University Council on Teacher Education
Minutes for September 29, 2003
10:00- 12:00 p.m.
217 Willard Hall

Members Present: John Burmeister, Chris Clark, Joan DelFattore, Christine Evans, Barry Joyce, Bonnie Robb, Janet Smith, Barbara VanDornick, Carol Vukelich, Helen Williams

Members Absent: Tim Barnekov, Alice Eyman

Guests Present: Tony DeCapua, Penny Deiner, Gail Rys, George Watson

<u>**Announcement**</u>

I.   The UCTE Professional Development Cluster Committee approved
   a. Proportional Reasoning in Math and Science
   b. Basic School Nursing
   c. Linking Literacy and the Content Areas (Middle and Secondary)

<u>**Old Business**</u>

I.   First Year of Review of Aggregated Candidate Performance Data

Program coordinators provided brief descriptions of the program assessment component of the Unit Assessment System and of the first year of data gathered and aggregated. The following conclusions were reached based on these presentations:

1. There is considerable redundancy across the conceptual framework outcomes. These redundancies have become evident as we use the outcomes to aggregate data on our candidates' competence. We need to tease out these redundancies and revise the outcomes.
2. There is very little variability in the ratings of student teachers' performance as judged by cooperating teachers and supervisors on Pathwise, the student teaching evaluation form. We need to look closely at these data to ensure that the cooperating teachers and the supervisors are rating against the standard.
3. Care needs to be taken in how the aggregated data are presented. When the number of candidates in the program is small (less than 20-25), the use of percentages presents an inaccurate picture of the program's candidates' performance; a few students skew the picture positively or negatively.
4. The data from the letters of recommendations used for admission into the graduate programs as an assessment criterion is useless; there is essentially absolutely no variability in the ratings.

Clearly, applicants ask people to provide letters of reference who will provide a glowing report on their performance.

5. Programs have invited colleagues from the professional world to participate in the development of components of the program assessment plans and in the assessment of candidates' performance. Our concern is in maintaining these colleagues' participation, year after year, semester after semester. We need to consider how to ensure their continued participation.

6. The new program assessment plans are adding considerably to program coordinators' duties. UCTE looks forward to the report from the task force considering how to integrate the new responsibilities into program coordinators' workload (as per the Provost's suggestion during his visit to UCTE last spring).

7. Different program assess student learning differently. Some programs, like the Elementary Teacher Education Program, gather pre- and post assessment data on various projects. Other programs, like the Agriculture and Technology Education Program, ask evaluators to rate candidates' impact on students' learning, based on the data presented. We need to consider how to gather and report these data.

8. While programs piloted their assessment plans in 2001-2002, scaling up to full implementation identified new problems. For example, Health and Physical Education discovered that they did not guide students appropriately in the selection of artifacts for their exit portfolios. Candidates' poor performance on select items is reflective of this lack of clear guidance.

9. The data program coordinators need to collect to show candidates' achievement of several specialty organization standards are considerably different from the data the program coordinators need to collect to show evidence of the candidates' achievement of the conceptual framework outcomes. Many program coordinators are feeling as though two very different systems are required. It is impossible to maintain two different assessment systems.

10. We have developed several technology systems to support our data collection procedures. We need to continue looking for ways to use technology to support our efforts.

11. This first year of implementation identified several points in need of attention by various programs. For example, ETE faculty need to consider candidates' use of technology during student teaching to enhance student learning. Secondly, with the departure of Elaine Stotko from the University, the ESL/Bilingual endorsement program has lost its leadership. Thirdly, course syllabi should indicate that the course embedded project must be completed at the acceptable level in order for the course to be passed. Fourthly, candidates assess themselves to be

lacking knowledge of economics and faculty agree with the assessment. A means needs to be found for continuing support of the experimental economics course being offered this fall.

12. The first year of implementation also identified several successes. For example, the Early Childhood Development and Education program and the Early Childhood Special Education program require candidates to present their mastery portfolio to an audience; representatives from the professional world join faculty to hear the candidates' defense of their portfolios. The defense serves as a wonderful review of the program and the candidates.

13. Supervisors tend to rate candidates lower than cooperating teachers on all assessments.

14. The Early Childhood Development and Education and Early Childhood Special Education programs have designed a course to support candidates' transition from the University to the classroom.

15. Graduate-level program candidates primarily are part-time candidates. Hence, because few candidates have reached the first checkpoint, minimal aggregated data are available. For the most part, candidates who have reached the first checkpoint were judged to perform at the acceptable level on the program developed rubrics.

II. Standard 3: Field Experiences and Clinical Practice
UCTE's discussion of Standard 3 was delayed until the next meeting.

New Business

I. ETE/ESL/Bilingual Endorsement (Nancy Brickhouse)
The implementation of ETE program assessment plan component of the Unit Assessment System identified the lack of leadership in the ESL/Bilingual endorsement area, a result of the departure of the endorsement area's leader from the University. The School of Education asked UCTE to support the declaration of a moratorium on admission to the program until the program can be sufficiently staffed. Students currently completing the courses required to earn the endorsement will be allowed to continue, as required by University policy. The School of Education recognizes the need for teachers in this area. UCTE voted unanimously to support the School's request for the moratorium.

II. Fall Enrollment and Admission Statistics (Barbara VanDornick)
Barbara Vandornick presented the data on the fall 2003 admission statistics. The following points summarize these data.
1. The number of minority professional education candidates has increased significantly, by over 5%.
2. Both undergraduate and graduate enrollment has increased since last year.

3. Undergraduate professional education candidates' SAT scores are slightly lower this year than last year.