

University Council on Teacher Education
Minutes for March 15, 2022
10:30 – 12:00
Zoom

Members Present: Suzanne Burton, Duane Cottrell, Gary Henry, Steff Kotch-Jester, Tory McHugh, Chrystalla Mouza, Krissy Najera, Brooke Sorgan, Carol Wong, Lynn Worden

Members Absent: Katie Joynt, Kristin Nelson, Diana Roscoe

Guests: Jamie Bailey, Elise Colomb, Christine Gorowara, Fred Hofstetter

The February 15, 2022, minutes were unanimously approved.

Old Business

1. UCTE mission and responsibilities (Krissy Najera)
 - Krissy reviewed that at our last meeting we discussed a proposal to look at the role and processes of UCTE. Feedback was positive and she reached out to directors to get more details on identifying members to serve in subcommittee. The feedback was that the ideal size would be 6-8 members with two representatives per concentration. Two from School of Education, two from Early Childhood, two from Secondary Education, the UCTE Chair and 1-2 others like AA program or DCTE. They felt that a formal request for professional files from UCTE chair and department chair should be done and questioned how much workload and time would be involved. Everyone also agreed on hiring a consultant to facilitate the process.
 - It was recommended to work with the facilitator and have some UCTE members and faculty participate in the session to set expectations for the committee and timelines. Two recommendations for facilitators were Diana Lys, who runs the teacher prep coordination at UNC Chapel Hill, and Ann Bulloch, Dean of School of Education at Elon University.
 - Gary will check with Diana and Ann for their availability.
 - It was also suggested that instead of having a large meeting with faculty have a few smaller listening sessions to hear the suggestions of faculty for the roles of UCTE. Have a steering committee of a few UCTE members to work with facilitators to schedule the listening sessions, then synthesize that information and hopefully we will get volunteers.
 - Chrystalla and Suzanne volunteered to join Krissy in the initial steering committee to work with facilitators.

New Business

1. Program Review – Ed Tech Masters (Fred Hofstetter)
 - Fred reviewed the changes to the Education Technology Master's program which makes it possible to stack credentials within the degree. Candidates can use

elective credits to earn a certificate. Currently we offer the Library Media certificate, and this allows the new Computer Science Education certificate and future certificates. There are no changes to the degree itself.

- **Program changes approved.**
2. House Bill 315 is being discussed in the Delaware House Education Committee which would allow districts to hire substitutes as full-time employees. The challenge is that it provides that the person can become emergency certified, and it becomes a pathway to emergency certification by completing 91 days as a long-term sub and complete a professional development program. This is different than the ARTC program which requires the completion of five whole courses while acting as teacher of record.
 - It was suggested to have a UD response since it is concerning that they could receive certification and become teachers with the amount of preparation in the bill. It is scary to think professional development can prepare new teachers for the classroom.
 - Krissy will reach out to UD government relations director Evan Park and will attend meeting.
 - Districts are desperate for teachers and substitutes, so we should think of alternative solutions to help the districts.
 - It was also stated that the 91-day pathway is not new but a modification of a provision. The changes are that the 91 days does not have to be all in one assignment and can be over a 3-year period. It also adds the professional development requirement. However, the changes signal an encouragement for districts and charters to use this option more frequently.
 3. Student Teaching Policy Governing Request to Student Teach Outside of the University's Supervision (Jamie Bailey & Elise Colomb)
 - Jamie reviewed the request for a policy change regarding the policy governing a request to student teach outside of the University's supervision: Whereas student teaching is considered the capstone course within a teacher education program and an essential performance assessment for completion of a professional education program, UCTE approves the policy that students requesting to student teach outside of the University's supervision will continue to be made at the program level and be considered based on extreme hardship or other circumstances that would enhance the experience and meet with program approval. This experience must include the completion of a review of training materials relative to all major assessments as well as the Capstone final assessment by approved supervisory personnel outside of the University.
 - Proposed Change: *Approval for such requests must come from the program coordinator and the Office of Clinical Studies. Students requesting a placement in a different state must make the request at least two months before the placement is scheduled to begin as students who are granted this request will need to secure additional clearances as well as other requirements for the requested state.*

Should a student request a change of placement, they must complete a form that identifies the reason for a placement change. It can take a minimum of two weeks to secure a new placement. If the request is approved, the student is responsible for making up the time they missed in their placement. A student requesting a different placement may be required to take a Leave of Absence while the request is being reviewed. Under no circumstance should a student attempt to secure their own student teaching placement within a district.

Form

Student Name:

Student Email:

Placement School:

Placement District:

Placement Clinical Educator:

Reason for requesting a change:

Steps that were taken to address the problem:

Any additional information pertinent to this request:

- This should minimize the requests for change of placement and set the expectations for the student. It will also help with district relations when a change needs to happen.
- It was mentioned that we should not make it easy or standard that a student can switch for reasons that are frivolous.
- Should we have criteria for requesting a change or examples of the serious of the issue that justifies a change? Need to define extreme hardship.
- Also include the policy for student teachers being a substitute while student teaching.
- Team needs to do some wordsmithing and editing. The Field Instructor handbook has some great examples and explanations that might be helpful in defining the criteria. <https://www.education.udel.edu/ete/student-teaching/field-instructor/>. Also, the name of this policy is for all requests to change placement not just out of state, so that should be considered when editing.

4. Discuss process for development of Program Educational Goals (Krissy Najera & Christine Gorowara)

- Krissy reviewed that last semester we discussed the process for developing program educational goals. As a member of undergraduate studies Committee of the Faculty Senate, our role is to review all program's goals, and the current goals that are being submitted are not adequate or measurable. The goals are getting

approved but if the program wants to be able to measure the effectiveness of their program the goals will have to be revised.

- Christine discussed that we had agreed on a resolution that educational programs will work with DCTE to identify program educational goals and to ensure an appropriate level of consistency.
- We will include developing educational goals as an item for working with facilitators, but they are time sensitive. Whenever you submit a program change you must include the educational goals. Christine had proposed that we would combine the CAEP outcome goals with the program's SPA outcome goals. The CAEP goal would be the common goals across programs. The vision is that accredited programs will have submitted their goals by this Fall and non-accredited programs by Fall 2023. The expectation is that these goals will be used program coordinators with their dean to review their progress.
- So how do programs want to proceed in identifying goals? Work with DCTE to agree on a core set of goals and then a process for adding program specific goals. It was suggested that there is value in bringing the two initiatives together with using the facilitators. We will include educational goals as part of the work we do around UCTE mission and responsibilities.

5. Scorecards (Christine Gorowara)

- Christine briefly reviewed the scorecards at our last meeting. We understand everyone wants to dig into their program's scorecard and that some of the metrics are out of our control and how can we make a case to DDOE regarding the metric not be included in the scorecard.
- Christine did a quick overview of the scorecard. These documents are in the UCTE google folder for your review.
- It was suggested that we could develop solutions regarding fair reporting and present to new DDOE Director.

Meeting Adjourned 11:55 am