

University Council on Teacher Education

**Minutes for November 1, 2001**

**1:00-3:00 p.m.**

**217 Willard Hall**

**Members Present:** Timothy Barnekov, Nancy Brickhouse, Chris Clark, Alice Eyman, Janet Smith, Barbara VanDornick, Carol Vukelich, Marcia Watson-Whitmyre

**Members Absert:** Nicholas Baker, Gaysha Beard, Michael Ferrari, Barry Joyce, Joseph Pika

**Guest Present:** Angela Case, Kathy DeFoe

The minutes of October 4, 2001 meeting were unanimously approved.

## **Announcements**

- I. *Admissions Statistics for Teacher Education for Fall 2001 (Barbara VanDornick)*
  - 743 of the 1619 (45%) of those who applied for admission to the Teacher Education Program were offered admission. Of those offered admission, 261 (35%) enrolled.

- The mean SAT score of those offered admission was 1160. The mean SAT score of those who enrolled is 1133.
- 78 offers of admission were made to 173 students who applied to transfer to the university. 52 of these students enrolled. 23 minority transfer applications were received. Of these 6 were offered admission. These 6 enrolled.
- 134 minority students applied for admission. 64 were offered admission. 22 enrolled.

## **Old Business**

### **I. Survey from Graduates**

Members discussed the revised survey of graduates of initial and advanced programs. By consensus, members decided to

- include a statement of purpose on the survey and indicate that respondents may refuse to answer any question.
- check to be certain that the survey does not need human subjects clearance.
- ask the graduates whether or not they are teaching and, if so where (state) and what kind of school (public or private).
- include a postcard with the survey asking for an e-mail address and whether the respondent would like to maintain contact with the university.
- have an individual program letter from a faculty member the graduate might know included with the survey.

### **II. Letters of Complaint**

NCATE asks institutions to maintain a record of complaints about professional education-related topics and notes on how the complaints were resolved. Members decided that program coordinators or department chairs should be asked to maintain a file of such complaints and to summarize the complaints and how they were addressed at the end of each academic year.

## **New Business**

### *I. LiveText (Kathy DeFoe)*

Several colleges of education are using LiveText as a tool for their candidates' use in the development of professional teacher portfolios. Following a discussion of the benefits to the candidates and the unit of a web-based portfolio system, members decided that Kathy should make presentations to the four key faculty groups (secondary education, early childhood education, health and physical education, and elementary teacher education) before the end of the semester and return to UCTE with a recommendation on whether or not UCTE should contract with LiveText.

### *II. Practicum/Methods Placements (Kathy DeFoe)*

The number of individual practicum/field experience placements Kathy must make each semester is overwhelming. Building and district administrators are complaining; an increasing number is declining. In addition, the sheer number negatively impacts Kathy's and our school partners' ability to select those teachers who provide the best models for our candidates. Hence, we need to reduce the number of individual placements needed, but still maintain the number of pre-student teaching field experience hours required by the state.

By consensus, UCTE directed each program faculty to consider how the number of individual practicum placements could be reduced in their program. UCTE asks that the secondary education program coordinator, the Director of the School of Education, and the chair of Individual and Family Studies submit a revised field experience plan for the teacher education program in their department/school/college to UCTE by February 1.

### **III. Project Search**

Project Search is scheduled for March 20 and 21, 2002 at the Bob Carpenter Center. The first day will be open to Delaware districts only. In past years, the planners have secured informal feedback on the quality of our graduates. As a component of our unit assessment plan, members suggested that a questionnaire be prepared to be sent to returning interviewers prior to their arrival on campus to gather data on the districts' perspective on the quality of our graduates.

### **IV. Program Assessment Systems**

This item was tabled until the December meeting.

The meeting adjourned at 3:15