

**IL·TPAC**

ILLINOIS TEACHER PERFORMANCE  
ASSESSMENT CONSORTIUM

**2018 Midwest edTPA Conference**

# RAISING THE BAR

**FRIDAY, MAY 4**  
**8:30 AM - 3:00 PM**

Parke Regency Hotel & Conference Center  
1413 Leslie Drive, Bloomington, IL 61704

# Acknowledgements and Thanks

*Events such as this are the culmination of the work of several individuals, all of whom contribute to its success. These are just a few of the folks who made today possible.*

*Special thanks to the IL TPAC edTPA conference planning committee for their tireless work over the past year that made this conference a reality. Your service is truly appreciated.*

*Special thanks to the Illinois State University team of Rachel Lawrence, Jess Wisniewski, and Tory Jenkins. Without you, conference registration and paying the bills would not have been possible. Thank you for answering the endless number of questions with patience and understanding.*

*Special thanks to the Illinois State University team of Chandler Kaiden and Jill Janes for handling conference updates to the IL TPAC web site and sending out e-mail after e-mail to make sure communication was constant and consistent. Your patience and efficiency was nothing less than remarkable.*

*Extraordinary thanks to ISU's Suz Conner, who managed the logistics involved with printing, catering, and other conference materials as well as the monumental task of keeping Elisa calm and sane during the process.*

*Special thanks to Clint Cissell and the staff at the Parke Regency Hotel and Conference Center for making our venue change smooth and seamless. Your calm, flexibility, and optimism are appreciated far more than you will ever know.*

*Special thanks to Lance Kilpatrick for using his amazing talents to design this year's program cover and provide a touch of flair as needed.*

*And, finally, thanks to all of you for being here today. Your willingness to take time out of your schedule to join us here makes all of the work worthwhile.*

*Jan Fitzsimmons & Elisa Palmer*

edTPA Conference Planning Committee Chairs

Welcome to the 2018 Midwest edTPA Conference!

Our conference theme, “Raising the Bar,” almost sounds like “Raising the Barn.” Indeed, the Illinois Teacher Performance Assessment Consortium (IL-TPAC) programming efforts are akin to a barn raising: the IL teacher preparation community has come together to assist each other with resources and tools for successful edTPA implementation. Early efforts included the first edTPA state conference in fall 2014. Recognizing our growing edTPA expertise, and the great need to share accurate information, we solicited volunteers to serve on the IL-TPAC. The response was outstanding and led to this ongoing edTPA collaboration across Illinois teacher preparation programs.

Collectively, IL-TPAC identified our edTPA implementation needs and created focused responses:

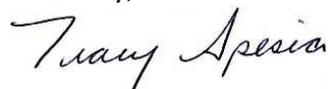
- regionally organized forums such as workshops for special education preparation and local evaluation trainings
- online resources such as a website ([iltpac.weebly.com](http://iltpac.weebly.com)) and webinars
- deep dives into IL edTPA data to identify patterns of understanding among teacher candidates
- an annual conference that provides edTPA implementation support up to, and including, professional teacher induction.

We have raised the proverbial barn together, and the bar for IL teacher preparation has continued to rise. Illinois students are the ultimate beneficiaries, as we commit to providing them, at a minimum, with proficient novice teachers--novices who will be on track to meet the next performance bar, National Board Certification.

We are delighted to share our resources with each other and our Midwest colleagues today. We appreciate the national conversation about a cycle of effective teaching that prioritizes students and content pedagogy. We look forward to continuing to raise the education barn together and work toward preparing teacher candidates to meet the bar of excellence for their future students.

A special thanks to the IL-TPAC annual conference committee for providing us with this opportunity for professional collaboration today. Enjoy the conference!

Sincerely,



Tracy Spesia  
College of Education  
University of St. Francis IL-  
TPAC Programming  
Steering Committee Chair

April 13, 2018

Dear Conference Participants,

On behalf of the edTPA team at the Stanford Center for Assessment, Learning and Equity (SCALE), I welcome you all to the MidWest Regional Implementation Conference for edTPA.

