

University Council on Teacher Education
Minutes for February 8, 2016
1:30-3:30
200 Academy Street, Room 210

Members Present: Michelle Cirillo, Ralph Ferretti, Laura Glass, Myae Han, Brandon Jackson, Laurie Palmer, Sydney Palmer, Kate Scantlebury, Alden Snell, Carol Vukelich, Linda Zankowsky

Members Not Present: Jan Bibik, Sharon Walpole, George Watson

Guests Present: Kristine Ritz Coll, Christine Gorowara, Christina Johnston, Barry Joyce, Cynthia Lees, John Pelesko, Lynn Worden

Approval of December 14, 2015 minutes were unanimously approved.

Announcements

1. Welcome New Members
 - Linda Zankowsky was elected by the ex-officio officers to fill Barbara VanDornick's open seat for the Spring 2016 semester.
 - Sydney Palmer replaced Samantha Scarpone as student member due to Samantha having course conflicts with the UCTE meeting schedule.
2. Fall 2015 End-of-Term Report (Christine Gorowara)
 - Christine reviewed the Fall 2015 End-of-Term Report. The majority of the teacher candidates ended the semester with a 3.0 GPA or higher.
3. SPA Report decisions (Christine Gorowara)
 - Fourteen programs submitted SPA reports on September 15, 2015, and reviewers sent us their decisions on or before February 1. Three programs were "recognized", eight programs were "recognized with conditions", and three programs were "recognized with probation".
 - A common issue in the reports with conditions was the reports needed to follow SPA-specific formatting. An issue in the reports with probation was that the rubrics did not clearly align with the standards or were vague. In a few cases, questions were raised that could potentially impact program requirements.
 - The programs with conditions or on probation will need to submit a revised SPA report. The earliest time that a program can submit a revised report is March 2016. The next submission date is September 2016, and the final submission date is March 2017. Most programs felt they could submit revisions in March 2016 or September 2016.
 - Foreign Language Education and School Psychology will submit their SPA reports in September 2016.
4. Update on the performance assessment requirement for certification and program approval (Christine Gorowara)
 - New Jersey will require the edTPA for initial licensure beginning fall of 2017. They will review this performance assessment requirement every two years. Out-of-state candidates

can receive an initial NJ license through reciprocity agreements if they have completed a performance assessment approved by the certifying state (which in Delaware includes both the edTPA and the PPAT).

- The State of Delaware Professional Standards Board decided on the following performance assessment passing scores required for Delaware licensure effective July 1, 2016. The passing scores will be revisited in September 2017.
 - PPAT – 38
 - edTPA (13 rubrics for World Languages) – 33
 - edTPA (15 rubrics) – 38
 - edTPA (18 rubrics for Elementary) – 46
 - DOE decided that all teacher candidates in a single program do not have to complete the same performance assessment. In addition, teacher candidates in a dual certification program can just complete one performance assessment for initial licensure. However, the scores on their performance assessment will count towards the scorecards for both programs.
5. DOE Educator Preparation Plan Report Workgroup update (Laura Glass, Christine Gorowara, and Kate Scantlebury)
- There will be a common employer and first-year teacher (alumni) survey for all IHEs, but we could add a section to the survey with our own questions.
 - The survey data will be rated in the Perceptions domain of the scorecard. The domain is currently 15 out of 100 points with equal weight given to the employer and first-year teacher data.
 - DOE will send the survey to out-of-state first-year teachers if we provide the teacher and principal contact information.
 - DOE will send a file to us with those who did not complete the survey so that we can follow-up with them.
 - Panorama Education is the survey vendor. We can login and see the data as well as compare our data to aggregated data from the other IHEs.
 - DOE is piloting the survey with 50 second-year teachers on Feb. 22.
 - The survey is 24 questions based on the IHE surveys, DPAS II, CAEP, and InTASC Standards.
 - The workgroup will review the pilot data in March and revise the survey. The survey will be launched on April 4.
 - The workgroup did not decide an acceptable response rate threshold.

New Business

1. Criminal Background Check deadline for transfer and Associate in Arts students (Laura Glass and Lynn Worden)
 - External and internal transfer students and students admitted to the Associate in Arts program are sometimes admitted to their program close to the beginning of the semester, precluding them from being able to have the criminal background check on file at the Office of Clinical Studies by the first day of the semester according to UCTE policy.
 - The following motion was unanimously approved.

External and internal transfer students and students in the Associate in Arts program who were admitted to a University teacher preparation program within 30 days of the first day of the semester must have their Criminal Background Check (CBC) cleared by the Office of Clinical Studies by the last day of the Add/Drop period. Teacher candidates cannot participate in a field experience until their CBC is cleared by the Office of Clinical Studies; they are responsible for making up missed time in the field. A transfer student's program coordinator must inform the Assistant Director of the Office of Clinical Studies prior to the first day of the semester about the transfer student using the extended CBC deadline in order for this option to apply.

