

**University Council on Teacher Education**  
**Minutes for December 12, 2016**  
**1:00-3:00**  
**200 Academy Street, Room 210**

**Members Present:** Ralph Ferretti, Jill Flynn, Laura Glass, Stephanie Jennis, Hannah Kim, Laurie Palmer, John Pelesko, Lynn Worden

**Members Not Present:** Nicole Bishoff, Kate Scantlebury, Carol Vukelich, Sharon Walpole

**Guests:** Jinfa Cai, Christine Gorowara, Linda Zankowsky

The November 14, 2016 minutes were unanimously approved.

**Announcements**

1. Update on the upper division clearance process (Christine Gorowara)
  - UCTE developed the Upper Division Clearance policy in response to Regulation 290. The regulation requires three annual observations of candidates, prompting the Council to identify the junior year as the entry point for the programs. One of the Upper Division Clearance policy requirements is the Praxis Core test. Some programs allow candidates to progress in the program conditionally without passing this test until student teaching, showing different interpretations of the policy.
  - The Department of Education will be providing guidance very soon on Regulation 290, and we learned that the annual observation requirement in the guidance may not require us to identify the junior year as the entry point. Therefore, DCTE will view the junior year as an opportunity to identify the junior cohort in each program and not view it as an entry point.
  - Members agreed with this view of the current policy. One member suggested eliminating the idea of Upper Division Clearance because it is confusing to the candidates. Some ideas for the new process included “checkpoint” or “pre-student teaching checklist”.
  - DCTE will send program coordinators a list of juniors according to UDSIS and ask for them to verify their cohort. Alyssa Truszkowski in DCTE will email all of the confirmed juniors information about the requirements for student teaching and institutional recommendation for certification. She will not refer to Upper Division Clearance or ask them to confirm their status in the program as in the past.
  - If the DOE guidance is worded as expected, there will be an agenda item in the spring to delete the Upper Division Clearance policy.
2. 2015-2016 Capstone Clinical Experience Evaluation and methods feedback form data (Christine Gorowara)
  - The candidates earned their highest ratings in the Learning Environment domain and lowest ratings in the Planning domain on the Capstone Clinical Experience Evaluation. The Elementary Teacher Education (ETE) candidates earned relatively lower ratings on the methods feedback form than candidates in the other programs. One reason for this difference in ratings may be that the ETE candidates are rated by trained part-time supervisors, unlike the other candidates who are rated by clinical educators.

- The members discussed the methods feedback form data and guidance for the raters. They pointed out that the methods field experience varies by program, where some candidates do not engage in the activities being rated on the feedback form to the same extent as other candidates. The range of experiences could lead to different scores by program. Clinical educators often give high ratings and would ideally receive the same training in the Capstone Evaluation as the student teaching clinical educators. However, the training is a lot of work given the length of the experience and low pay. Part-time supervisors could be trained and would be a good option if funds allow. One member suggested virtual observations by supervisors, reducing travel time and costs. The candidates could also video record their lessons that would be rated at a later time, similar to what they will do with the performance assessment.
- DCTE will hold a brown bag in the spring where programs can share the activities in their methods field experiences, learn more about the methods feedback form, and discuss ways to rate the candidates.