Five midwestern states (Illinois, Wisconsin, Minnesota, Ohio and Iowa) were early adopters of edTPA and have worked toward educative implementation through sound policy, reasonable timelines and an infrastructure of support for programs, faculty and candidates. We are grateful to the leadership in Illinois for building a strong network and learning community for edTPA participants across the state and regionally, and for their influence nationally.

I regret that I am not able to join you all in person for an outstanding line up of presentations and panels today and would like to offer a few comments and some updates from SCALE. Special shout out to Anne Marie Fenton, your keynote presenter and colleagues for their outstanding leadership for edTPA in Georgia, the Southeast region, and nationally.

The conference sessions today address the full continuum of edTPA implementation -- from learning about and “doing” edTPA, to ensuring candidate success on a licensure assessment, to supporting candidates for success on what edTPA measures, to preparing candidates to teach based on knowledge of their students and the valued outcomes in your P-12 communities. These represent distinctly different ways of thinking about the assessment, its purpose and how to go about using it. I encourage you to consider each of the approaches and how they are taking hold in our programs. Which stance do you bring?

The sessions also reflect research on the consequential impact of edTPA for candidates and programs including both benefits and challenges. All the presenters and scholars are to be commended for their thoughtful work.

#### **SCALE Announcements:**

**Annual Administrative Report** – This year as part of our annual analysis and reporting of candidate performance on edTPA and associated reliability and validity studies, we would like to feature research coming from the field that examines predictive, concurrent and consequential validity for edTPA – including candidate experiences while completing edTPA (like those on the program today) and studies that examine the impact more longitudinally. What is the long-term impact of the edTPA experience? What do candidates take with them into their early years in the classroom? How do candidates continue to develop teaching practices aligned with edTPA constructs in ways that benefit their students? Please contact me at [andrew@stanford.edu](mailto:andrew@stanford.edu) if you have published articles or conference presentations you would like to share with the SCALE team.

**National Implementation Conference** -- SCALE and AACTE will convene the annual Teacher Performance Assessment Conference on October 19-20, 2018, in San Jose, CA. The event will be preceded by an invitation-only preconference day at Stanford University on October 18. The Program Committee welcomes proposals from implementers of edTPA, the P-12 community, and all individuals who support teachers and teacher candidates with performance assessment. This year, we are also excited to invite proposals from our international colleagues and educators who are involved with teacher performance assessment and evaluation on a global level. [Please click here for more information about the 2018 conference and the call for proposals](#) or visit [edTPA.aacte.org](http://edTPA.aacte.org). **The deadline for submitting proposals is June 15, 2018.**

**edTPA HANDBOOK IMPROVEMENT SURVEY:** As the designers and developers of edTPA, the Stanford Center for Assessment, Learning, and Equity (SCALE) regularly seeks input from the field to inform assessment improvements. We see this feedback as critical to our commitment to support programs and candidates as they implement edTPA and prepare to serve students. We are currently gathering input on how to make the assessment more user-friendly and easier to navigate, while preserving its core structure and rubric constructs.

Please note that any changes we make will not affect the reliability and validity of the established edTPA rubrics. The proposed updates focus on streamlining handbook format, directions, and prompts to increase clarity. Our primary goal is to improve candidate engagement with the educative elements of the assessment—in other words, to grow and learn from edTPA as they reflect on their beginning teaching. [Click here to take a brief 5-minute survey about these proposed updates at your earliest convenience.](#)

**FALL 2018 edTPA HANDBOOK & TEMPLATE RELEASE:** Overall, there will be no changes to national edTPA handbook content for all subject areas in fall 2018. There are also virtually no changes to Making Good Choices, Understanding Rubric Level Progressions (URLPs), and academic language handout content. The handbooks and templates, along with those key resources, are getting minor formatting updates to ensure that they are accessibility-friendly and have updated copyright/version labeling. Accessible versions of the national handbooks will be posted in the AACTE Resource Library in May 2018. All materials will be available for candidates to use for submissions beginning in September 2018. We encourage you to check the [errata](#), which are updated on a regular basis, to see a list of any minor subject-specific corrections and clarifications. The errata include a versions chart, which you can compare to the version number on the cover of the handbooks to ensure you are using the latest ones.

We hope you find these announcements useful in your edTPA work. Enjoy the conference!

