

University Council on Teacher Education

Minutes for February 7, 2002

1:00-3:00 p.m.

217 Willard Hall

Members Present: Gaysha Beard, Chris Clark, Michael Ferrari, Barry Joyce, Joseph Pika, Janet Smith, Barbara VanDornick, Carol Vukelich

Members Absent: Timothy Barnekov, Nancy Brickhouse, Alice Eyman, Marcia Watson-Whitmyre

Guests Present: Angela Case, Gail Rys

The minutes of November 1, 2001 meeting were unanimously approved.

Announcements

I. Minutes of the Clinical Studies Advisory Group

This group has met in October, November, and January. The minutes will be posted on the UCTE website. UCTE members should review the minutes for discussion at the March meeting. The group's last meeting for the year will be in April.

II. Fall 2001 End-Of-Term Report (Barbara VanDornick)

Barbara VanDornick sends each program coordinator a report each semester that identifies those candidates in academic difficulty. Barbara encourages coordinators to contact students whose overall cumulative index is below criteria.

III. Honor's Day (Barbara VanDornick)

Barbara VanDornick asked for volunteers to serve on a committee to choose students for the UCTE awards. Barry Joyce, Janet Smith, Chris Clark, and Michael Ferrari agreed to forward Barbara the names of people who agree to serve on this committee. This committee will need to meet twice before mid-March to select the award recipients.

IV. Teacher Certification Testing Requirements (Barbara VanDornick)

Barbara VanDornick provided data on states' testing requirements. Thirty one states require Praxis I, 11 states have developed their own test, and 8 states have no testing requirements. Twenty-seven states require Praxis II. The University has a very respectable pass-rate, 96%, on Praxis I. (The successful passing of Praxis I is not yet required for admission to all teacher education programs.)

V. Alternative Routes to Teacher Certification/NCATE Review

ARTC will not be required to develop a program assessment system or participate in the NCATE review. ARTC is not a UD program; UD does not recommend ARTC participants for certification.

VI. Undergraduate Student Representative

Nick Baker is student teaching this semester, and will be unable to participate in UCTE. UCTE will need to replace him. Please forward recommendations to Carol Vukelich.

New Business

I. Programs and National Recognition Status/NCATE

Reports for individual programs are due to NCATE on September 15. Carol Vukelich provided a table she received from NCATE that indicates which kind of report (interim report or full report) will be required of each UD program. (See attached table.)

II. Unit Assessment System Responsibilities Chart – DRAFT

Carol Vukelich presented a draft chart to illustrate the layering of the responsibilities relative to NCATE. Following the discussion, she will revise the chart and forward it to UCTE members. She asked UCTE members to review the chart and be prepared to discuss it at the March meeting.

III. Performance Assessment Systems

Program coordinators were asked to submit their program assessment plans for review. Unfortunately, not every program has submitted a plan. UCTE decided to create an ad hoc committee to review the program assessment plans as they are submitted and to provide feedback to the developers. Members suggested that a template would be beneficial to provide a frame for all programs to present their information similarly for presentation to NCATE. The ad hoc committee will consist of Penny Deiner, Barbara VanDornick, Barry Joyce, Carol Vukelich, and possibly Sue Giancola.

Chris Clark provided an overview of the program assessment systems being developed in the School of Education. He reported that the Elementary Teacher Education program's plan is developing nicely. Candidates are required to complete projects in several classes; these will make excellent performance assessments. Student teacher supervisors have been working on ensuring interrater reliability on Pathwise. A draft program report for

the middle school component has been completed. Several of the graduate program faculty groups seem to be moving forward with the creation of their programs' plan, one has made little progress and the remaining are beginning work on a plan for their programs.

Michael Ferrari, Early Childhood Education, described how he appointed an ad hoc committee to focus on the program assessment plan. The committee is working to develop a portfolio-based assessment system. Students will complete a personal inventory upon admission which will become part of their initial portfolio. The ad hoc committee is developing scoring rubrics also.

Janet Smith, Health and Physical Education, described the program she and her colleagues have developed. Candidates will submit an introductory portfolio. The faculty will have input on artifacts to be submitted and rate the portfolio with a rubric. Those candidates whose portfolios are rated at least satisfactory will be admitted into the program. Candidates will then need to submit another portfolio for methods and a final portfolio for student teaching.

Barry Joyce, Secondary Education Coordinator, described his plan for the secondary social studies education program. In addition to this program, the only other secondary education program faculty to submit a plan is English Education.

IV. Policy Governing Professional Education Candidate's Assessment of Professional Disposition

Barbara VanDornick submitted a draft of a disposition policy. The proposal calls for a disposition policy that would function like the University's communications condition policy. (See attached draft.) The policy will be discussed at the March meeting.

V. Employer Survey

UCTE is preparing to send surveys to graduates and their employers to gather perceptions of the quality of UD teacher education programs and program graduates. A draft of the employer survey was distributed. Several suggestions were made: add a comments column, maybe include a question asking the percentage or number of first-year teachers in the building who are UD graduates, include program identification information. The plan is to mail the survey out with the graduate survey asking the graduate to deliver it to his/her principal. Some members expressed concern that the response would be biased: only those first-year teachers who have received positive reviews from their principals would ask their employers to complete the survey. UCTE decided to attempt to survey area principals also.

