The meeting began with a discussion regarding the use of inclusive and exclusive language with the standards and/or indicators. The group decided that it needed to consider longevity of the standards and changing terms over time.

The group began to wordsmith the draft standards and indicators. Once again a discussion ensued about placing a literacy standard into the IPTS or as a stand-alone set of standards. It was suggested that the content area standards have literacy standards added or strengthened. Other points introduced into the discussion surrounded the importance of numeracy as well as literacy and should there be a separate standard for numeracy. Should some of the didactic standards be divided by grade levels (ECH, El Ed, MS, Secondary)? The group looked at various sets of standards to try to determine what the literacy standards should be. The group reasserted the focus on all general education at all grade levels. They also stated that they needed more human resources, especially for reading. After further discussion, it was decided that the group would proceed with editing the indicators.

On the 14th, the group continues to edit indicators.

Linda Tomlinson joined the group and was asked about the process to vet the standards because there was concern about the various groups that need to have input. Linda stated that she envisioned several steps.

- Discussion with the State Teacher Certification Board, 9/11/09
- Discussion with the State Board of Education 9/16 or 17/09
- P-SAG completes a draft
- P-SAG brings in representatives of the various constituencies to discuss the standards
- P-SAG makes any changes in accordance with suggestions from the representatives
- The second draft (or first if OK) shared with the broader community
- Continue to refine the IPTS based on input
- Rewritten IPTS written as rules and taken through rule making process
- New APT written based on new standards

Linda stated that later in the fall she wanted to bring the deans in and perhaps a few others for a statewide meeting to talk about changes in teacher education, including these standards; selection; resources; partnerships; clinicals; and program approvals and resubmissions.

If you can think of names of groups or individuals that the rewritten standards for the first round of vetting, please let ISBE staff know.