Sincerely,



Andrea Whittaker, Ph.D.  
edTPA™ National Director

# AGENDA

**8:30 – 9:00 Check-in and light breakfast**

**9:00 – 9:15 Welcome: Andrea Whittaker, SCALE**

**9:15 – 10:15 Key Note Presentation:**

**Anne Marie Fenton, Georgia Professional Standards Commission**

**Judi Wilson, August University**

**LaToya Doby-Holmes, Richmond County Schools**

**10:30 – 11:20 Breakout Session #1**

**11:30 – 12:20 Breakout Session #2**

**12:20 – 12:40 Break & Lunch Pick up**  
(Hallway outside of Hawthorne)

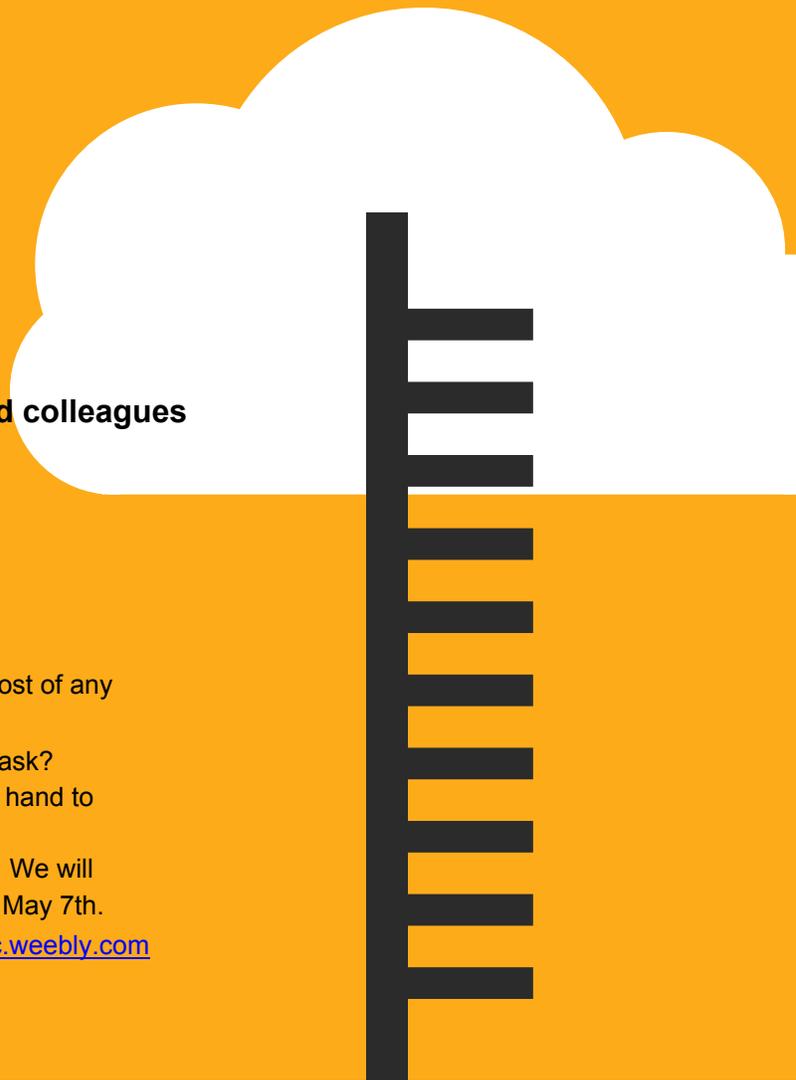
**12:40 – 1:30 Breakout Session #3**

**1:40 – 2:30 Breakout Session #4**

**2:30 – 3:00 Open visit time with presenters and colleagues**  
(Hawthorne)

## **Other stuff...**

- Have questions about the conference? Talk to the room host of any session you attend.
- Have follow up questions for the presenter, but no time to ask? Come to the Hawthorne at 2:30. Our presenters will be on hand to answer any follow up questions
- Please don't forget to complete the conference evaluation! We will be sending that electronically to all attendees on Monday, May 7th.
- Want to know more about IL TPAC? Visit us at [www.iltpac.weebly.com](http://www.iltpac.weebly.com)



