

University Council on Teacher Education
Minutes for March 26, 2014
10:00-12:00
200 Academy Street

Members Present: Janice Bibik, Michelle Cirillo, Ralph Ferretti, Laura Glass, Gemelle John, Barry Joyce, Matthew Kinservik, Lynn Okagaki, Cynthia Paris, Kate Scantlebury, Barbara VanDornick, Carol Vukelich

Members Excused: Linda Zankowsky

Guest Present: Jose' Aviles, Kristine Ritz Coll

The February minutes were approved as distributed.

Announcements

I. Fall 2013 End-of-Term Report

Barbara VanDornick distributed the Fall 2013 End-of-Term report for the undergraduate teacher education programs. Out of 1363 professional education candidates, 85 have a GPA below 2.5, 28 are on probation, and 7 were dismissed.

II. Pass Rates on Praxis II Content Tests 2012-2013

Candidates are required to take Praxis II in their content area, but not required to pass, to receive the University's recommendation for certification. Most programs' data indicated that 100% of their candidates are passing Praxis II; the overall pass rate for all professional education programs is 98%.

Old Business

I. Goals of the Office of Clinical Studies (Linda Zankowsky)

This item was tabled until April.

II. Senate Bill No. 51 (Regulation 290) (Carol Vukelich)

Discussion of the Common Core Survey was tabled until April.

New Business

I. Recruitment Efforts for Underrepresented Groups (Jose' Aviles)

The fall 2013 class was selected from the third largest applicant pool in UD history with 26,260 applications. The final freshman enrollment was 3,808. In addition, the fall 2013 class is the most diverse class in UD history; 26% of the class is people of color or from abroad. In the U.S., the number of high school graduates is declining; diversification of pipeline is required. Competition for highly competent high school graduates is increasing. In the immediate future, there will be an increase in Hispanic and

Asian/Pacific Islander high school graduates and a decrease in White and Black high school graduates.

The focus of the discussion shifted to recruitment of students interested in teacher education from underrepresented groups. The Admissions Office recognizes the importance of building relationships with potential applicants –and staying engaged with potential applicants after the initial conversations. Once admitted, UD recognizes the importance of providing students with the support they need to be successful. Various models of support were discussed. For example, Dean Okagaki and Jose’ have secured UNIDEL funding to support a pilot program for a group of incoming students this coming fall. UCTE members acknowledged the importance of a diverse faculty in attracting diverse candidates. In addition, all faculty need to possess multicultural competencies. The Council discussed the challenge of forming community among secondary teacher education candidates. A possibility might be to bring candidates together in a freshman experience course. Such an experience could help candidates understand who they are, what they value most, and the way they see the world. Jose’ indicated that the Council and his office should have in-depth conversations about how we might work together to create a new plan to create a diverse teacher education candidate applicant pool. The Council agreed to engage in this conversation.

II. *ASPIRE (Kristine Ritz Coll)*

Kristine reported that three graduate students volunteering to work with her to support the ASPIRE program. The following objectives have been developed to increase recruitment and retention in ASPIRE and in teacher education:

- Program assessment
- Create support “caseloads” for each of the graduate students
- Develop a resource list
- Develop a FYE course
- Reinvigorate funding

III. *DPAS II (Barbara VanDornick)*

This item was tabled until April.

IV. *Proposed Educator Preparation Accountability Metrics (Carol Vukelich)*

This item was tabled until April.

V. *Persistence in the Major (Barbara VanDornick)*

Barbara VanDornick will need to submit data on the number of candidates enrolled each year to CAEP. The Council previously agreed that candidates are admitted into teacher education programs when they are admitted to the university. This, however, creates an inflated number of candidates because some admitted students change their major out of (or into) teacher education programs shortly after arriving on campus. So, which population of students should be considered to be teacher education candidates for purposes of providing an accurate count to CAEP? If these students are counted, the impact on the teacher education graduation rate will be inaccurate. The Council decided

that students who change their major during the first year will not be included in the admission pool.

Carol Vukelich handed out copies of the Department of Education's Regulation 290, the regulation drafted in response to Senate Bill #51. The Council will generate a response to the regulation during its April meeting.

UCTE adjourned at 12:10.