriate use.