

**University Council on Teacher Education**  
**Agenda for February 12, 2018**  
**1:30-3:30**  
**200 Academy Street, Room 210**

**Members Present:** Jill Flynn, Christine Gorowara, Charles Hohensee, Bridgette Johnson, Jennifer Nauen, Laurie Palmer, Kate Scantlebury, Carol Vukelich, Nefetaria Yates

**Not Present:** Jenna Comeau, Chrystalla Mouza, John Pelesko

**Guests:** Naima Hall, Carol Phipps

The November 13, 2017 minutes were unanimously approved.

**Announcements**

1. End of Term Report – Fall 2017 (Christine Gorowara)
  - Christine reported there are no major changes from last year. On the minority section, the African-American minority is 2.66%, and we continue to have URM low enrollment. Christine also shared a Hechinger Report (<http://hechingerreport.org/many-state-flagship-universities-leave-black-latino-students-behind/>) that notes that the University of Delaware, as a state flagship university, has a notably large gap between percentage of spring African-American high school graduates and fall African-American enrollees.
  - Several people had ideas about root causes and possible solutions, which Christine suggested saving for response to the UCTE Diversity, Equity, and Inclusion Committee report later in the meeting.
  
2. CAEP Standards requirements: Standard 4 (Christine Gorowara)
  - Christine announced the CAEP visit will be October 2019, so 2018 is the writing year and submission is by February 2019. Our first efforts will go towards Standard 4: Program Impact. Standard 4 entails tracking our students after they graduate; how they are viewed in their jobs, do they express satisfaction with their preparation, are their employers satisfied with their preparation. For this standard we can use DPAS ratings for teachers teaching in DE schools, and the DDOE surveys (which is based on our original survey) that gather information from graduates and employers. It is sent to all recent graduates working at Delaware schools and those at any out-of-state schools whose contact information we supply. For this reason, it is important for us to know if anyone is teaching outside of Delaware. Our challenge is to get a better response rate from our completers. DDOE will distribute the surveys and then let us know who hasn't responded. Christine will then send emails to those

who haven't replied asked for them to complete the survey. The next time DDOE sends the list of those who haven't responded, Christine asks the program coordinators to personally reach out, or ask their faculty to personally reach out, to the candidates. Our response rate is just above 30%. We would like to be above 50%. It would also be helpful for program coordinators to inform students to expect this before they leave so they can give us email and contact information.

- It was noted that Wilmington University uses DPAS for student teaching so when their students graduate they know what DPAS is and what they are looking for.
    - Action: Christine to write draft for Standard 4 and will circulate.
    - Action: Christine will create timeline of standards.
3. Update on motion passed for interim Director of DCTE to contact Susan Bunting regarding Educator Prep/Scorecard (Christine Gorowara)
- Elizabeth and Christine both met with Dr. Bunting regarding the metric in the scorecard for Placement. The Placement metric is composed of three measures: placement rate overall, which counts for is 40%, placement in DE, which counts for 40%, and placement rate in high-needs schools, which counts for 20%. When the EPPs met with DDOE before the last scorecard was published, they successfully lobbied to have placement rate overall included, which it had not been before. We feel this is a win and that DDOE listened to our feedback. DDOE feels it's important for Delaware institutions to be serving the State of Delaware as institutions are getting state funds, which is why there is still a strong focus on placement in Delaware schools.
  - Our continued view is that we don't have control over placement rate in Delaware and the hiring timeframe for Delaware is a factor since they hire late in August. Another factor is most of our students are not from Delaware and want to go back to their home state to teach.
  - There is a big effort to be visible in Southern Delaware which has been an issue. DACTE held a meeting with southern Delaware superintendents and district representatives this year as a way of addressing this. Ongoing, we can work with southern Delaware districts to figure out what would entice our students to student teach and take jobs in Southern Delaware.
4. Committee on Diversity, Equity and Inclusion Report (Christine Gorowara)
- Christine reviewed the Diversity, Equity and Inclusion Committee's 2017-2018 priorities.
    1. Establishing scholarships for Teacher Academy graduates
      - Discussing establishing a \$6000 scholarship for Teacher Academy graduates.
    2. Incorporating cultural competency opportunities for faculty, candidates, and in the mentoring training for clinical educators
      - For Faculty: support/amplify the work of the Equity Inquiry group

