**IL-TPAC January 29, 2013**

**IHE Higher Ed Summit, connecting RtI, CCS, edTPA**

More details will follow, but a quick heads-up that Wendy Fuchs and Nancy Munnschenk from SIU-E are leading a State Personnel Development Grant to support teacher education faculty in the integration of RtI in conjunction with CCS, IPTS and edTPA. They are organizing a summit to be held on March 1 in Bloomington. Please share this information with your elementary ed faculty and encourage them to attend.

**Policy discussion regarding double majors, middle level**

Please not two edTPAs. Reassured no.

Bouncing around some of the policy discussion in other states, but we haven’t had that discussion for IL yet. Bringing it to ISBE and Stanford’s attention that this needs to be addressed.

Recall, an assessment of effective beginning teaching, many constructs common across. But then again, what happens when special ed is one of the majors? We need a logic and policy around the assurances we need for licensure. Andrea reminds us the edTPA is a piece of a multiple measures system and not all important assurances can be derived from it. Allow campuses to embed another assessment elsewhere.

Or perhaps we could creatively use the APT for the other area.

How many double teacher ed majors do we tend to have? If it’s pretty common on your campus, please let Amee know. adadkin@ilstu.edu

MLE edTPA question can’t be answered until they’ve resolved the endorsement question.

ISBE is confident in saying the edTPA is required for initial licensure and not beyond (say when adding an endorsement area).

Regarding transferability across state lines, ISBE will be requiring folks coming into IL to have completed an edTPA.

**Implementation program committee survey**

ISU will host the survey; IACTE will distribute it. Please look for that email and contribute your feedback.

**Training for local evaluation**

SCALE is committed to doing 2 “train the trainer” events in IL this spring, one for the institutions represented in CCADE on Feb. 9 and one for the rest of the state, probably in Bloomington, later in March or early April. Will be limited to 60-80 faculty from a variety of subject fields, with the understanding that they will be prepared to conduct additional training with others. Thus we need to recruit people who can play a leadership role for their faculty and others in their area. Ideal participants would be able to schedule retreats, get on a series of agendas, and otherwise command time to support local professional development for local evaluation.

In OH recruited subject specific table leaders from those who have been active in previous training, scoring, benchmarking. If that is you or a member of your faculty, please send names to Amee Adkins adadkin@ilstu.edu.

Will need to set up a registration process. Stanford staff would need support for travel costs. ISBE will provide that. Additional costs for venue possible and lunch on-site is a must. Ask the Implementation Program Committee for recommendations, including whether we could cover with a small registration fee.

Mindful of resources, train the trainer material will reflect candidate samples from elementary literacy, early childhood, special ed, secondary math, science, social studies, English language arts, and performing arts. Materials will be readily adaptable to other areas.

Some information and supports for local evaluation will be debuted at an AACTE pre-session and available online.

**Support materials and distribution**

Shared (attached) the document Debbie created to support supervision connecting commentary prompts with rubrics and targeted performance descriptors (L4 to set the target). The sample is elementary math specific. Should it continue to be content specific, and if so, whose work would it be?

Looking for subject matter representatives to work with Debbie to take leadership on developing the custom crosswalks for each subject area. Contact Debbie, dmlayze@ilstu.edu

**Language about access to edTPA handbook elements (again)**

What can we share with whom and under what circumstances. Certainly, when the campus coordinator accesses material through Pearson’s site, they accept the non-disclosure agreement (NDA).

“Faculty” includes cooperating teachers and handbooks may be circulated to them by email, but not on a publicly available Web site.

Coordinators can forward the email with the password to those who should have access, in which case they, too, complete the NDA.

Bear in mind that the rubrics are copyrighted Stanford intellectual property and should be cited as such. Copyright © 2012 Board of Trustees of the Leland Stanford Junior University

**National Board material**

ISU’s National Board Resource Center has been developing a massive crosswalk of key initiatives affecting teaching and teacher education, including NBPTS, IPTS, Danielson, edTPA, Common Core and Learning Forward. Waiting for final copy available for sharing. As soon as it’s released, I will forward to you.

**ISBE has approved the revised the new IPTS crosswalk using the operation edTPA rubrics. Attached.**