

University Council on Teacher Education
Minutes for March 24, 2020
12:30 – 2:30
Via Zoom

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

Guests: Christine Gorowara, Marie Peters, Carol Wong

The February 25, 2020 minutes were unanimously approved.

New Business

1. Program Review

- Teaching English as Second Language (Carol Wong)

Carol reviewed the changes requested for the Teaching English as a Second Language. There are two items for review:

1. The School of Education is proposing that the GRE be eliminated as an admissions requirement for our MA TESL program, with applicants being permitted the option of submitting GRE scores if they feel it will strengthen their application. This exam has not proven to be a reliable predictor of either academic success or degree completion in the MA TESL program. Research further indicates that GRE may be an especially poor measure of graduate school potential for international students and underrepresented minorities; scores consistently correlate with socioeconomic status, race, and gender (Clayton, 2016). We have evidence that this requirement has discouraged foreign students and non-native speakers of English from applying to our program. Often some of our top performing students in the program have scored poorly on the GRE. A student's transcripts, personal essay, writing sample, letters of recommendation, and, for international applicants, their IBT/IELTS scores provide ample evidence to guide our graduate committee on admissions decisions.

2. LING 699 has been offered for many years as part of a summer Institute for current teachers to learn about second language acquisition and at other times as part of the Additional Certificate in ESL (ACE) program. The student learning outcomes (SLO's) entirely align with that of LING 676, and the syllabi for both courses make clear their equivalency. Currently, individuals taking the course for credit must apply through CEHD and through the Graduate College to have the course approved as satisfying the requirements of LING 676. This request is to formalize the equivalency of LING 699 and LING 676 so that LING 699 might be approved as an option for LING 676 Second Language Acquisition and Bilingualism.

- Each change was discussed, and it was decided to vote on each item separately.

- The second item requesting approval of the elimination of the GRE requirement was put to vote and the **GRE elimination was approved.**
- The first item regarding the change of courses to have LING 699 and LING 676 as equivalent so students can choose either option as a matter of convenience was discussed but questions arose that require more information from Scott Stevens.
 - Are the courses similar as they seem different just by reading course names? As it reads the courses focus on different areas.
 - Why do they have courses with same learning objective and different numbers; should they have same number and different formats for fall and summer?
 - The content doesn't seem to be the same so how can they be equivalent.
 - Nigel Caplan states they are alternative course via an email that Carol read to committee. Nigel states that LING 699 is an alternative for LING 676. It is more convenient since it is held in the summer in Dover. He also stated that DDOE accepts LING 699 in lieu of LING 676 a courtesy that MA TESL program has followed for recent years with approval from program director, Scott Stevens.
 - Can students take either/or? An alternative is not the same as equivalent.
- **It was decided to wait until Krissy can get more details and answers from Scott.**

2. Clearance Policy (Marie Peters)

- Marie reviewed the issues that the students face with getting their clearance completed and submitted to the Office of Clinical Studies by the deadlines. In particular, the criminal background check needs to be done in the state of Delaware. Typically, OCS would provide van transportation to assist students with getting to Troop 2 to complete their clearances.
- The Office of Clinical Studies is working on a process for students to get their clearances complete for next Fall semester. The out-of-state students are the group that is more difficult and requires more instruction to complete.
- With the current situation, the UCTE Clearances Policy might need some revisions due to students being in their home states and the process takes longer. Some students might not be able have their clearances completed by the policy deadlines.
- Marie requested if there is any flexibility with the policy on the issue of having to “receive the clearances by the first day of classes”.
 - *All students enrolled in courses with Professional Education field placements are required to complete the fingerprint version of the federal and state background check. This background check is valid for*

one year. The Office of Clinical Studies (OCS) must have a valid Criminal Background Check (CBC) on file for each candidate who is registered for a course with a field placement by the first day of classes. (It may take up to six weeks for OCS to receive the CBC results.) Failure to have a valid CBC on file in OCS by the first day of the semester will mean that such candidates will be required to drop all courses with field placements for that semester. (Effective November 6, 2013, amended April 9, 2018)

- We would still have a hard line that students who do not have their clearances into OCS would not be able to enter a school, but we would like to have available the option to exceed the deadline for those who are having trouble getting them complete before first day of classes.
- For students who live in Delaware or in close proximity we have changed our van transportation times to appointment times with Troop 2 and Dover, so they can go online and schedule. The out-of-state students need to complete a print card and go to their local police station and then mail information to use which will delay the process and turnaround time.
- Proposed that we amend this time because of Covid-19. We would then discuss revisions to add flexibility to the current policy at a later date.
- Council decided to not vote on policy at this time and to address the policy changes at a future meeting when we can focus on more clarity.

