

**University Council on Teacher Education**  
**Minutes for May 11, 2015**  
**10:00-12:00**  
**200 Academy Street**

**Members Present:** Michelle Cirillo, Ralph Ferretti, Barry Joyce, Lynn Okagaki, Kate Scantlebury, Alden Snell, Barbara VanDornick, Carol Vukelich, Sharon Walpole, George Watson, Linda Zankowsky

**Member Not Present:** Janice Bibik

**Guest Present:** Laura Glass, Cindy Holland, Dan Rich

The Council approved the March minutes as distributed.

**Announcement**

I. Smarter Balanced Assessment Scores (Carol Vukelich)

Carol Vukelich distributed the University's policy on the use of Smarter Balanced assessment scores for admission to credit-bearing courses. The policy will be implemented this fall (see attachment).

II. Student Teaching Evaluation Form (Carol Vukelich)

Carol Vukelich distributed the draft of the new student teaching evaluation form and described the ongoing review process (see attachment).

III. 2015 Professional Education Awards (Barbara VanDornick)

Barbara VanDornick distributed a list of candidates who were selected to receive UCTE's professional education awards. She indicated there were many qualified candidates across the teacher education programs which made the selection process difficult.

IV. Program Revisions (Karren Helsel)

- MA in Economic Education
- PHD in Economic Education

UCTE is only responsible for reviewing programs for educators being prepared for the world of practice. The MA in Economic Education and Entrepreneurship is for teachers; therefore, UCTE reviewed and approved the program revisions. UCTE is not responsible for reviewing any Ph.D. programs as these are not aimed at preparing educators for practice in schools. UCTE declined comment on the Ph.D. program.

V. Statistics on Recent Alumni (Barbara VanDornick)

Barbara VanDornick indicated that there were no significant differences in cumulative GPA between those who teach in Delaware and those who teach in other states. However, individuals who teach in Delaware had lower SAT scores in math, verbal and writing than those who secured a teaching position in another states.

## Old Business

### I. Report on Safety Policies Task Force (Linda Zankowsky)

Linda Zankowsky reported that Task Force has three major recommendations:

#### 1. Site Safety –

- A review will be conducted for sites within the Wilmington city limits. Sites will be evaluated for:
  - Exterior/interior cameras
  - Crime rates of adjacent area (approximately 4 blocks around the school) – in the future domestic violence should be separated from other violence
  - Lighting
  - Whether the school has a security officer present during normal school hours
  - Access control into the building
  - Parking accessibility
  - Building management (visitor requirements, primary entrance identified, etc.)

Campus police will code the schools as green (generally safe), yellow (caution), or red (high concern) based on incidents of violent crimes in the area around the school.

**Policy – Candidates will be placed in supervised cohorts when placed in schools coded yellow or red. Consideration will be given to the location of parking lots in relation to sites that are coded yellow. Sites coded red will be carefully considered for safety issues. UD teacher candidates will not be placed in schools that have been identified by the state Department of Education as “persistently dangerous.”**

#### 2. Safety Knowledge -

- **Policy –All professional education programs are required to incorporate a structured program in their curriculum that includes knowledge of child abuse, how to recognize it, how to report it, and appropriate related discourse with a child.**
- **Policy –All students are required to gather the following safety information during the first days of a field placement:**

##### **All Placements:**

- **Lock down**
- **Fire drills**
- **Civil defense drills**
- **Tornado or severe weather emergencies**
- **Abuse reporting**

- **Bodily fluids, reporting accidents, first aid service, health services**

**Student Teaching Placements:**

- **Playground safety**
- **Collecting Money**
- **Release of students to authorized persons**

The Office of Clinical Studies (OCS) will instruct candidates to gather this information when its professionals visit classes to do presentations about field placements. (The instructor may indicate that he/she wishes to provide this directive to the candidates.)

- Candidates will be given a checklist.
- They will be required to sign off that they have an understanding of the site safety procedures. This will be done electronically after the first site visit.
- OCS will monitor the electronic sign-off and notify the instructors, supervisors and field instructors of those students who fail to complete the checklist. Supervisors and field instructors will monitor that candidates have completed this task.

**3. Safety Training -**

- **Policy –All professional education candidates are required to participate in a one-hour safety training presented by campus police in the first week of their junior year. Safety training should include:**

- 1. Safety walking to and from buildings (awareness/ phones, etc.)**
- 2. Safety with strangers**
- 3. Safety with surroundings and time of day**
- 4. Sexual harassment**
- 5. Social Media**

- Candidates' attendance at this training is mandatory for field placements. Training will be provided at least three times during the first week of fall semester. OCS will be responsible for setting up this training, advertising the training, and maintaining attendance records.

**II. PK-12 Partners Memo Of Understanding (MOU) (Linda Zankowsky)**

Linda Zankowsky distributed a draft of the PK-12 Partners MOU (see attachment). Kate Scantlebury identified aspects of the MOU that she judged as problematic and in need of further discussion. Our accreditor, the Council for the Accreditation of Educator Preparation (CAEP), requires a Memorandum of Understanding with school partners and identifies elements to be included in Standard 2, Carol Vukelich thought it best to assign a Task Force to reconsider the document. Specific areas of concern identified include: (a) The placement process did not define faculty's role in the placement of student teachers. (2) The MOU did not provide space for individual program collaborative efforts. (3) Someone other than the

OCS Associate Director should sign the MOU. Ralph Ferretti, Kate Scantlebury, and someone from ECE will serve on the Task Force which will meet over the summer months. This item will be revisited in September.

