

## Minutes of the Meeting of Friday, September 4, 1998

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Members Present: Kate Conway-Turner, Bob Hampel, Skip MacArthur, Ann McNeil, Rob Palkovitz, Dan Rich, Bonnie Robb, Mary Roe, Barbara VanDornick, Carol Vukelich

Members Absent: Pam Beeman, Jinfa Cai

### *I. Update on NCATE Institutional Report.*

The NCATE visit is scheduled for November 7-12. The Board of Examiners will want to meet with UCTE. The final draft of the Institutional Report is being prepared and will be mailed soon. In the process of preparing the Institutional Report, the NCATE Steering Committee (the group writing the report) identified several policies and procedures needing UCTE's immediate attention.

### *II. Minority Recruitment Plan.*

Chair Carol Vukelich began the discussion by noting that while the University has a strong minority recruitment plan, the unit has no plan. The most successful and clearly defined department/school plan is ASPIRE, the former College of Education's plan. For this reason, she invited Dr. Gail Rys, Assistant Director of the School of Education and one of the crafters of ASPIRE, to share a description of ASPIRE with UCTE. Members were asked to consider adopting an augmented version of this program as the unit's minority recruitment plan. (Please see the attached description of the plan.) Dr. Rys proceeded to highlight the key features of ASPIRE. These included:

- ASPIRE, which began in 1991, was originally funded by a Pew Grant. The focus was to increase the representation of minority teachers in education. In 1991, there were two or three minority teacher education candidates. Currently, there are 143 minority education majors.
- Recruitment is a 24-hour-a-day job. Dr. Rys described several "hands-on" procedures she and her colleague Jim Shaw use to recruit minority students.
- ASPIRE students are admitted using the same criteria as those used to admit other undergraduate students.
- Dr. Rys's office provides a support network aimed at retaining the students. Retention is as important as recruitment. ASPIRE aims to do both.

Following the discussion of the program elements, UCTE's attention turned to the budget and revisions needed in the program so that it would encompass all teacher education programs. Dr. Rys presented her thinking regarding needed revisions. These include the

- need to work closely with the Admissions Office to supplement, rather than repeat, this Office's recruitment efforts,
- identification of additional people in areas outside the School of Education to implement the retention activities found to be successful, and
- creation of an advisory board with representatives from each college with a teacher education program

Dr. Rys provided a budget, increased to support the recruitment and retention of minority teacher education candidates in all programs, not just those in the School of Education. Dean Dan Rich requested that Dr. Rys revise the budget to reflect the staff costs associated with the implementation of the plan and the financial aid/scholarship dollars committed to ASPIRE. She agreed to make the revisions for UCTE. She also agreed to provide yearly reports of the implementation of the plan to UCTE and recommendations for revisions. In this way, UCTE would monitor the implementation of the plan.

The motion was made and seconded that UCTE adopt the plan as presented with the revised budget as the unit's minority recruitment plan. The motion passed with unanimous support.

### III. *The Creation of a Scheme to Monitor All Programs Use of the Conceptual Framework.*

Chair Vukelich began by indicating that UCTE must ensure that our newly-approved framework infuses our programs in all appropriate ways. How is the framework being integrated into courses? Are program hand-outs being revised to include reference/evidence of the conceptual framework? Are the framework and the related outcomes reflected in what we are using to evaluate students during their field experiences?

Dr. Robert Hampel, Interim Director of the School of Education, questioned UCTE's desire to take on sole responsibility for those tasks. The challenge is great, given the dispersment of our education programs across campus. After much discussion, it was decided that program coordinators should be charged with the task of making sure the conceptual framework is incorporated into their program and that UCTE should check to ensure that integration of the framework into the fabric of all programs is occurring. Drs. Mary Roe and Bonnie Robb agreed to draft a proposal for consideration by UCTE at its next meeting regarding this challenge.

Chair Vukelich noted that two sub-committees of the Student Teaching Coordinators Committee are working to consider how to integrate the conceptual framework into the selection of cooperating teachers and how to revise the student teaching application form so that it reflects the conceptual framework. The products of these sub-committees' work will be brought to UCTE for its approval before November 1.

### IV. *Ms. Barbara VanDornick shared information regarding a section (Standard II.A) of the Institutional Report that Dr. Hampel and she are crafting.*

While departments/schools monitors candidates and UCTE has considered student requests for variances from established program policies, UCTE has had no specific schedule for monitoring professional education candidates' progress through their program. Ms. VanDornick presented the following proposal as a motion for UCTE consideration.

*In order to comply with NCATE Standard II.A, the unit (UCTE) needs to show evidence of monitoring the recruitment, admission, and retention of students in the professional education programs (initial and advanced).*

*The University Council on Teacher Education reviews and coordinates the recruitment, admission, and retention plans of candidates in initial and advanced professional education programs. The following guidelines and time line for monitoring these efforts are:*

- *September: Meet with the Director of Admissions to review admissions process and to establish goals*
- *October: Review fall enrollment reports*
- *January: Review end-of-term reports. Letters will be sent to candidates not meeting established program criteria.*
- *February: Review spring enrollment reports*
- *March: Begin monitoring weekly admission reports*
- *May: Report on enrollment projections and qualifications for following year's admitted students*
- *June: Review end-of-term reports. Letters will be sent to candidates not meeting established program criteria.*

Discussion followed regarding who should send the letter: UCTE or each candidate's department. The decision was that Barbara VanDornick would contact each professional education program coordinator to determine the coordinator's preference; Ms.

