

**University Council on Teacher Education**  
**Minutes for October 20, 2003**  
**10:00-12:00 a.m.**  
**217 Willard Hall**

**Members Present:** Carol Vukelich, Alice Eyman, Barbara VanDornick, Chris Clark, Nancy Brickhouse, Bonnie Robb, Joan Delfattore, Helen Williams, Janet Smith, George Watson

**Excused:** John Burmeister

**Guest Present:** Sylvia Brooks, Penny Deiner

The minutes for September 8 and September 29, 2003 were approved.

**Old Business**

I. Institutional Report, Standard 3. (Barbara VanDornick)

Barbara VanDornick reviewed the narrative presented in the Institutional Report for Standard 3. In her opinion, this Standard is one of our professional education unit's many strengths. In the collaboration area, we work closely with our colleagues in the field in the design and delivery of our clinical/field-based experiences. Our Clinical Studies Advisory Committee provides visible evidence of this collaboration. This group is in addition to the numerous program-level advisory groups. Further, there is strong collaboration among the five colleges responsible for the design and delivery of professional education programs. In addition, unique collaborative arrangements exist with such agencies as the Latin America Community Center. We describe each of these collaborative ventures in some detail in the Institutional Report. We describe the orientation sessions we hold each semester to ensure the accurate use of the Pathwise student teaching evaluation instrument and the new summer course developed for teachers and taught by Angela Case, Director of Clinical Studies to prepare our professional world colleagues to work with our candidates. Finally, we point with considerable pride to our two campus schools, the Preschool Laboratory and The College School.

In the design, implementation, and evaluation of field-based experiences section, we highlight the field-based experiences in each program. We explain our level 1, level 2, and level 3 clinical sequence, describing the number of hours (the many hours) our candidates are "in the field" and what they are expected to do in each clinical experience. We mention our on-line field experience placement report, documenting how we require our candidates to work with different age groups and kinds of students at different sites. We describe how we survey our candidates to obtain their feedback on the quality of their student teaching experience and how we use this information to revise student teaching.

## New Business

### I. ASPIRE Annual Report (Sylvia Brooks)

Sylvia Brooks, Director of the ASPIRE Program, provided an overview of ASPIRE activities during the past year. She began by alerting UCTE members of ASPIRE's new expanded focus from solely recruiting and retaining candidates of color to recruiting and retaining candidates from all underrepresented populations in professional education, including first-generation college, minority, and low-income students.

Sylvia continued by describing several 2002-2003 recruitment activities, including the partnering with the Metropolitan Wilmington Urban League in the recruitment of Delaware students from underrepresented populations. Through this partnership, the number of minority Delaware residents increased significantly. As with many first-time partnerships, there were a few challenges. For example, while the goal had been to attract new high school graduates, a number of those who applied were non-traditional students, students who had been out of school for a number of years. Another challenge was that some applicants misunderstood that they needed to complete an application for the Metropolitan Wilmington Urban League **and** the University of Delaware. Thirdly, some applicants thought this was a scholarship program, when it was a support based on financial needs program. Representatives from the University and from the Urban League have met to ensure that these problems are not repeated this year.

Sylvia reported that there are 163 students identified as ASPIRE students this year. She described last year's recruitment efforts and reported that this year's efforts would be like those of last year, with the addition of a special focus on recruiting applicants from Washington, DC. Because there is no "state" university in Washington, DC, every student who lives in the city of Washington, DC is provided \$10,000 annually toward out-of-state tuition. As providing sufficient dollars to cover the out-of-state tuition rate is a constant challenge in ASPIRE's efforts to enroll out-of-state students, this support by Washington, DC is seen to be of potential significance in securing an increase in enrollment of students from underrepresented groups in teacher education. Sylvia and Ron Whittington, Special Assistant to CHEP Dean Barnekov, will travel to Washington, DC soon to connect with district administrators.

Sylvia reported that a challenge is to get candidates in need of tutoring support to accept ASPIRE's offer for tutoring. She questioned whether it should be made mandatory for these candidates to accept the offered tutoring. Many ASPIRE candidates are doing very well; nearly half of them have a 3.0 or better GPA.

### II. EDUC 437 (New course to replace EDUC 436) in the Elementary Teacher Education/Special Education Program (Chris Clark)

Chris Clark, Director of the School of Education, requested approval of a revision in the Elementary Teacher Education/Special Education Program. Candidates who are

seeking both elementary education certification and special education certification currently are required to complete EDUC 436 Lit Prob: Assessment and Instruction with all ETE majors. The ETE/Special Education candidates have reported redundancy between the course content in EDUC 436 and that of another course they must complete (EDUC 432 Curr. for School-Age Except. Children). Yet, the ETE candidates who are not seeking the special education certification need the content of the current EDUC 436. Hence, the special education faculty have proposed a revision in the course requirements for those candidates seeking ETE/Special Education certification. Their proposal entails these candidates being required to complete a new course, EDUC 437 Diagnosis and Instruction: Literacy Problems in place of the current requirement, EDUC 436. The proposal has been approved by the School of Education Undergraduate Studies Committee. Unfortunately, materials describing the new course did not accompany the request for UCTE approval, and Nancy Brickhouse, Associate Director of the School of Education, was called from the meeting and therefore was not available to answer questions about the new course. UCTE requested Chris Clark to ask Nancy Brickhouse to forward the materials to UCTE so that a vote by mail might occur in order to facilitate moving the program revision request forward.

### III. NCATE Schedule

UCTE reviewed the BOE interview schedule, making several last minute scheduling changes.

### IV. Problems to be Identified for the BOE

The BOE team chair asked that the unit identify three to four problems it sees in need of attention. Carol Vukelich asked for UCTE's suggestions. The following were identified: Rewarding and training cooperating teachers better; workload equity in terms of the additional workload NCATE requires of program coordinators; the number of conceptual framework outcomes; and meaningful ways to report student learning (our candidates' impact on the students they teach).

### V. Sunday Evening Presentation

Carol Vukelich described the BOE Sunday evening dinner presentations. She asked Provost Dan Rich, CHEP Dean Tim Barnekov, Secondary Education Coordinator Joan DelFattore, School of Education Director Chris Clark, Director of Clinical Studies Angela Case, and Associate Director of DCTE Barbara VanDornick to highlight various strengths of our professional education unit.

UCTE agreed that it was relieved that the BOE finally would be arriving –and departing—soon.

A motion was made and approved for adjournment.