## **New Business**

1. Secondary Mathematics Education program revision proposals (Jinfa Cai)
  - The program is proposing to change the number of credits for EDUC 400 – Student Teaching from 9 credits to 10 credits so that the student teaching experience and seminar add up to 12 credits, making the candidates full-time students. Members noted that the candidates would receive 10 credits for the 14-week student teaching experience whereas secondary education candidates in other content areas earn 9 credits for the same number of weeks.
  - The new course MATH 208 – Integrated Mathematics, Science and Computers Learning would become an option to satisfy the computer science course requirement. This course strengthens the candidates’ quantitative, computational, and scientific reasoning skills.
  - The Council unanimously approved the proposal.
2. Elementary Teacher Education program revision proposal (Laurie Palmer)
  - The program is proposing to:
    - Require ECON/POSC 102 – Civics and Economics for Teachers in lieu of an economics course and a political science course, freeing up three credits in the program. This course allows the program to continue to cover the four social studies areas covered on the Praxis elementary test.
    - Delete the one credit EDUC 286 – Educational Technology: Professional Tools course and increase the two credit EDUC 387 – Integrating Technology in Education course to three credits.
    - Add the new course EDUC 428 – Critical Reflection of Teacher Decision Making, which candidates would take during their elementary methods block to develop the skills that they need to be successful with the edTPA and in their future classroom.
    - Replace the free elective in the social studies concentration with a social studies elective. A member explained that the course prefixes will need to be specified in the program proposal.
  - The total number of credits would decrease by one due to the above changes.
  - The Council unanimously approved the proposal.

3. Proposal for DCTE to become the home for the UD chapter of Kappa Delta Pi in response to the organization losing its UD Registered Student Organization (RSO) status (Laura Glass)
  - Kappa Delta Pi (KDP) is no longer a RSO this year because the executive board failed to submit the forms needed to maintain their RSO status in spring of 2016.
  - As a chapter of the national organization, the KDP executive board has many responsibilities that are not typical for RSOs (e.g., submit reports). The executive board members have not consistently completed these reports in a timely manner over the years, placing the chapter on probation with the national organization several times and forcing the advisor to be heavily involved. RSOs are student-run organizations, so the advisor is not expected to complete these responsibilities. Coupling RSO status with the KDP chapter is not working out well. DCTE is proposing to oversee the UD chapter to solve and prevent the persistent issues and make it a successful organization. This arrangement is similar with other organizations on campus (e.g., ASPIRE).
  - When Brad Glass stepped down as the advisor after eight years in spring of 2015, another faculty member did not volunteer to work with KDP. As a result, DCTE staff members having been working with the UD chapter for the past two years (Carol Phipps in 2015-2016 and Alyssa Truszkowski presently).
  - Enrollment has decreased over the years and the transition from the outgoing executive board to the incoming executive board is problematic. KDP would like to get more candidates involved and become more organized. The current executive board supports DCTE overseeing the UD chapter because then a DCTE staff member can help them complete the reports for the national organization, facilitate the transition between the boards, and identify activities that will promote the members' professional growth.
  - If KDP is not an RSO, then they will not receive \$800 a year from the University.
  - A member recommended that support be provided for candidates with financial need for the \$90 national chapter membership dues. Another member asked if we should have the UD chapter. A third member suggested that KDP think about their purpose and mission.
  - The Council would like to review KDP's plan with DCTE at the February meeting.
4. Delaware Department of Education Innovation Grant request for proposals in spring of 2017 to fund school district/charter school and educator preparation program partnerships (Laura Glass)
  - Laura participated in a meeting with the Department of Education where they discussed the activities that would be included in Innovation Grant request for proposals in spring of 2017. The participants discussed possible activities for the grant, such as recruiting into teacher preparation programs, clinical residencies, and/or aligning the university and K-12 curricula. The grant will require a partnership between an LEA and an institution of higher education (IHE). The LEA would be the fiscal agent. The IHE could submit more than one proposal, and the College deans would sign-off on the proposals. The request for proposals will be released in mid- to late-January and due in mid-March.
  - The Council discussed ways to coordinate possible UD proposals, ensuring that the strongest proposals move forward (e.g., avoid multiple proposals around the same activity). DCTE will organize two brown bag discussions in the first week of February where faculty and staff can share their ideas for proposals and writing groups could be formed. John offered having the College of Arts & Sciences pay for the lunches.

**Table for next meeting**

1. Update the Professional Policy to address CAEP feedback (Laura Glass and Christine Gorowara)

Meeting adjourned 3:07 pm.