VanDornick will either send a letter to the student on behalf of UCTE with a copy to his/her advisor or programs coordinator or she will send a letter to the advisor or the program coordinator. UCTE's intention is to be helpful--to help program's impress upon students the importance of meeting with their advisor to seek needed assistance.

The proposal was approved unanimously.

#### *V. Review of Programs.*

A discussion arose about how UCTE reviews programs. Certainly, UCTE approves all revisions to programs. However, the review process has been less formal. Dean Rich noted that Vice Provost John C. Cavanaugh's position is that programs reviewed by their specialty organization will be considered as reviewed by the University. UCTE supported

this position. However, at the moment, only the department chair or school director and the program coordinator receive copies of the specialty organization's report. UCTE needs to review these reports and, where appropriate, request additional information from program coordinators. The decision was made to discuss the review of programs at the next meeting.

*VI. Adjunct Faculty Handbook.*

On behalf of UCTE, Chair Vukelich created a handbook for s-contract education faculty. Feedback to drafts of the document have been obtained from s-contract faculty and several full-time faculty across campus. These handbooks will be distributed to s-contract education faculty each semester. She has invited s-contract faculty to a professional development workshop with Judith Greene of the Center for Teaching Effectiveness. Such workshops will be offered each semester. The first workshop is scheduled for Thursday, September 17 from 4:00-7:00. She invited suggestions for additions and revisions to the handbook. It is meant to be an ever-changing document.

*VI. Conceptual Framework and Outcomes.*

The conceptual framework and outcomes were approved by the teacher education faculty at the May meeting. However, there was some confusion regarding whether UCTE had officially approved the 10 outcomes. To set the record straight, Dr. Mary Roe moved that UCTE approve the conceptual framework's 10 outcomes. The motion was seconded and unanimously approved.

*VII. Minority Faculty Recruitment.*

The University has a strong minority recruitment faculty plan. Departments/Schools carefully implement this plan in their attempts to recruit minority faculty. UCTE needs to consider how it can participate in the minority recruitment process, reaffirm the University's plan, and develop a plan of its own. Dr. Kate Conway-Turner agreed to prepare such a plan for UCTE's consideration at its next meeting.

*VIII. Evaluation of Field Experiences.*

Field experiences are important in all of our undergraduate teacher education programs and in several of our graduate programs. UCTE needs to ensure the quality of all field experiences. Given the importance of quality field experiences/internships in all unit programs, the following motion was introduced:

*Effective fall semester 1998, UCTE charges the Director of Clinical Studies, the Coordinator of Clinical Studies, the Elementary Teacher Education clinical coordinators, and graduate program coordinators with the task of gathering feedback relative to the quality of each field experience/internship from program candidates, course instructors, cooperating teachers, and University supervisors. Further, those charged shall provide an annual written report of these data to UCTE and shall document how the feedback is used for program improvement.*

The motion was approved unanimously.

*IX. Ensuring That All Candidates Work with Culturally Diverse Students, Students of Differing Ages, and Exceptional Students.*

NCATE requires and UCTE has supported our candidates' involvement with culturally diverse students, students of differing ages, and exceptional students. At present, individual programs are responsible for monitoring students' placements. How can UCTE ensure that all candidates are

provided experiences with these groups of students? After considerable discussion about the logistics and difficulty of each program's faculty/coordinator assuming responsibility for this task and reporting the information to UCTE, the item was tabled for the next meeting.

*X. General Education Goals.*

Dr. Marilou Hyson wrote to UCTE requesting that they endorse the University's new general education goals. Since several members did not recall seeing the goals, Dr. Conway-Turner agreed to forward a copy to Chair Vukelich for inclusion with the minutes of the meeting. The item was tabled for the next meeting.

*XI. Appointment of the Advisory Committee on Teacher Education (ACTE).*

Dean Rich shared the names of potential members of the ACTE and the letter he is preparing to invite these members to serve. The potential members list is a cross-section of Delaware citizens concerned with education and the education of professionals for Delaware schools. They are people who care deeply about issues, who will expect us to listen and act on their advice, and who can make significant changes. Several suggestions were made for revisions in the letter; Dean Rich promised he would address the noted concerns in his revisions. Discussion followed about the nature of the meetings with the ACTE. For example, would UCTE be involved? Who would prepare the agenda? What information would be shared? With the support of UCTE, Dean Rich indicated the invitation letters would be mailed in the next few weeks. The first meeting will be in October.

*XII. Requiring Praxis I of All Teacher Education Students.*

Ms. VanDornick reported on the State's intention to require all Delaware higher education institutions to require all teacher education candidates to take and pass Praxis I to exit their teacher education program. Program approval will be contingent on the inclusion of Praxis I as a program exit requirement. Currently, our teacher education candidates are not required to take Praxis I. The State of Delaware requires teacher applicants to take and pass this exam to be a Delaware teacher. The State is considering requiring the successful completion of both Praxis I and Praxis II to be a Delaware teacher. Students can exempt out of Praxis I, based on their SAT scores. Ms. VanDornick reported that of the incoming teacher education majors, 29% would be exempt. While there was general positive response to requiring Praxis I of our candidates, UCTE delayed action on the motion until Ms. VanDornick could obtain information from ETS regarding the pass rate of former candidates who have taken the exam and the accommodations made for students with disabilities. The item was tabled until the next meeting.

*XIII. Request for Advice/Input.*

Dean Rich provided information and sought UCTE's advice on the funding requests he has made to the central administration regarding the resources to support teacher education on campus and professional development for teachers and administrators.

Respectfully submitted by:

Marie Senff and Carol Vukelich