

University Council on Teacher Education
Minutes for October 22, 2019
12:30 – 2:30
200 Academy Street, Room 210

Members Present: Tia Barnes, Suzanne Burton, Gary Henry, Steff Kotch-Jester, Sarah Mallory, Chrystalla Mouza, Krissy Najera, Tracy Quan, Rebekah Simpson, Amy Trauth

Not Present: Jennifer Nauen

Guests: Christine Gorowara, Tory McHugh

The September 24, 2019 minutes were unanimously approved.

Announcements

- Capstone Evaluation 2018-2019 Data (Christine Gorowara)
 - Christine reviewed the Capstone Evaluation data for 2018-2019 cohort which reviews the evaluations by the Field Instructors and Clinical Educators. For Clinical Educators, there were few overall mean scores not hitting below a 3.1, although by program, there are several areas that are below a 3.1 For Field Instructors, there are significant overall scores and program scores below 3.1.
 - One take away is that there is a big difference between the Field Instructor ratings and the Clinical Educator ratings. The second areas that is not being done well is around engaging higher order thinking skills.
 - It was suggested to review the ratings that are 1 and 2 in the future since a 3 is a proficient rating.
 - The Capstone is the primary assessment for student teaching and all programs with some programs added addendums specific to their program. Each program characterizes the number of 1 or 2 allowed for each criterion.
 - Gary suggested to meet separately and work to consolidate data and reporting format for data and to also look at the instrument we are using to evaluate the student. Krissy will send information out and will be setting up a meeting to review the issues further.

- Fall 2019 Admissions and Enrollment Reports (Christine Gorowara)
 - Christine reviewed the Fall Admissions report. In comparing this year to last, we have increased from 289 to 304 matriculated students. In part from the ETE-AA program in Wilmington and Georgetown. The minority rose from 10% to 25%.
 - For the Enrollment Reports, our enrollment is down from 1122 to 938. Basically, the numbers are the same proportions, but our minority rate went from 14% to 16%.
 - This information helps with Teacher Academy initiatives, recruitment and retention initiatives, and the Diversity and Inclusion committee initiatives.

- It was suggested to have a committee to look at other universities and evidence-based practices to determine a way forward and best to impact the future. It was also suggested to involve Admission department when dealing with admissions and recruitment.
- Institutional Recommendation 2018-2019 Data (Tory McHugh)
 - Tory reviewed the Institutional Recommendation Data for 2018-2019. We had 410 graduates (degree recipients) and out of that only 221 received institutional recommendation by October 1st. That leaves 189 who have not either passed praxis II or passed a performance assessment (edTPA/PPAT) which is a 54% completion this year. We had a 65% IR rate last year.
 - What's driving this drop? What is preventing IR? 15 failing performance assessment scores; 12 – failing praxis subject assessment; 39 have not taking praxis subject assessment and 151 have not submitted a performance assessment.
 - Issues – State of Delaware law changes; funds for students to take test; no drive for students to complete IR. Some states don't require performance assessment.
 - Tory is getting out to visit the students in their junior year besides their senior year. She is will send targeted messaging to students. Need faculty to promote students getting IR and complete performance assessment and praxis subject assessment before graduation.
 - We receive list of high financial need to award scholarship funds.

New Business

4. PECB proposed changes (Tory McHugh)
 - Tory reviewed the proposed change for PECB procedures. The change is around academic dishonesty. The board feels the first violation of Option A and B do not warrant a meeting in front of the board.
 - Proposed change:
 - *The sanction was based on an incident related to possible or real harm to others or a major violation of academic dishonesty (Option C) or a second violation of any academic dishonesty (Option A or B). See Appendix A for the list of Office of Student Conduct charge codes that fall under these categories.*
 - **Motion approved.**
5. Field Instructor Qualifications (Krissy Najera)
 - Krissy reviewed the Field Instructor Qualifications policy that the faculty was charged with reviewing with their colleagues. Some programs did not review with colleagues.
 - The current policy and the issues were discussed, and the wording of each bullet was revised.
 - **CURRENT:** All field instructors must be certified in the discipline(s) they supervise or must have had 5 years of administrative supervising and/or 5 years of teaching the discipline in a P-12 setting within the past 10 years. (Effective Spring 2019)
 - **CHANGE TO:** *All field instructors must be certified or have been certified in the discipline(s) they supervise or must have had 3 years of administrative supervising and/or 3 years of teaching the discipline in a B-12 setting.*
 - **CURRENT:** All program coordinators must provide evidence that any field instructor whose certificate was issued more than seven years ago knows the discipline's current content and instructional strategies. Program coordinators must provide a description of what they have

