# University Council on Teacher Education
## Minutes for May 8, 2001
### 1:00-3:00 p.m.
### 317 Willard Hall

Members Present:  Richard Bacon, Gaysha Beard, Chris Clark, Kate Conway-Turner, Ann McNeil, Joe Pika, Barbara VanDornick, Carol Vukelich

Members Absent:  Nick Baker, Tom Dilorenzo, Barry Joyce, Cindy Okolo, Dan Rich

Guests Present:  Pat Sine, Elaine Stotko

The February 13 and March 13, 2001 Minutes were unamiously approved.

## Announcements

I.    *Honors Day 2001*
      Barbara VanDornick provided a list of the students selected by UCTE who were honored at the 2001 Honors Day ceremony.  UCTE is responsible for selecting the student honored for the Delaware Association of School Administrators Award and the Delta Kappa Gamma International Society (Alpha Chapter) Award, and the students honored for the Outstanding Student Teachers Award.

II.   *Project Search*
      Barbara VanDornick reviewed the Project Search 2001 Report provided by Cindy Holland of Career Services.  Fifty-seven recruiters were present from Delaware school districts (100% representation).  In total, 279 recruiters from 141 districts and 11 states attended Project Search.  These recruiters conducted a record number of interviews (3,119).   Recruiters evaluated the event very positively.  Data were collected about the starting salaries of the represented districts.  Salaries ranged from $25,000 to $45,031.  Discussion focused on UCTE''s continued frustration with Delaware districts' failure to offer contracts.

III.  *ASPIRE Banquet/Minority Weekend*
      Barbara VanDornick reported on the ASPIRE banquet.  A record number of minority students and their families participated in this event.  This coming week-end, with support from DCTE's MBNA endowment, approximately 50 students of color and their parents will come to the University for an overnight event.  These students are high school juniors.  The week-end will begin with a dinner, followed by a social event for the students at The Bob, followed by meetings with representatives from the Office of Admissions and the Office of Financial Aid.

**Old Business**

I.    *NCATE – Proposed Addendum to Professional Education Course Proposal Approval Form*
Effective this fall, all course and program approval materials will be available on the Faculty Senate website.  This will allow UCTE to monitor more closely what is coming before the Faculty Senate that might impact professional education programs and candidates.  UCTE directed Carol Vukelich to contact the Faculty Sensate office and the chairs of the undergraduate and graduate committees to request copies of the committees' agendas and minutes.  By being proactive, UCTE's goal is to avoid some of the problems experienced this year.

Discussion shifted to preparing an addendum to the course and program approval process.  The discussion centered on requesting faculty to address how the conceptual framework will be reflected in the course or program.  UCTE directed Carol Vukelich to examine the current course and program approval forms to attempt to embed the needed information into the current forms' questions.

II.   *Faculty Data for NCATE Report*
Carol Vukelich reported that she is receiving copies of the Faculty Appraisal Form from the departments with professional education components.  Most are quite comprehensive.   Carol is working on creating a Professional Education Faculty Survey form, as suggested by UCTE, that faculty might complete when they complete their department's Faculty Appraisal Form.

**New Business**

I.    *Recommendations for Procedures for UCTE-Selected Honors Day Awards*
The UCTE Awards Selection Committee put forth two recommendations for consideration:
a. Nominations for honors will be submitted by teacher education programs, not individual faculty.  Each unit will submit one nomination per award or the number eligible for the award.  Nominations will be submitted by the deadline.  Nominations submitted after the deadline will not be considered.  Nominations will be submitted on standard nomination forms with supporting documentation.

b. The selection of outstanding student teachers by each teacher education program will adhere to UCTE established criteria, process and use of standard documentation.  UCTE will determine the appropriate number of students selected from each teacher education program.

Barbara VanDornick explained the rationale for the recommendations. This year the request for recommendations went to individual faculty. The Committee received very few recommendations by the closing date. Also, because the process now relies on individuals, the Committee fears that some excellent students are being overlooked. The Committee's thinking is that perhaps if each program/unit were responsible, each program/unit would be more responsive. Further, some programs nominate numerous student teachers; others nominate only a few. After considerable discussion, UCTE decided to leave the process as it is, but to recommend that notices be sent to program coordinators alerting them of the need to nominate outstanding students for the various awards and to suggest that approximately 1 outstanding student teacher for every 25 student teachers be considered as a "rule of thumb" for the selection of students for the outstanding student teachers award.

II.  *Report of the Task Force on Education and Technology (Pat Sine)*
Pat Sine described the work of the task force. The National Educational Technology Standards (NETS for Teachers) identifies six dimensions for teacher competence in instructional technology. These six dimensions are: Technology Operations and Concepts; Planning and Designing Learning Environments and Experiences; Teaching, Learning and the Curriculum; Assessment and Evaluation; Productivity and Professional Practice; and Social, Ethical, Legal, and Human Issues. The Task Force chose to adapt these standards for use in the UD teacher education programs and to detail what candidates should demonstrate prior to Upper Division Clearance and prior to graduation. Pat reiterated the Task Force's recommendation that technology needs to be embedded in every facet of the developing teacher's experience. The belief is that a concerted effort to embed technology in teacher education candidates' experiences can yield large benefits. The successful implementation of technology standards in teacher education programs requires the participation of all academic units involved in the preparation of future teachers. The Task Force proposed a possible template for engaging in the process of planning and implementation. UCTE began its discussion of how to ensure that all programs engage in the recommended planning for implementation. Questions were raised (e.g., How pressing is the charge? What's the bottom line? Given the rich technology base on this campus, should technology not be a high priority of all professional education programs? Is it possible to use this project to leverage needed equipment and materials? Is there a mismatch between our students' knowledge/training and the technology available in classrooms? Should students be required to come to the program with a laptop?).

Because of the approaching 3:00 hour and several members having 3:00 commitments, the decision was made to continue discussion of the report at the next UCTE meeting.


Meeting adjourned at 3:00.