

University Council on Teacher Education
Agenda for March 22, 2010
1:00-3:00
200 Academy Street

Members Present: Anne Ardis, Janice Bibik, Suzanne Burton, Kara Cashwell, Michael Gamel-McCormick, Laura Glass, Kathy Minke, Joe Pika, Barbara VanDornick, Carol Vukelich

Members Excused: Dena Deglau, John Hartman, Gillian Guadagnino, Donald Unger

Guests Present: Rob Grey, Gail Rys, Bahira Sherif Trask, Lynn Worden

The minutes of February 15, 2010 were approved unanimously.

Old Business

I. SMART Boards (Pat Sine)

Pat Sine, Director of Information Technologies Client Support and Services, presented information about SMART Boards to the Council. SMART Boards have been installed in the College School and in the Student Multimedia Design Center in the basement of Morris Library. In addition, the Education Resource Center has a portable SMART Board for use in Willard Hall. She indicated that because the University owns a SMART Board license members of the UD community can download the SMART Notebook to their computer. With the SMART Notebook, teacher education candidates can develop lesson plans using SMART Board technology. SMART Board has a training center online (video and paper format). Questions were raised regarding how our faculty might prepare our teacher education candidates to utilize this equipment; several schools have used their stimulus money to purchase SMART Boards for their classrooms. Pat indicated that currently there are no plans to install SMART Boards in classrooms across campus. However, it's possible that a few SMART Boards could be permanently installed in a limited number of classrooms. After much discussion, it was decided that Carol Vukelich would identify classrooms where teacher education courses tend to be taught and forward this information to Pat. Pat will then request that SMART Boards be installed in a select number of these classrooms. Pat also suggested that the Council might consider purchasing Smpodium. Smpodium functions like Smart Board but is portable. Smpodium could be purchased (about \$4,000) and housed in the ERC where it could be checked out by faculty for use in their teaching.

II. Report of Candidate Performance on Assessments (Kathy Minke & Joe Pika)

Kathy Minke presented information on the School of Education's graduate programs' faculty's use of candidate data to improve their programs. She reported on five programs:

- Educational Technology – Program changes include using Sakai to enhance candidates' instructional design data project and adding content on accessibility and copyright to the multimedia course.

- School Library/Media – All graduates are exceeding the minimum requirements set by other states on Praxis II. (Delaware has not set a passing PRAXIS II score for School Library Media certification.) The faculty added a prerequisite course to the required courses in the program and changed program activities to include an increasing emphasis on collaboration with teachers and advocacy for school libraries.
- Reading – The reading faculty redesigned the assessment and instruction courses to help candidates’ better understanding the links between Tiers 1, 2, and 3 instruction. In addition, they developed procedures to ensure that all candidates work with students from diverse backgrounds. Finally, they developed additional assignments requiring candidates to investigate and evaluate student learning.
- Teaching English as a Second Language – The faculty revised two key methods courses to devote more time to teaching pronunciation and grammar. They also are requiring candidates to develop and submit conference proposals.
- Special Education (MPCP) – The faculty changed aspects of the content knowledge assessment to allow a better sampling of knowledge without increasing the assessment time. They added course content on collaborative teaming. They aligned all courses to skills for writing behavioral objectives.

Joe Pika updated the Council on Secondary Education programs, noting the following specific changes:

- English Education incurred the most changes. To meet NCTE standards, they added new courses in world literature, English grammar and usage, adolescent literature, teaching reading (increasing this course to a 3-credit course from a 1-credit course), and a sophomore level methods course.
- Foreign Languages and Literature now requires candidates to participate in a Study Abroad program in the appropriate foreign language.
- Mathematics Education made no major changes.
- Science Education is finding new ways to integrate professional development into the program.
- Social Studies Education added a required US History for Teachers course.

Across all secondary programs, the Pathwise results indicate that candidates earn very high marks for the mastery of content. Some additional work is needed in classroom management and multiple evaluation strategies.

III. HDFS Program in Family and Consumer Sciences (Lynn Worden)

The HDFS faculty considered all of the revisions to the proposed concentration in Family and Consumer Sciences the Council suggested at last month’s meeting. They decided to modify the concentration to include all but one of the recommended changes. The exception is EDUC 419. Candidates in this program already complete four courses that focus on issues of diversity. All candidates will be required to take EDUC 414, EDUC 413, and EDUC 420. The Council unanimously approved the new concentration. Though the faculty do not expect a large number of students to elect this concentration, there is a strong need for this concentration in the state and region.

IV. UCTE Bylaws (Carol Vukelich)

A review of the Bylaws revealed that they required updating. The Council approved the following revisions:

- Article II, Section 2 – Coordinator of Secondary Teacher Education was replaced with Director of Secondary Education; this is the correct title of this position. The College of Arts and Science was replaced with the College of Arts and Sciences (plural). The College of Health Sciences and College of Education and Public Policy names were corrected, following name changes.
- Article IV, Section 1 – The Program Committee was change to Council.

A copy of the revised Bylaws is attached.

Additional discussion occurred regarding Article V, Section 6. UCTE has never had a budget; DCTE supports UCTE expenses. Examples of the expenses DCTE covers include the salary, benefits, and operating expenses for the Office of Clinical Studies, the Education Resource Center, and the Office of Certification and Accreditation. DCTE also pays the unit's NCATE and AACTE annual dues. Budget will be an item for further discussion.

V. *Student Teaching Policy (Rob Grey)*

The Council considered the current policy regarding student teaching outside UD's jurisdiction. The current policy was limited to hardship circumstances. The Council expanded the policy to include enrichment opportunities (e.g., student teaching in a foreign country). Wherever student teaching occurs, a supervisor and cooperating teacher must be trained in Pathwise and Pathwise must be used to assess the quality of the candidate's teaching. In addition, the candidate must complete all program assessment projects. Finally, approval to student teaching outside of UD's jurisdiction must be approved by the program faculty and UCTE. A motion was made that requests would be reviewed by program faculty the final approval will rest with UCTE. UCTE unanimously approved the revised policy. A copy of the approved policy is attached.

VI. *Advanced Programs (Rob Grey)*

The Office of Clinical Studies is working on a matrix to illustrate all field experiences in the undergraduate and graduate programs. While the undergraduate program is straightforward, the construction of the graduate programs' matrix has proved more challenging. Many graduate programs require candidates to complete tasks with students.

New Business

I. *Middle States (Gail Rys)*

Gail Rys and Joe Pika are members of Middle States Excellence in Professional Education committee. They distributed a template rating undergraduate and graduate teacher education programs. Gail asked UCTE members review the template with their colleagues and contact her if revisions to the ratings are needed.

II. *Program Report Format (Barbara VanDornick)*

Barbara distributed a template that she developed to gather the annual data from program coordinators. The template will result in greater consistency in data collection across programs. Chris McBride will develop a website where the candidate data will be stored annually. Each template like that developed by each program coordinator linked to the program's SPA or State report. DCTE and OCS will enter the data it provides program coordinators into the template; program coordinators will enter the remaining data. The program reporting form also requires that the program coordinator share the year's data with the program faculty at a meeting each early fall and that the program coordinator and department chair or director sign the form indicating that he/she has reviewed the program's data and resulting program changes. The Council responded positively to the template and the reporting form. Barbara will meet with the program coordinators to discuss the template and the reporting form.

The meeting adjourned at 3:15 p.m.