done to ensure that each field instructor is knowledgeable of current content and instructional strategies. (Effective Fall 2014)

- **CHANGE TO:** *All field instructors must provide evidence that they know the discipline's current content and instructional strategies. Options of evidence include: current certifications (via updates with DDOE/DEEDS), attendance at mandatory trainings and workshops (at least once per year), teaching methods courses, collaborations with methods faculty.*
 - **CURRENT:** University field instructors and clinical educators will participate in mentor training. (Effective January 1, 2015)
 - **ISSUE:** *Some field instructor job descriptions include an expectation that field instructors will participate in professional development, while others do not. If this expectation is not in the job description, adjunct field instructors must be paid extra to attend this training. Program coordinators should check job descriptions for their field instructors and include participation in twice yearly professional development/training.*
 - **CHANGE TO:** *University field instructors and clinical educators will participate in mentor training at least twice per year.*
- UCTE members tasked with reviewing these proposed changes with their faculty/staff and we will vote on changes at next meeting.

6. Substitute Policy (Krissy Najera)

- Table to next month

7. DACTE By-law (Christine Gorowara)

- Christine stated that the Delaware Association of Colleges for Teacher Education (DACTE) has been reviewing our bylaws and constitution and have noted several ways in which they do not match our practice. They have identified ways in which we should change practice to conform to bylaws and ways in which we should change bylaws to conform to practice. Due to time constraints, Christine will send out an email with DACTE bylaw information documents and proposed changes.
- UCTE members were tasked with reviewing these proposed changes with their faculty/staff and responding back to Christine by November 8th in order to vote on changes at the next meeting.
 - Feedback on the proposed changes
 - If we decide to adopt the provision that each institutional member identifies the individual or body responsible for appointing members/nominating a president-elect when it is their turn in the rotation/authorizing dissolution, feedback on my assumption that the UD responsible body should be UCTE
 - Any feedback on the DACTE "Purposes" and "Objectives" in the Constitution
- A couple of areas in which we are proposing changes:
 - *Calendar—the bylaws specify a January 1-December 31 calendar for officer terms, budgeting, etc., but we have been operating on an academic year*
 - *Addition of Secretary to list of officers—this would elevate the status of this important role (e.g., for P&T purposes), and allows us to specify some record-keeping/archival duties in the bylaws*
 - *Inclusion of both representatives from each member institution as full voting members, eliminating the need for one to be designated as a "chief institutional representative"*

- *Officer terms—we wanted to eliminate the ambiguity around officer terms, motivated in large part by the fact that three of the last four presidents of DACTE left office in mid-term*

8. 4+1 Program Draft – (Amy Trauth)

- Amy reviewed the draft of the Master’s 4+1 Program in Secondary STEM Education. The proposal was developed to streamline and make other possible pathways in secondary STEM education. The driving goal is to allow students to apply to the Noyce capacity funding. It would help dovetail recent pushes for residencies.
- Amy requested members to provide feedback and help to move proposal forward. Especially around:
 - Degree requirements and courses required. Do we currently have corresponding methods course for graduates? If we need to change the student teaching number to a graduate number? Is there a classroom assessment course for graduates?
 - Chrystalla stated that they will need to review capacity of courses and budget.
- Send your feedback and suggestions to Amy.

Meeting adjourned at 2:30 pm