

**University Council on Teacher Education**  
**Minutes for October 12, 2000**  
**1:00-3:00 p.m.**  
**317 Willard Hall**

**Members Present:** Richard Bacon, Nick Baker, Gaysha Beard, Chris Clark, Kate Conway-Turner, Barry Joyce, Cindy Okolo, Joe Pika, Dan Rich, Barbara VanDornick, Carol Vukelich

**Members Absent:** Pam Beeman, Thomas DiLorenzo

**Guests Present:** Janet Smith, Elaine Stotko

The minutes from June 7 September 28, 2000 were unanimously approved.

**Announcements**

*I. Professional Education Fall 2000 Admission and Enrollments Reports*

Barbara VanDornick summarized the Fall 2000 admission statistics. The number of newly enrolled freshmen into the undergraduate professional education programs has decreased over the past three years. While the number of applicants has increased over the last three years, the number and percentage offered admission has decreased. Overall numbers are lower this year, however, quality has improved. There were 1702 applicants with 706 offered admission. SAT and PGI scores have increased.

It was recommended to track this information as to whether our students were residents or non-residents.

There are 1,804 (11.2%) undergraduate students enrolled in professional education programs. Only 133 (7.4%) of these students are from ethnic minority groups. In 1999, 144 (7.4%) of the undergraduate students were from ethnic minority groups.

Enrollment of minority students in professional education programs is below the University's average. Aspire is looking into ways of encouraging minority students offered admission to follow through with the application procedures. This semester there were 42 minority students offered admission and only 15 accepted.

We need to establish an enrollment target.

*II. 1999-2000 Institutional Recommendation*

September 1999 through August 2000 the total enrollment was 347. Of these students, 317 were enrolled in a bachelor degree program, 18 in a master's program, and 12 as non-degree status. Of these students, 28 were of ethnic minority groups.

## **Old Business**

### *I. Selection of Graduate and Undergraduate Student Representatives*

Our new student representatives were introduced. UCTE welcomed Gaysha Beard, a Master's of Education student specializing in Curriculum and Instruction. Nicholas Baker, a Bachelor of Arts student specializing in History Education.

### *II. Review of School of Education's Ed.D. Program (Chris Clark)*

How does the Ph.D. and Ed.D. programs stack up to programs at other institutions. Visitors who reviewed our programs found the programs very sound with weak administration. Another critical concern is in the specialization areas—Is there one Ph.D. program or 12? We need to get organized and get our stories straight regarding the specialization areas. Chris is working closely with the committee on Graduate Studies. The School of Education has begun the process to rectify the problems. All the program coordinators have met and are in the process of creating a timeline.

### *III. Secondary Teacher Education Program Representative*

This item will remain on the agenda until a representative has been selected.

### *IV. Conceptual Framework and Outcomes (Please review at [www.udel.edu/teachered/policies/concfram.html](http://www.udel.edu/teachered/policies/concfram.html) before the meeting.)*

We will be held accountable for the outcomes sections. These are called institutional standards which are a part of the NCATE procedure. There are ten specific outcomes listed in the conceptual framework. Are these the things we want to be held accountable that student know and will be able to do?

It was suggested that simplifying the outcomes might be easier to understand what needs to be done. There seems to be some repetition. Maybe listing the evidence for each item.

How well does this overlay what is required by NCATE and each program specialty organization standards?

It was suggested that comparing our ten outcomes with the State outcomes. Carol will develop this table for UCTE to review at a future meeting.

It was also stated that it would be helpful to see what other states are doing.

## **New Business**

### **I. NCATE 2000**

Our next visit will be in 2003. What follows are major shifts to be reflected before our visit.

- We are now responsible for showing what our students learned.
- We will be required to show syllabi and what our students have learned. The key pieces: knowledge (content, pedagogical and professional knowledge), skills (like Praxis I) and dispositions. We are also required to show a shift from the internal alignments only to internal and external alignments.
- Concerns about a candidate's progress through graduation.
- Diversity "counting" to provide evidence that our candidates possess content knowledge, pedagogical content knowledge and dispositions related to the teaching of diverse students.
- What do the student learn as a result of our teaching.
- The design, implementation, and evaluation of our candidates.
- Candidates experiences with P-12 students to candidates demonstrating they have had an impact on student learning.
- Course and content counts.
- Collecting data to implementing a unit assessment system.
- Single assessment to multiple assessments with the quality judgment criteria specified.
- Individual instructor designed assessments to more field tested assessments with some degree of reliability and validity.
- Few decision points to multiple decision points, with decisions rendered by teams of people, using a uniform evaluation tool.