## Key Note Speakers



Anne Marie Fenton directs the educator assessment program for the Georgia Professional Standards Commission (GaPSC) and manages the Commission's rule making process. Previously, she held several positions at Kennesaw State University preparing pre-service candidates and supporting in-service educators. She is a former classroom teacher and has many years of corporate experience. Anne Marie serves as the President of NASDTEC, co-chairs the National Council for the Advancement of Educator Ethics (NCAEE), co-chaired the development of the Model Code of Ethics for Educators (MCEE), and serves on Georgia's ESSA State Advisory Committee. She is the recipient of NASDTEC's 2016 Doug Bates Award and an Exemplary Service Award in 2016 from the Georgia Association of Educational Leaders (GAEL). She holds a B.S. from Kennesaw State University, an M.Ed. from the State University of West Georgia, and an Ed.S from Georgia State University.



Dr. Judi Wilson serves as the Associate Dean for Initial Certification, Accreditation, and Partnerships in the College of Education at Augusta University in Augusta, Georgia. She has been appointed Interim Dean of the College of Education beginning June 1<sup>st</sup>. Prior to these appointments, she served as an Assistant Chair and Department Chair of Teacher Education at Augusta University. She is certified to teach grades P-8 and taught elementary school in Athens, Perry, and Cochran, Georgia. She also served as a primary, middle school, and district level administrator. She is passionate about partnerships and collaboration as well as providing support for new teacher induction. Judi Wilson received her Ed.D in Educational Administration at Georgia Southern University. She also earned an Ed.S.degree in Educational Leadership and an M.Ed, degree in Early Childhood Education from The University of Georgia, in addition to a B.A. in Education degree from Furman University.



Dr. LaToya Doby-Holmes joined the Richmond County School System (RCSS) as the Director of Professional Learning in March of 2015. She provides training and support for employee orientations, inductions, and professional learning for all district employees. In addition, she monitors and assists administrators and leadership teams with professional learning to support their school improvement plans. She also provides support for school administrators, teachers, classified employees and protégés while making scheduled visits and coaching

observations in schools to support new teachers and enhance co-teaching. Prior to joining the RCSS, she was an Education Program Specialist-Teacher and Leader Effectiveness at the Georgia Department of Education. LaToya was an educator in DeKalb County School System for over sixteen years. While in DeKalb, she served as a teacher, lead teacher, professional learning coach, professional learning liaison, district trainer, and administrator.

She received her Bachelors in Education from University of South Carolina-Aiken. She received her Masters and Specialist in Instructional Education and School Administration from Central Michigan. LaToya received her Doctorate in Educational Administration from Georgia Southern.

LaToya is passionate about teaching and learning and supporting the youth. She works diligently to ensure that teachers have the support and professional learning to enhance their practice and impact student achievement. She has one son, Moritz who is a chef. In her free time, she enjoys reading and nature walks.

## Session Information

### Breakout Session #1: 10:30 – 11:20

Denali

Strand: edTPA Research & Data Use

#### Leading the Horses to Water: Preparing edTPA Data for Faculty Consumption

Presented by: Suzanne Lee & Eric Ohlsson, University of Illinois Urbana-Champaign

**Description:** *Participants will learn how to systematically process, distribute and analyze edTPA data for use by program faculty. The Council on Teacher Education provides extensive technical support to all of the licensure programs on our campus. Our challenge is to provide an appropriate level of support that does not diminish faculty ownership of their programs. We have developed centralized systems and procedures to process and distribute edTPA data – to make it as easy as possible for busy program faculty members to consume and use edTPA data to improve their programs.*

Glacier

Strand: edTPA Research & Data Use

#### Beginning Special Education Teachers: What did edTPA do for you?

Presented by: Kelli Appel, Illinois State University

**Description:** *It is important to solicit feedback from early career teachers to understand the role edTPA may play in their professional growth. The presentation will include qualitative data (solicited through surveys and interviews) from beginning special education teachers related to the impact of edTPA on their teaching competence as connected to the Charlotte Danielson Framework. Teachers' ability to navigate the evaluation process will also be addressed. This feedback will help programs communicate the relevance of edTPA to teacher candidates and faculty.*