## **New Business**

### **I. AppliTrack (Cindy Holland)**

Today most school districts use an online employment application system. A piece of some districts' application is an assessment of the candidates' "match" with the district's philosophy. AppliTrack is one of the most popular systems. AppliTrack uses a tool called TeacherFit that measures applicants in the following areas: fairness and respect; concern for student learning; adaptability; communication and persuasion; planning and organization; and cultural competence.

### **II. Project Search (Cindy Holland)**

While our candidate numbers are shrinking, the recruiter numbers are increasing. Project Search had 291 recruiters this year (the highest number since 2005). Some candidates indicated that some of the Delaware districts were unwelcoming (particularly New Castle County districts), and that neighboring states were very welcoming. Carol Vukelich suggested that maybe a conversation with superintendents would be helpful. Barbara VanDornick indicated that Tasha Cannon from the Department of Education is trying to work with districts to improve their recruitment efforts.

### **III. Performance Assessment: edTPA or PPAT? (Carol Vukelich)**

Carol Vukelich described three options regarding faculties' selection of the performance assessment task that state soon will require: 1. Each program faculty makes its own choice. 2. All programs use edTPA or PPAT. 3. All programs use edTPA or PPAT, with the option to appeal to UCTE for candidates planning to teach in a state requiring the "unchosen" assessment.

The Department of Education appears to be moving forward with selecting Option 2. Regulation #290 indicates implementation of the mandatory performance assessment as July 2016 for licensure. The Department of Education has not identified the required date for program approvals.

### **IV. Access to edTPA Materials (Laura Glass)**

Identified faculty can now have access to secure edTPA materials. Laura Glass raised the question: Who should have access to the materials (e.g., supervisors, program coordinators, faculty) who teach courses in a program? The following is what edTPA requires of those who have access to its materials.

## **AACTE/SCALE Terms of Condition and Use**

Nondisclosure Agreement: In order to provide accurate, current information to participants in edTPA in a consistent manner, you are asked to agree to these terms of use:

I understand that access to edTPA operational handbooks is restricted to authorized participants in edTPA at the exploratory level or above. I understand that I may not share my password with anyone unless I am the appointed edTPA Coordinator at my institution and duly authorized per agreement. I have read the Faculty Guidelines for Distribution, and I understand that I may not distribute or disclose in any way any of the material available in the edTPA handbooks to anyone who is not participating in edTPA at my institution. Such disclosure includes posting the material to a public, organizational, or non-secure university website or other public repository or network drive.

#### Faculty Guidelines for Distribution

Access to edTPA handbooks is restricted to authorized edTPA program participants. If you have authorized access to these materials, you may share them by a secure method with your students who are participating in edTPA at the exploratory level or above. Secure means of sharing materials include:

- Creation of a dropbox and granting of access only to students at your institution who are participating in edTPA.
- Uploading to a secure network location, e.g., an online submission system, with access by faculty and students at your institution who are participating in edTPA.
- Distribution of printed copies to students who are participating in edTPA. Recipients should be directed that the materials should not be duplicated or shared.

Council members approved the following policy: **All full-time faculty and staff teaching in a program will have access to that program's edTPA materials.**

#### V. Kappa Delta Pi Advisement (Ralph Ferretti)

Kappa Delta Pi (KDP) is a national honor society in education. The UD chapter of KDP is an official registered student organization (RSO) and is open to all education majors. Brad Glass has served as KDP's advisor for the last 8 years and wishes to step down. Carol Vukelich suggested that Brad write a job description. Then she will send a message to all professional education faculty to assess their willingness to take on the role. Since this is an RSO, the students choose whom they would like to serve as the advisor.

#### VI. Minimum GPA (Barbara VanDornick)

CAEP is requiring each cohort of each program's candidates to have a gpa 3.0. Barbara suggested that programs need to look at their minimum gpa requirement for student teaching. Every program establishes its own minimum gpa. Barbara indicated that she would distribute program gpa data from the past three years. Program faculty should reconsider their program's entrance to student teaching gpa requirement.

#### VII. Criminal Background Clearances (Carol Vukelich)

***Effective November 6, 2013, all candidates are required to complete the fingerprint version of the federal and state background check.***

The Criminal Background Check (CBC) must be completed before candidates leave campus in the semester prior to their placement in order to ensure that the records are in OCS by the first day of classes the following semester. NOTE: It can take up to 6 weeks to receive the results. Failure to have a valid CBC in the Office of Clinical Studies on the first day of classes will mean that the candidate will need to drop the course(s) with field placements.

The Council reaffirmed its support of this policy.

VIII. State's Requirement for Externally Evaluated Performance Assessment Task (Kate Scantlebury)

Secondary education faculty members have concerns and would like UCTE to ask for a delay in the implementation of the performance task mandated by Senate Bill #51 and Regulation #290. Drs. Deb Bieler, Hannah Kim, Jill Flynn, Alfinio Flores, Lynn Worden, and Barry Joyce argued that what they do already far exceeds what is required and that this task is yet another financial hardship for candidates. In addition, Lynn Worden indicated that neither performance assessment, edTPA and PPAT, is geared towards very young children. Carol Vukelich indicated that neither CAEP nor the state will accept the assessments we currently use as a valid assessment tool. Carol also noted the UCTE's mission does not include lobbying the state. Kate Scantlebury noted that secondary education faculty has a meeting on May 19 at 2:00 pm to discuss Regulation 290 and external performance assessments with Dr. Joe Pika.

IX. UD's Role with Wilmington Schools (Dan Rich)

Legislation will be introduced next week to begin the process of redistricting and to create the Wilmington Education Improvement Commission. This Commission will be chaired by Tony Allen and will oversee the implementation of all the recommendations. Dan asked UCTE members to consider how the university might participate in the implementation plan and to revisit this topic in the fall.

UCTE adjourned at 12:15 p.m.