

University Council on Teacher Education
Minutes for February 26, 2014
10:00-12:00
200 Academy Street

Members Present: Janice Bibik, Michelle Cirillo, Ralph Ferretti, Laura Glass, Gemelle John, Barry Joyce, Matthew Kinservik, Lynn Okagaki, Cynthia Paris, Kate Scantlebury, Barbara VanDornick, Carol Vukelich, Linda Zankowsky

Guest Present: Jill Ewing, Steve Goodwin, Fredericka Jenner, Carol Wong, Lynn Worden

The December minutes were approved as distributed.

Announcements

- I. UCTE University-Wide Professional Education Awards*
Barbara VanDornick asked for volunteers to serve on the awards selection committee.
- II. Fall 2013 End-of-Term Report*
Tabled until the March meeting
- III. Pass Rates on Praxis II Content Tests 2012-2013*
Tabled until the March meeting

Old Business

- I. Goals of the Office of Clinical Studies (Linda Zankowsky)*
Tabled until the March meeting.
- II. Senate Bill No. 51 (Regulation 290)*
 - Admission to Teacher Education Program
Barbara VanDornick will be submitting reports for CAEP, Title II, and the State of Delaware in April. The data presented in each needs to be consistent. When do we want to say that we admit students into our teacher education programs. We need to agree on a single admission point for all programs. After considerable discussion, the following motion was approved: Teacher education candidates are admitted as freshmen to our programs. [This is consistent with current policy.]
 - Common Core Survey
Tabled until the March Meeting
 - High Quality Clinical Supervisor (Carol Vukelich)

Who are high quality clinical supervisors? CAEP defines high quality clinical supervisors as “Clinical educators are all EPP and P-12 school-based individuals,

including classroom teachers, who assess, support and develop a candidate's knowledge, skills, and professional dispositions at some state in the clinical experiences. Literature indicates the importance of the quality of clinical educators, both school- and provider-based, to ensure the learning of candidates and P-12 students. Transforming Teacher Education Through Clinical Practice described high-quality clinical experiences as ones in which both providers and their partners require candidate supervision and mentoring by certified clinical educators—drawn from discipline-specific, pedagogical, and P-12 professionals—who are trained to work with and provide feedback to candidates. Clinical educators should be accountable for the performance of the candidates they supervise, as well as that of the students they teach.”

At present, we do not have certification information on our EPP clinical supervisors. Therefore, while we assume that they are certified and drawn from the discipline-specific area they supervisor, we have no data to prove our assumption.

UCTE directed Carol Vukelich to ask program coordinators to obtain copies of their clinical supervisors' certificates. This semester will serve as an “audit semester.”

New Business

I. Collaborative to Diversify Teacher Education at the University of Delaware (Jill Ewing, Carol Wong, Lynn Worden)

A group of faculty has been working to examine strengths and weaknesses in our recruitment and retention of students from groups historically underrepresented in teacher education. They conducted interviews, focus groups, surveys, and institutional data analysis during the 2012-2013 academic year. Data revealed the following major concerns:

- The graduation gap between low-income and non low-income teacher education students was twice that of the overall University of Delaware student population.
- Teacher education students expressed anxiety about teacher salaries, the financial costs of an undergraduate education, and the extra burden of teacher education fees, such as those for teacher certification exams.
- Participants had concerns about public perceptions of teaching.
- Participants worried about UD's racial environment.
- Teacher education candidates demonstrated a lack of awareness of campus resources.

The findings reveal that in order to improve the recruitment and retention of underrepresented students, the following steps are imperative:

- Provide greater financial support, including subsidizing teacher education fees;

- Leverage the support systems already in place on UD's campus;
- Improve the racial campus climate by fostering inclusive teaching/advising and increasing the diversity of faculty and students;
- Advocate for the teaching profession as a whole, marketing teaching as a vibrant career related to social justice and making a difference in the world; and
- Institutionalize outreach and retention efforts: support faculty who engage in community-based research/service and reframe ASPIRE as a university-wide program with its own space, budget, and faculty/staff administrator, who will serve as the director for diversity in teacher education.

II. Compensation Reform (Fredericka Jenner, DSEA)

Governor Markell's 2014 State of the Address indicated that "the department [Department of Education] has been working with DSEA to identify opportunities for reforming the compensation system for educators. Beginning with starting salaries, the proposal seeks to develop ways to create a system that attracts and retains great teachers, as well as providing a path for teachers to receive additional compensation when they pursue leadership opportunities and remain in their classrooms.

Why is compensation reform important?

- The research is clear: Nothing matters more for students than having a great teacher in the classroom.
- To do that, Delaware must offer a career path and opportunities that attract, retain, and recognize great teachers without their having to leave the classroom.
- It also means offering a compensation system that more clearly reflects what we value in our great teachers: leadership, impact on student learning, and service in those communities where students are most in need of great teachers.

We cannot be left behind: For years our great teachers have asked for this, the next generation of teachers expect this, and many of our neighbors are already moving in.

Next Steps:

We are continuing to work with DSEA, and we will engage other stakeholder, to develop this legislation for the current General Assembly."

Fredericka Jenner, President of DSEA, joined UCTE for a discussion on how to advocate for public education. None of us likes the message being relayed about teachers in state. We need to support each other. We need to work together and continue the conversation.

III. Background Checks (Steve Goodwin)

For Steve Goodwin's Adaptive Physical Activities course, students are bused to campus. These students come with a cadre of teachers. In addition, approximately 10 HPE teacher education candidates join Dr. Goodwin in teaching the class. Dr. Goodwin argued that

due to the very heavy supervision of the teacher education candidates, none is ever left alone with a child, there was no need for the candidates to secure a Criminal Background Check. Dean Okagaki indicated that because the schools are bringing their students to campus, the current UD policy indicates that the teacher education candidates are not required to have a Criminal Background Check.

The Council adjourned at 12:05.