**Breakout Session #1: 10:30 – 11:20**

Hawthorne

Strand: Honing Candidate Support

**The <37 Panel: How Does Your Institution Support Candidates Who Fail?****Panelists**

**Will Coghill-Behrends, University of Iowa**  
**Lance Kilpatrick, Olivet Nazarene University**  
**Elisa Palmer, Illinois State University**  
**Angela Thompson, Governors State University**  
**Kari Vogelgesang, University of Iowa**

**Description:** *As the edTPA cut scores increase, EPP's need to be prepared to support the candidates who do not qualify for licensure. The purpose for the panel will be to offer lessons learned since the edTPA became consequential in Illinois in the Fall of 2015. Panelists will offer challenges, solutions, and/or insights on how their institution have supported candidates during the retake process due to low edTPA scores or condition codes.*

Yellowstone

Strand: Preparing Candidates for the edTPA

**The Role of Feedback in Teacher Education****Presented by: Tamra Davis, Illinois State University**

**Description:** *The session will focus on the types of feedback modeled for teacher education candidates in university coursework as compared to the feedback requirements of teacher education candidates on the edTPA based upon data collected during a research study. Recommendations on how to incorporate the feedback model of edTPA into coursework will be discussed; additionally, strategies for faculty to implement feedback for teacher education candidates will be shared.*

## Breakout Session #1: 10:30 – 11:20

Yosemite

Strand: Preparing Candidates for the edTPA

### Slaying the Dragon: edTPA Preparation at Blackburn College

Presented by: Laura Zucca-Scott & Cindy Rice, Blackburn College

**Description:** *Students at Blackburn College often fear the edTPA. They know their eligibility to apply for a teaching license depends on the outcome of this test. Early introduction of edTPA concepts and language is crucial. Gradually, students build their preparation up to their pre-clinical course when they conduct an edTPA simulation. During our presentation, we will share strategies for student success.*

## Breakout Session #2: 11:30 – 12:20

Denali

Strand: Sharpening Academic Language Mindfulness

### Supporting Academic Language in Mathematics and Science

Presented by: Erin Evans & Catherine Nelson, University of St. Francis

**Description:** *This interactive presentation begins with a brief contextual background outlining our new lesson plan format and candidates' collective need for additional instruction in supporting academic language in math and science. Participants will engage in a series of activities, including a graphic organizer sort and a hands-on experiment to apply the contents of the organizer. These activities were completed by methods candidates as a scaffold in preparation for meeting students' academic language needs in their classrooms.*

**Breakout Session #2: 11:30 – 12:20**

Glacier

Strand: Preparing Candidates for the edTPA

**The Special Education edTPA: Strategies to Maximize Success****Presented by: Mary Jensen, Western Illinois University**

**Description:** *The purpose of this presentation is to provide teaching strategies that can be used by teacher education faculty to better prepare special education candidates for successful completion of the special education edTPA. Based on the 2016 edTPA Administrative Report, the current national average portfolio score of SPED candidates is 43.9. Using the strategies, the presenter's program's current average portfolio score for SPED majors is 47.8.*

Hawthorne

Strand: edTPA Research &amp; Data Use

**Embracing Inquiry: Using the IL-TPAC Low-Performing Handbook Summit for Data Focused Improvement of Teacher Preparation****Presented by: Joan McQuillan ,Illinois College & Judy Boisen, Northern Illinois University**

**Description:** *Using quantitative and qualitative evidence, data analysis, and feedback loops remain essential for embracing an inquiry stance as states and teacher preparation programs move forward with edTPA. Presenters will provide an overview of the study conducted at the fall 2017 IL-TPAC Low- Performing Handbook Summit. Participants in this session will use their experiences with and prior knowledge of edTPA handbooks and rubrics to deepen their understanding of the educative nature of edTPA. Participants will have the opportunity to examine the summit feedback data and to collaborate on an identified area of concern relating to a summit panel recommended change(s) in curricular or program practice.*

**Breakout Session #2: 11:30 – 12:20**

Yellowstone

Strand: Preparing Candidates for the edTPA

**Wish We Knew Then What We Know Now:  
From Pilot to Full Implementation and Beyond****Presented by: Cynthia Chovich, Colorado Mesa University**