- For teacher candidates: support/amplify the work Soslau/Bell and others
3. Creating diversity web presence to provide information to students, faculty, and staff about preparing candidates to be culturally competent
    - There is a web project under Carol Henderson that we have identified a few questions: How to collect information? Where will the website live? What functionality will the website have? And who will design/maintain the website?
  4. Supporting the work of the Teacher Prep Pre-College Programs committee to establish a partnership with Teacher Academics
    - UD has been invited to help plan June 2018 professional development week for 35 Teacher Academy instructors.
  5. Supporting the work of the University of Delaware Educator Preparation Alliance to partner with P-12 and other state stakeholders to increase cultural competency of our graduates.
    - In process of transitioning Education Preparation Alliance to Teach DE.
- Teacher Academy – high school track to take courses to get CTE credentials so they are coming to college more prepared than most and have identified an interest in teacher education. Need ways to entice them to come to UD.
  - The capstone course in the Teacher Academy curriculum has potential to be designed as a dual enrollment credit
  - Dual enrollment at UD is typically priced per student, not per course, as it is with other IHEs, but this is negotiable.
  - Action: Outline our plan of action for dual enrollment and then present to Dean for request for students to pay less to take courses.
5. Distribution of extra performance assessment vouchers (Alyssa Truszkowski)
    - Christine informed the council that there is an abundance of vouchers for students to take performance assessment. All students are required to take a performance assessment, either edTPA or PPAT and both groups give us vouchers and we award to students with financial need who request one.
    - It was requested to check to make sure all students who have financial need have received a voucher or is it just ones that asked for a voucher. We want to make sure those who need it are given vouchers before we start to give them out. We then need to decide a process to distribute the extra vouchers, if any.

## **New Business**

1. Compensation of Field Instructors who deliver Mentor/Capstone Professional Development to Clinical Educators in the field (Naima Hall)
  - Naima reviewed Field Instructor Training Information Sheet. She explained that Clinical Educators have to be trained in mentoring as a DOE requirement and have to be trained to use our Capstone Evaluation as our requirement. We created online modules for mentoring training,

but have scaled back on those and now have partial online modules and offer one-on-one training.

- The issues that we have found are:
  - UCTE, DDOE, and CAEP mandate training for supervisors (field instructors). However, job descriptions for FIs does not consistently list training as an expectation.
  - HR requires that any work completed that is not built into the adjunct contract must include compensation.
  - DCTE is willing to facilitate training, as we did in January for new FIs—easier to offer and report on training when expectations are common across program areas.
  - Note also that the Professional Development Committee, chaired by Naima Hall, agreed to move clinical educator training to a blended model which relies on field instructors to do some one-on-one training, so field instructor training impacts both the field instructors themselves as well as the clinical educators.
- We are proposing for the PD Committee to create a template for field instructor contracts that includes expectations for field instructors to participate in training. This will provide a consistent message and helps with quality assurance.
- Some programs don't have the same information on compensation for field instructors and their responsibilities and we would like normalize this across programs.

## 2. Field Placement – Clearances (Carol Phipps/Naima Hall)

- Carol reviewed the CBC/TB Compliance Report which showed that OCS is at 99% of students with criminal background checks completed by 1<sup>st</sup> day of semester. They are at 100% for TB tests and Child Protection Registry clearances.
- Carol then requested to review Field Placement Clearance Policy as some updates/change are needed.
  - i. UCTE policy says that “Failure to have a valid CBC on file in OCS by the first day of classes will mean that such candidates will be required to drop all courses with field placements for that semester.” The intent seems to be that “first day of classes” means “first day of the semester,” but this is not clear—the phrase could also be interpreted to mean the first day that particular class was held (e.g., even if the semester starts on Monday, February 5, the first day the class meets might be Friday, February 9). Proposal: change language to “first day of the semester.” The Council unanimously approved the change.
  - ii. The question was raised as to whether the Drop/Add procedures imply that teacher candidates should be able to add during drop/add period then have additional time to obtain clearances. The Council unanimously agreed that this should not change. This only applies to transfer students.
  - iii. Our MOUs indicate that we will ensure that candidates have been tested for TB, but the UCTE policy does not require that. Proposal: Add a requirement that candidates must have a valid TB test on file with OCS. The Council unanimously approved.

- iv. The UCTE policy is written to apply to “candidates,” which suggests that only those in Professional Education majors are affected. However, some courses with primarily Professional Education Majors have some non-education majors enrolled (e.g., EDUC230, EDUC419). For those students who are not Professional Education candidates, we want to be clear how the UCTE policy on clearances applies.
    - Discussion to Table to next meeting, as there was no longer a quorum.
3. Proposal to create standing committee to review key common assessments (Christine Gorowara/Kate Scantlebury)
  - Kate reported about her discussion with Sue Gleason whether we are going to review and critique the capstone evaluation? Should we have an addendum for co-teaching? Should there be statistical analysis for co-teaching? Carol to check if they have a grad student that can do the analysis.
  - Motion passed.
4. Safety Policy & Training (Carol Phipps)
  - Table to next meeting.

#### **Old Business**

1. UCTE Policy for School Wide Disruptions (Christine Gorowara)
  - Table to next meeting.

Meeting adjourned 3:35 p.m.