3. Substitute Policy (Krissy Najera)

- Krissy reviewed the revised Substitute Policy that each UCTE member reviewed with their programs. Early Childhood and Elementary approve the changes. Secondary had concerns with labs as their students are not allowed to teach labs without the clinical educator.
- Krissy explained that this policy is an umbrella policy and departments can add stricter requirements for their program if they deem necessary.
- Additional suggestions for changes:
 - Change language to more gender neutral – change “his/her” to “their”.
 - In the bold section, add “*During their scheduled student teaching time*” in the beginning of the sentence.
 - Add statement regarding teacher residency: “*Policies related to teacher residents serving as substitute teachers should be articulated in each LEA’s MOU*”
 - Concern for 4+1 students regarding certified teachers, so added: “*Policies related to certified teachers seeking other certifications can be found in another policy.*”
 - Update revised policy on UCTE website. Program coordinators will share revised policy with faculty and field instructors. DCTE will communicate the policy to district’s HR directors and clinical educators.

- **Policy revisions approved.**

Reports

Krissy discussed the need to review the data and reports that DCTE disseminates. There are several reports that are shared with UCTE throughout the year to keep UCTE abreast of what is occurring in the teacher preparation programs. The DCTE accreditation group met with the Elementary program coordinators to discuss what information would be beneficial and how they would like it displayed. The charge of UCTE is to review this data so members can be informed to help in making decisions regarding teacher preparation programs.

It was suggested regarding sharing the data that we might have a “Data Day” where we get together to review certain data points. UCTE should be the catalyst for the analysis and encourage programs to utilize the data. UCTE would look at trends across programs and facilitate conversations. It was suggested to have a consultant attend to give us expertise in the area of data analysis.

ACTION: To create a list of the type of data and sources we currently have available for Gary and Krissy to review. We can then move forward with a possible “Data Day” over the summer. The goal is to review data sources, surveys and administrative data and look for corroborating data for a particular item.

1. Survey Data – (Christine Gorowara)
 - DDOE’s Supervisor Survey/DDOE’s 1st Year Teacher Survey
 - Christine briefly reviewed the survey data provided by Delaware Department of Education.

Meeting adjourned 2:10 pm

University Council on Teacher Education
Minutes for April 13, 2020
Special Meeting from March action item
9:00 – 9:30
Via Zoom

Members Present: Tia Barnes, Steff Kotch-Jester, Sarah Mallory, Chrystalla Mouza, Krissy Najera, Kristen Nelson, Daniel Pineyro, Tracy Quan, Amy Trauth

Not Present: Suzanne Burton, Gary Henry

Guests: Christine Gorowara, Scott Stevens

1. Program Review

- Teaching English as Second Language (Scott Stevens)

2. LING 699 has been offered for many years as part of a summer Institute for current teachers to learn about second language acquisition and at other times as part of the Additional Certificate in ESL (ACE) program. The student learning outcomes (SLO's) entirely align with that of LING 676, and the syllabi for both courses make clear their equivalency. Currently, individuals taking the course for credit must apply through CEHD and through the Graduate College to have the course approved as satisfying the requirements of LING 676. This request is to formalize the equivalency of LING 699 and LING 676 so that LING 699 might be approved as an option for LING 676 Second Language Acquisition and Bilingualism.

Scott provided the following explanation to answer questions from March meeting:

LING 699 is equivalent to LING 676. LING 699 carries a unique course name because it fulfilled a different purpose in the past when Delaware DOE accepted it in lieu of any ESOL certification requirement. Since 2016, the course has focused exclusively on second language acquisition and bilingualism, covering the same content area as LING 676 but tailored specifically to an in-service K-12 teacher population. Since the course can be taken either as part of the certification courses and transferred into the MA TESL or by teachers seeking non-degree continuing professional development, it makes sense to retain the 699 number and title.

The learning outcomes of 699 and 676 are the same, but the delivery is different as 699 is a course taught during the summer institute. Students who take 699 can apply to the MA. When they do, they have to transfer 699 credits, which requires various levels of approval. This change would allow 699 to count toward the degree in place of 676 for

students in the summer institute. Students seeking the degree would not need the content of both courses. The content would be repetitive.

- Krissy received details from Scott Stevens and distributed to council for review.
- Zoom Meeting held on 4/13/20 and Scott reviewed the changes he is requesting.
- **Changes to offer LING 699 & LING 676 as equivalent options for students was approved.**