**Description:** *This presentation gives voice to the importance of identifying the common edTPA challenges faced by education faculty and their candidates. The struggles are real but there are creative solutions and approaches which can identify and embed the critical components and concepts long before candidates begin working on Task 1. Whether you are just starting or in full implementation, this presentation will share curriculum mapping, student activities, course assignments, and program solutions to strengthen your candidate support.*

Yosemite

Strand: edTPA Research &amp; Data Use

**Jumping through Another Hoop or an Effective Professional Development Tool:  
Surveying Recent Graduates about their Perceptions of the edTPA****Presented by: Darryn Diuguid & Karee Nasser, McKendree University**

**Description:** *Since the edTPA is completed during the intensive program capstone clinical experience (student teaching), it is important to measure whether professional development is taking place. In our research, 100 practicing teachers and paraprofessionals who completed the edTPA during their teacher preparation program will explain the perceived benefits or disadvantages the edTPA has had on their teaching. These researchers have investigated how recent graduates perceive this new teacher performance assessment, and they will share the data, analysis, and results at this conference.*

**Breakout Session #3: 12:40 – 1:30**

Denali

Strand: Honing Candidate Support

**Supporting Candidates through the Retake Process - It's more than a Re-do!****Presented by: Laurie Sexton, Illinois State University**

**Description:** *The thought of the possibility of retaking the edTPA can be stressful to teacher candidates. Discovering a retake is necessary is emotional. Knowing your teacher preparation program is prepared to support you through the retake process provides the necessary encouragement to resubmit. Illinois State's Department of Special Education will share how it provides candidate retake support including reducing possible retake stress prior to initial submission. The retake process leads to candidate reflection, growth, and licensure.*

Glacier

Strand: Preparing Candidates for the edTPA

**Using NBPTS Science ATLAS Video Cases in edTPA Preparation****Presented by: Margaret Parker, Illinois State University**

**Description:** *As a participant of the National Board for Professional Teacher Standards ATLAS/Science Teacher Preparation Project, I am using video cases in edTPA preparation in a methods course at ISU. The NBPTS ATLAS video cases are videos submitted by science teachers for National Board recognition. The cases selected must meet a specific criterion set by the NBPTS for ATLAS use. These video cases are a useful tool in edTPA preparation. Participants of this presentation will see instances where science ATLAS video cases can illustrate the following: Task One: instances of prior learning, cultural and community assets, differentiation, academic language use, and assessment Task Two: examples of learning environments, student engagement, questioning, and support of science concepts, science practices, evidence of real-world phenomenon Task Three: evidence of language and suggested next steps*

**Breakout Session #3: 12:40 – 1:30**

Hawthorne

Strand: Preparing Candidates for the edTPA

**edTPA Experiences Across the Curriculum:  
Ensuring Candidates Have the Tools to be Successful****Presented by: Tracy Spesia, University of St. Francis**

**Description:** *When candidates understand the language and expectations of the edTPA, they can demonstrate their authentic teaching skills in their edTPA portfolio without getting confused or bogged down by the commentary prompts or artifact requirements. This presentation will provide concrete examples of edTPA aligned language and practices embedded across a teacher preparation program. Participants will be able to identify where they can include opportunities for candidates to become familiar with the edTPA in a variety of courses and thereby build their capacity and confidence to be successful.*

Yellowstone

Strand: Honing Candidate Support

**Tips from the Trenches: Preparing a Successful Physical Education Portfolio****Presented by: Kristin B. Carlson, University of Illinois Urbana-Champaign**

**Description:** *Hear tips from an experienced Physical Education Teacher Educator and edTPA scorer on how physical education candidates can better prepare portfolios that will successfully meet edTPA criteria. Learn about common mistakes and how to avoid them, some of the key factors that should be included in each physical education portfolio, and strategies one teacher education program has utilized to better prepare their students.*

**Breakout Session #3: 12:40 – 1:30**

Yosemite

Strand: Preparing Candidates for the edTPA

**Strengthening a Secondary History-Social Sciences Teacher Education Program  
through edTPA Best Practice Infusion****Presented by: Monica Noraian, Sara Piotrowski, & Richard Hughes  
Illinois State University**