### **NCATE 2000**

- Candidate Performance
  - Knowledge, Skills and Dispositions
  - Assessment System and Unit Evaluation
- Unit Capacity
  - Field Experiences and Clinical Practice
  - Diversity
  - Faculty Qualifications
  - Performance and Development
  - Unit Governance and REsources

- Conceptual Framework – All candidate Performances
  - Unit will be expected to describe the conceptual frameworks to provide an important context for the unit's approach to meeting the standards.
- Candidate Performance Knowledge, Skills, and Disposition
- Institutional Standards
  - Institutional standards are derived from the unit's conceptual framework.
- Rubric for Standard I
- Assessment System and Unit Evaluation
  - Unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.
- External Resources for Measuring Proficiencies
  - State licensure exams
  - Employer evaluations
  - National and/or state program reviews
  - Multiple choice tests and written essays
  - Transcripts
- Internal Resources for Measuring Proficiencies
  - Candidate work
  - Student learning
  - Observation and assessment
- Features of Good Assessment Systems
  - Embedded in instruction
  - On-going
  - Data related to standards
  - Multiple/linked measures
  - Candidate experiences
  - Benchmarks
  - Comprehensive
- Performance Assessment
  - Category I
  - Category II
  - Standard I
  - Standard II
- Field Experiences and Clinical Practice
  - The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that the teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
- Diversity
  - Unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the

knowledge, skills and dispositions to make all students learn.

- Faculty Qualifications
- Unit Governances and Resources
  - Unit has the leadership, authority, budget, personnel, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

In 2003 they will expect that we are in our third year of implementing our assessment plan. We should have data and examples of how we revised our assessment plan.

Starting with the assessment piece is the best way to go. Standards I and II are where our major challenge exist. Starting at the program level, then having a leadership team review their assessment.

A Unit Assessment Plan is a collection data– UCTE will be responsible for getting the data and putting it together to make sense. Carol plans to meet with the Program Coordinators to discuss ways for this process to begin.

Chris Clark suggested having program meetings regularly scheduled to discuss what is happening and what we think about it. A self-assessment process. It might be helpful knowing that a guest would be invited to attend these group meetings. Take advantage of the quality of our programs, not just be doing this for NCATE.

## II. *NCATE Updates*

## III. *Federal Reporting (Barbara VanDornick)*

We are required to submit three reports on teacher preparation and licensing: one from institutions to states, a second from states to the U.S. Secretary of Education, and a third from the Secretary to Congress and the public. We must report to the State on items related to their teacher preparation programs. This information must also be reported to the public through publications and promotional materials that we would send to prospective students, high school guidance counselors and employers of their graduates. The State timeline:

- May 30, 2000 ETS sends letter to institution about data collection procedures.
- June-October institution identifies cohort and submits information electronically to ETS. (Barbara has forwarded a list to Program Coordinators. It is very critical for their response.)

- November 1, 2000 deadline for compiling cohort information.
- February 28, 2001 ETS returns cohort information. Institution verifies information.
- March 28, 2001 ETS makes corrections and sends final report with pass rates.
- April 7, 2001 institution submits final report to State Department of Education.

What would you like us to know about your program? This information is important because we don't want to be judged just from our pass rate. This report will be publicized on websites, catalogues, and newspapers. The report is due April 7. Barbara, Cindy, Elaine, Chris, and Joe will create a draft report for submission to UCTE. After UCTE's review the report will be reviewed by a professional editor.

Praxis I Exemptions – We need to indicate why our percentage is low. (In Delaware, students do not take Praxis I if they meet the GPA requirement.)

Praxis II Scores – Do we want information from ETS? The cost is \$1,200 to \$1,500. Do we want this additional information? It was decided to try this for a year to see if this information would be helpful. This would be just on program completers.

We're not a gatekeeper institution. We need to be clear that the public knows this information.

#### IV. *February 8 and May 10 UCTE Dates*

New times will be selected for the spring semester.

The meeting adjourned at 3:10 p.m.