VI. Course Inventory – Challenge List

UCTE approved all the courses on the challenge list.

EDUC 240, Professional Issues (revision)

EDUC 400, Student Teaching (revision)

EDUC 609, Assessment & Instruction for Reading (new)

EDUC 617, Delaware Reading Project Summer Institute (new)

EDUC 630, Assessment and Instruction for Reading (revision)

EDUC 649, Delaware Writing Project Summer Institute (new)

EDUC 668, Assessment & Instruction for Reading (new)

IFST 350, Technology in Early Childhood (new number, not new course)

IFST 355, Professional Issues in Early Childhood Development Education (new number, not a new course)

IFST 450, Technology in Early Childhood (deactivation)

IFST 490, Instructional Methods in Family and Consumer Sciences

(new)

IFST 491, Curriculum and Assessment in Family and Consumer
Sciences (new)

IFST 601, Theories of Human Development (revision)

IFST 603, Human Development in Life Span Perspective (revision)

IFST 621, Family Studies I (revision)

IFST 850, Theory: Family Studies and Human Development
(revision)

The meeting adjourned at 3:00 p.m.

Programs and National Recognition Status

National Council for Accreditation of Teacher Education

Revised 2/7/02

Institution: The University of Delaware

Next On-site Visit: Fall 2003

State partnership requirements for national program review: Institutions in Delaware are required to submit program reports to NCATE.

Abbreviations: ATP=Advanced Teacher Preparation ITP=Initial Teacher Preparation

ITP Degrees: B (Bachelor's) Pb (Postbaccalaureate) M (Master's) L (Licensure) E (Endorsement)

Advanced Degrees (Master's and above for ATP or Other School Personnel): M (Master's) S (Specialist) D (Doctorate)
L (Licensure) E (Endorsement)

NA=Not applicable (NCATE has no program standards for this program)

Programs Offered	Current Recognition Status	NCATE Program Standards in Effect	Program Report due at NCATE September 15, 2002
Administration			
Educational Leadership (MD)	Not Recognized	ELCC (1995)*	Full Report
Early Childhood Education			
Early Childhood	Recognized (1998)	NAEYC-ITP (1994)*	Interim or Full Report**

Programs Offered	Current Recognition Status	NCATE Program Standards in Effect	Program Report due at NCATE September 15, 2002
Education (B)			
Elementary Education			
Elementary Education (B)	Recognized (1997)	ACEI (2000)	Full Report
K-12 Education			
ESL/Bilingual Education (M)		TESOL*	Optional, if ITP program
Health Education (B)	Recognized (1998)	AAHE (1995)*	Interim or Full Report
Music Education (BM)		NA	
Physical Education (B-ITP)	Not Recognized	NASPE-ITP (1996)*	Full Report
Secondary Education			
Agriculture Education (B)		NA	
English/Language Arts (BM)	Recognized (1997)	NCTE (1997)	Full Report, ITP only
Foreign Languages-French (B)		NA	
Foreign Languages-German (B)		NA	
Foreign Languages-Italian (B)		NA	
Foreign Languages-Latin (B)		NA	
Foreign Languages-Spanish (B)		NA	
Mathematics Education (B)	Recognized (1998)	NCTM (1998)	Full Report
Science Education-Biology (B)	Not Recognized	NSTA (1998)	Full Report
Science Education-Chemistry (B)			
Science Education-Earth Science (B)			
Science Education-Physics (B)			
Social Studies Education (M)	Recognized (1997)	NCSS (1997)	Full Report, ITP only
Social Studies Education-Anthropology (B)			
Social Studies Education-Economics (B)			
Social Studies Education-Geography (B)			
Social Studies Education-History (B)			
Social Studies Education-Pol. Science (B)			

Programs Offered	Current Recognition Status	NCATE Program Standards in Effect	Program Report due at NCATE September 15, 2002
Social Studies Education-Psychology (B)			
Social Studies Education-Sociology (B)		NA	
Technology Education (B)	Not Reviewed	ITEA/CTTE (1997)	Full Report
Special Education			
Early Childhood (B)***	Recognized (1998)	NAEYC/CEC (1996)*	Full or Interim Report
Learning Disabilities (BM)	Recognized (1998)	CEC (1996)*	Full or Interim Report
Other School-Based Professional Programs			
Library Media Specialist (L)****	Recognized (1998)	ALA (1993)*	optional
Reading Education, Role 4 (M)	Recognized (1998)	IRA (1998)	Full Report
School Counseling (M)		NA	
School Psychology (S)	Continued Recognition (1998)	NASP (2000)	Full Report

*The institution has the option of writing to either the current standards, or the new standards adopted by the Specialty Areas Studies Board in 2001. If pursuing the latter option, contact the SPA coordinator for more information.

**If choosing to submit an interim report for this program, contact the program coordinator for special instructions.

***Because the scheduled revision of standards for ALA has been delayed, the institution *is not required* to submit a program report. Recognition will be extended until the next five-year NCATE visit.

****See instructions in CEC standards on how to submit a program review for an early childhood special education program.

If previous program review was based primarily on NAEYC standards (i.e., the program is a blended program)

submit to NAEYC.

If it is primarily a special education program, submit interim report to CEC.