**Description:** *This session will walk participants through program modifications, alignment, and assignment development to better support student engagement with the edTPA content expectations and rubrics. Presenters will share examples from teaching history and the social sciences methodology courses, clinical observations, student teaching, self-reflection, and evaluation. This presentation also outlines programmatic efforts to examine data related to student performance on Rubric # 10 in the secondary history and social studies handbook. Building on the exam scores and commentary of former students, the program created materials for the methods course and the supervision of student teachers aimed at translating and ultimately reframing Rubric #10 and improving the teacher candidates' ability to use evidence to evaluate and improve classroom instruction.*

**Breakout Session #4: 1:40 – 2:30**

Denali

Strand: Preparing Candidates for the edTPA

**Identifying and Using Core Practices to Prepare Teacher Candidates for edTPA****Presented by: Janet Lorch & Julie Sidarous, National Louis University**

**Description:** *In this session, we will explore how to best prepare candidates for edTPA, while maintaining fidelity to our program goals, using a focus on core practices. We will share recent program and curriculum changes illustrating how we identified key core practices aligned to program goals and edTPA, and how we are embedding these practices in our coursework and field experiences. We will demonstrate two core practices - modeling and learning about students' personal, cultural and community assets.*

**Breakout Session #4: 1:40 – 2:30**

Glacier

Strand: Honing Candidate Support

**Supporting Candidates in Special Education to Develop a Cohesive edTPA Portfolio****Presented by: John Snakenborg, Dominican University**

**Description:** *This workshop will help faculty approach the special education edTPA from a holistic understanding and a strategic standpoint. There are several common threads which span the three tasks, among them, an understanding of prior knowledge, a connection to evidence-based practices, and communication and feedback related to the learning goal. A holistic understanding and strategic framework will allow faculty to better prepare candidates ahead of time with less step-by-step, piecemeal support.*

Hawthorne

Strand: Establishing Effective P-12 Partnerships

**P-12 Panel: Perspectives on edTPA from the Field****Panelists**

**Jennifer Corbly, Pepper Ridge Elementary School**  
**LaToya Doby-Holmes, Richmond County School System**  
**Dee Hopper, Chiddix Junior High School**  
**Joel Swanson, Normal Community High School**  
**Judi Wilson, Augusta University**

**Description:** *How do cooperating teachers and school partners view edTPA? Join us for a discussion of the impact of edTPA implementation during the student teaching semester from the perspective of cooperating teachers and school partners. Learn about challenges faced during the process and how universities can best support and communicate with those in the educational field.*

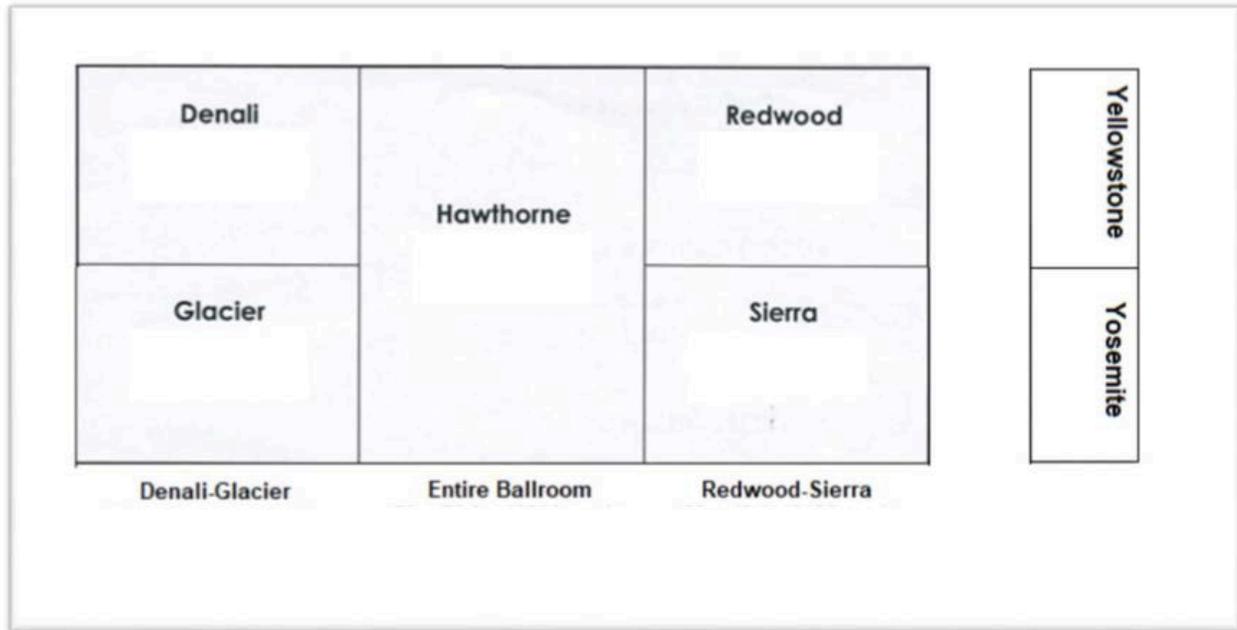
**Breakout Session #4: 1:40 – 2:30****Yellowstone****Strand: Sharpening Academic Language  
Mindfulness****Technologies for Analyzing Academic Language and Content Standards****Presented by: Eric Dickens, Knox College**

