

**University Council on Teacher Education**  
**Minutes for December 8, 2014**  
**10:00-12:00**  
**200 Academy Street**

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

**Member Not Present:** Janice Bibik, Cynthia Paris, Kate Scantlebury

**Guest Present:** Lynn Worden

The Council approved the November minutes as distributed.

**Old Business**

**I. *Professionalism Policy for Professional Education Candidates (Carol Vukelich)***

- Mid-Point Data – The policy, as currently written, does not include a mid-point data collection point. Consequently, the current procedure does not provide sufficient monitoring of candidates’ dispositions over candidates’ tenure in their program. UCTE will ask each program area (e.g., ECE, ETE, Secondary Education) to identify at least one mid-point data collection.
- Dispositions –Guided by the InTASC beginning teacher standards, Carol Vukelich prepared a list of dispositions UD professional education candidates might demonstrate. She prepared a survey with these dispositions identified and sent it to all 102 professional education colleagues. Sixty colleagues responded by identifying which dispositions they perceived to be most important for UD professional education candidates to demonstrate. UCTE members reviewed the list of the top dispositions selected and edited several for clarity. The following is the resulting list of the nine dispositions. Members will vote to approve this list at the February Council meeting.

1. An effective educator demonstrates commitment to the belief that all learners can achieve and persists in helping each learner reach his/her full potential.
2. An effective educator respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.
3. An effective educator respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.
4. An effective educator creates a learning environment that supports learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a positive classroom climate.

5. An effective educator takes responsibility for his/her students' learning and uses ongoing analysis and reflection to improve his/her planning and practice.
6. An effective educator sees him/herself as a learner; he/she uses current education theory, policy, and research as sources of analysis and reflection to improve his/her practice.
7. An effective educator reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.
8. An effective educator demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs.
9. An effective educator demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.

Michelle Cirillo questioned how information on candidates' performance is communicated to program faculty. Council members decided that a task force was required to provide guidance on how and with whom to share information. Currently, program coordinators are notified when candidates engage in behaviors inconsistent with the dispositions. Council members agreed that this was not sufficient.

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

Linda distributed a draft Memorandum of Understanding (MOU) between UD and school districts. After some discussion on this topic, several questions were raised such as the following: How should diversity be addressed? What benefits should districts be guaranteed? Do we need a separate policy on professional development? What might be included in the MOU regarding gaining permission from parents regarding videotaping? Linda will work on preparing a draft to share with the Council at the February meeting. She asked the Council to send her comments. Once the Council approves the draft, legal counsel will need to review the MOU.

**III. *Report on Safety Policies Task Force (Linda Zankowsky)***

The Task Force has three goals:

- Create a list of safety features that placement sites are evaluated against prior to candidates being placed in them.
- Identify what our candidates must do to show that they are knowledgeable about each of their placement's safety procedures.
- Determine what policies need to be in place to ensure that candidates receive safety training.

To date, the Task Force has completed the following actions:

- Reviewed DOE's website. There are no schools in Delaware that are classified as persistently dangerous.

- Attempted to access Delaware school safety plans through Delaware's Office of Homeland Security. The task force was not able to access this information.
- Met with Skip Homiak, Executive Director, Campus Safety. The task force provided Skip with a list of approximately 20 schools within the Wilmington city limits to review exterior safety conditions. Patrick Ogden, Chief of Police, Public Safety has agreed to assign an officer to review these schools in January. Skip recommends a review be conducted every two years.
- Reviewed the University safety program currently used by the School of Nursing.
- Reviewed the ETE Student Teaching Manual which includes a list of safety procedures students are to access in their first week of student teaching.

The next immediate steps include:

- Create a list of safety features that placement sites are evaluated against prior to candidates being placed in them.
- Identify what our candidates must do to show that they are knowledgeable about their placement's safety procedures. The task force may recommend that candidates complete Stewards of Children and Blood Borne Pathogens.
- Determine what policies need to be in place to ensure that candidates get safety training.

This topic will be revisited in February.

## **New Business**

### ***I. Policy on Program Completers (Barbara VanDornick)***

The Council approved a policy that Program Completers have one year from graduation date to complete Praxis II. Beyond that date, candidates will not be eligible for the institutional recommendation.

### ***II. ECE Program Changes (Lynn Worden)***

- The Human Development and Family Studies (HDFS) department requested approval of changes to the Early Childhood Education (ECE) major.

UCTE unanimously approved the changes to the ECE major.

- HDFS also requested minor changes to the Combined 4+1 BS in Early Childhood Education/MS in HDFS: Concentration in Early Childhood Development and Inclusive Education.

UCTE unanimously approved changes to this 4+1 program.

UCTE adjourned at 12:15 p.m.