2. Undergraduate Recruiting Plan Task Force Report (Kristine Ritz-Coll, Ralph Ferretti, Laura Glass, Barry Joyce, and Lynn Worden)
 - UCTE created a task force in October 2014 with the charge to develop a plan to increase the number of undergraduate teacher candidates from diverse backgrounds and in shortage fields. The task force met with the Office of Admissions and analyzed data from 22 teacher education majors. They submitted a report with the following goals.
 - By the fall of 2018, the percentage of freshmen teacher candidates from underrepresented ethnic and racial groups each year will be at least 25%. By the fall of 2020, the percentage of all teacher candidates, including transfer students, from underrepresented ethnic and racial groups will be at least 30%.
 - By the fall of 2018, the percentage of freshmen teacher candidates who are classified as low income each year will be at least 14%. By the fall of 2020, the percentage of all teacher candidates, including transfer students, who are classified as low income will be at least 25%.
 - By the fall of 2018, the percentage of freshmen teacher candidates who are first-generation college students each year will be at least 20%. By the fall of 2020, the percentage of all teacher candidates, including transfer students, who are first-generation college students will be at least 25%.
 - By the fall of 2018, the percentage of freshman male teacher candidates each year will be at least 22%. By the fall of 2020, the percentage of all male teacher candidates, including transfer students, will be at least 25%.
 - The following ten recommendations were proposed to achieve the above goals. Many recruiting activities associated with each recommendation were described in the report.
 - Create a standing committee on diversity in the University Council of Teacher Education.
 - Provide prospective students with financial incentives to attend a UD teacher preparation program if they are from diverse backgrounds or applied to a shortage field.
 - Communicate regularly with prospective students about the strengths of the University teacher preparation programs specifically and the teaching profession in general.
 - Connect with Delaware high schools.
 - Collaborate with the Office of Admissions on their recruiting activities.
 - Make connections with students currently in college.
 - Make connections with students in Associate in Arts programs at UD and Delaware Technical Community College (DTCC).
 - Retain our current teacher candidates.
 - Stay connected with alumni who are teaching in Delaware schools.

- Recruit diverse faculty and staff into the teacher preparation programs.
 - The Council voted unanimously to create a standing committee on diversity, which was the first recommendation in the report. The DCTE Senior Associate Director will chair the committee.
 - The group discussed the need to address misconceptions about the teaching profession by prospective students. We have a very small number of students from Delaware high schools who enroll in our educator preparation programs. How can we change their perceptions about teaching? We could interview high school juniors and seniors to find out why they do or do not pursue the teaching profession and/or apply to UD. We need to develop a coherent message about our programs and to identify ways that we distinguish ourselves from our competitors.
 - The new UCTE committee on diversity will work to address the above concerns and to implement the recommendations in the report. The committee will develop a plan this spring for implementing the recommendations and then begin coordinating recruiting activities in the fall.
3. UCTE Bylaws proposed revisions (Laura Glass, Myae Han, Laurie Palmer, and Kate Scantlebury)
- UCTE last made revisions to the bylaws six years ago. Laura, Myae, Laurie, and Kate reviewed the bylaws in January and identified several possible changes for the Council to consider.
 - The reference to the Conceptual Framework will stay in the bylaws even though it is no longer a requirement for national accreditation.
 - The new University President needs to be approached in the fall to reaffirm the authority of the Council.
 - The Council supported the following changes in Articles I and II.
 - Cooperating teachers needs to be changed to clinical educators.
 - There will be a new class of appointed members, and membership would be reduced from 14 to 12 members. The representative from the College of Health Sciences would no longer be an ex-officio member because the Health and Physical Education major was disestablished.
 - Section III would have the following new wording to guarantee proportional representation on the Council across the programs.
- Section 3: The Council will include five faculty who will provide fair representation of the colleges and departments that offer professional education on campus and to give voice to the education profession and to candidates in programs under the Council's jurisdiction. These five members will have staggered two-year terms and be appointed by: the Chair of the Department of Human Development and Family Studies who identifies the Early Childhood Education member, the Director of the School of Education (SOE) who identifies the Elementary Teacher Education member and the SOE graduate professional education program member, and the Dean of the College of Arts and Sciences who identifies two members from different secondary education programs. If a vacancy occurs, the appropriate administrator will appoint a faculty member to serve until the term is completed.
- The undergraduate and graduate student representatives will no longer be required to be from different departments/schools. This requirement essentially prevented Elementary Teacher Education (ETE) teacher candidates from serving on UCTE

because almost all graduate students are in the School of Education where the ETE major is housed.

- Laura will create a consent agenda for the next meeting with the above changes and other bylaw changes suggested by Laura, Myae, Laurie, and Kate.

Meeting adjourned at 3:30