**Description:** *Academic language and content standards are key components of the edTPA. Helping pre-service teachers understand, identify and analyze the academic features of content-area text and to navigate standards are necessary steps in preparing teachers for the edTPA and student teaching. This presentation will demonstrate several technologies that help highlight academic text features and the NGSS and Common Core standards' iterative structures that can be used throughout the preparation program to reinforce these essential knowledge areas.*

**Yosemite****Strand: edTPA Research & Data Use****Under the Microscope: Cooperating Teachers' and Student Teachers' Reflections on edTPA****Presented by: Gary Weilbacher & Tom Crumpler, Illinois State University**

**Description:** *As the edTPA becomes a more pervasive tool for evaluating student teachers, a growing body of research is shedding light on its use. Our study contributes to edTPA literature by bringing voices of those most directly impacted by edTPA implementation into assessment conversations: student teachers and their cooperating teachers. Our goal is to share preliminary findings from our qualitative study which investigates the perceived benefits and challenges of using the edTPA as a high-stakes assessment.*

# Facility Map



## IL TPAC Programming Committees 2017-18

<p><b><u>State Conference Committee</u></b>            Elisa Palmer ( Chair)            (Illinois State University)            Jan Fitzsimmons (Chair)            (North Central College)            Angela Thompson            (Governors State University)            Colleen Herald (IL Wesleyan)            Christie Magoulas            (Milliken University)            Larissa Malone            (Greenville University)            Tom Sargent            (Monmouth College)            Darryn Diuguid            (McKendree University)            Barbara Martin            (SIU, Edwardsville)            Lance Kilpatrick            (Olivet Nazarene University)            Judy Jackson            (North Central College)            Jill Lederhouse            (Wheaton College)            Lisa Moore            (Aurora University)            Jamilah R. Jor'dan            (Chicago State University)            John Snakenborg            (Dominican University)            Kathleen Liston            (DePaul University)</p>	<p><b><u>Low Performing Handbooks</u></b>            Judy Boisen (NIU)- Chair            Elisa Palmer (ISU)            Laura Zucca-Scott (Blackburn College)            Joan McQuillan (Illinois College)            Barbara Martin (SIU, Edwardsville)            Rick Snoeyink (Trinity CC)            Patrice Boyles (CSU)            Joy Mullaney (Concordia)            Tom Sargent (Monmouth)            Todd Oberg (IL College)</p>
	<p><b><u>Onboarding</u></b>            Bruce Spitzer (Chair)            (North Central College)            Patrice Boyles            (Chicago State University)            Alberto Lopez            (Northeastern Illinois University)            John Snakenborg            (Dominican University)            Jim Breunlin            (Loyola University)            Maureen Spellman            (St Xavier University)            Jack Denny            (National Louis University)</p>
	<p><b><u>Steering Committee</u></b>            Tracy Spesia (Chair)            (University of St Francis)            Rachel Ragland            (Lake Forest College)            Janelle Dies            (Eureka College)            Joan McQuillan            (Illinois College)</p>

# Notes

# Notes

# Notes