

University Council on Teacher Education
Minutes for October 28, 2021
1:00 – 2:30
Zoom

Members Present: Suzanne Burton, Duane Cottrell, Jen Fox-Gallo, Gary Henry, Steff Kotch-Jester, Katie Joynt, Tory McHugh, Chrystalla Mouza, Krissy Najera, Kristin Nelson, Diana Roscoe, Brooke Sorgan, Carol Wong

Guests: Christine Gorowara, Marie Peters

Krissy reviewed the minutes briefly and the September 30, 2021, minutes were unanimously approved.

Announcements

1. Introduce undergraduate representatives: Brooke Sorgan and Katie Joynt are both juniors in the Early Childhood Education program.
2. November /December Dates/Time:
 - November – no meeting
 - December - Wednesday, 12/15 at 10:30
3. Teacher of the Year Event – Monday, February 21st – Virtual event

New Business

1. Program Review – Psychology Ed (Hannah Kim)
 - Hannah reviewed the change for Psychology Education. They are only changing one course in the major. Currently, the major requires PSYC100, and they wish to allow students to use either PSYC100 or NSCI100. These courses provide similar content, except NSCI emphasizes neural mechanisms, physiology, and anatomy more than PSYC100. Students in the NSCI-BS major can currently use either PSYC100 or NSCI100 as their introductory course, so it makes sense to allow XPY-BA majors to use either course. This change will also make it easier for students to switch majors or to double-major.
 - **Change Approved**
2. Program Review – Biology Education (Jen Nauen)
 - Jen reviewed the change for Biology Education for related coursework, where the grade of a D- would be acceptable in Chemistry, Physics, Mathematic and Geology, instead of a grade D. The reason for this change is that under the temporary grade modifications for COVID, a grade of D- was accepted.
 - **Change Approved**

3. Program Review – Elementary (Steff Kotch-Jester)

- Steff reviewed the Elementary change, but UCTE is not required to vote, it is informational only.
- ETE faculty met to identify challenges and barriers that impact student teacher candidates and to increase diversity in our teacher education programs. The Dean also tasked them with reducing student teaching to one semester. The ETE faculty identified four building blocks to revitalize our program: Curriculum, Clinical Practice, Access, and Diversity. As an initial actionable step, a Task Force was created to address the barriers/challenges undergraduate students experience in our current course sequence. The AA ETE students who comprise our most diverse group of underrepresented teacher candidates are largely impacted by our current course sequence. All candidates need to be provided the opportunity to finish the ETE dual certification program within four years in a second certification area. The second certification area should also include high-quality methods and student teaching field experiences. The current course sequence was designed in 2014 when Reg. 290 required 10 full weeks of student teaching. Prior to this regulation our candidates completed 16 weeks of student teaching split between Elementary Education and the second area of certification (i.e., special education, ESL, or middle school content areas.) Under the 2014 revision, our candidates complete two semesters of full-time student teaching coupled with the methods course work. This current course sequence has created unintentional challenges and consequences for our candidates, transfer students and clinical educators.
- The new course sequence is designed to:
 - Address the barriers/challenges for AA ETE students to finish in 4 years with a second certification area of interest (i.e., special education, ESL, or middle school content areas.)
 - Provide a more feasible pathway for transfer students.
 - Address clinical educators' concerns to provide a Monday-Friday experience.
 - Address clinical educators' concerns for an immersive experience free of additional course work.
 - Address competing demands for teacher candidates' time and focus between being a full-time academic student and a full-time student teacher. Under the current sequence, our candidates take courses concurrent with student teaching.
 - Provide an opportunity for all second certification areas to engage in a methods' experience prior to student teaching.
 - Shift to one semester of a student teaching experience to potentially increase diversity with a more flexible program and opportunities to finish the dual certification program in four years. The one semester of student teaching will include placements in both certification areas.

4. Program Review – English Education (Deb Bieler)
 - Krissy reviewed the change documents from Deb Bieler. The change is to replace the LING101 (Introduction to Linguistics) requirement with an EDUC440 (Literacy Instruction for English Language Learners) requirement
 - Update our Diverse Literature course list to include new courses that have been created in the past few years
 - **Change Approved**

5. IR Proposal Change -Vote (Tory McHugh) –
 - The vote will be delayed so Kristin can discuss with Secondary Education faculty and Steff can discuss with Elementary faculty. We will then do an electronic vote.
 - Proposed Institutional Recommendation Policy
 - *Candidates must earn a passing score on the content area test (e.g., Praxis Subject Assessment, formerly known as Praxis II) in their discipline required by the State of Delaware to receive the institutional recommendation for certification (effective September 2014). Starting in Fall 2022, candidates must pass this content area test by the first June 30 following graduation from the associated program. (i.e., Students graduating Summer 22, Fall 22, Winter 23, Spring 23 must complete by June 30, 2023.) Waivers to this policy may be considered by the Certification Officer in cases of documentable illness, emergency, bereavement or with documentation of repeated attempted passage of certification examination. Requests for waiver must be made in writing and with appropriate documentation, to the Certification Officer no later than March 1st.
** A candidate is defined as any individual completing a State of Delaware, certification leading program at the undergraduate or graduate level.*
 - **ACTION: Kristin to review policy with Secondary Education faculty and Steff will review with Elementary faculty at CUSE. Electronic vote to be sent out first week in November.**

6. Performance Assessment Update (Tory McHugh)
 - Tory reviewed that no programs would require performance assessment for Certification and Institutional Recommendation. To support students that need a performance assessment for their state, Steff Kotch-Jester will continue to mentor students, ECE will continue to mentor students and Secondary is looking into offering a one-credit course.
 - New York state has an edTPA safety net in place where there is an alternate assessment consisting of a written test, the ACSW, that can be taken in place of the edTPA. This is only available this year.
 - Christine Gorowara, Krissy Najera, Liz Terlecki, and Gary Henry have been invited to join the stakeholders around the state to develop a new

way to assess students' performance. DDOE has hired US Prep and TPI-US to help the stakeholders in Delaware develop a new system.

- Christine stated that there should not be any issues with CAEP if there is no performance assessment data for the next year as that is covered in other areas, although programs should determine what information they were getting from performance assessments and whether they should modify their assessment plan to collect additional information.

7. Capstone Update (Marie Peters)

- Marie reviewed that with the adoption of new capstone (we are still looking for a name) we have started a pilot this fall semester with our residency program students in ETE, ECE and one Secondary Mathematics student. We will continue to pilot in the spring with Secondary Math and Science. Some districts are also piloting this fall.
- DCTE is working on a handbook, observation framework, program smart cards, and training. Each program will need to review their addendums and the rubric and how you want to adopt for Methods and Early Fields courses.
- We need to discuss the passing policies regarding this rubric as it is a different mindset regarding how the students are scored.
- It was suggested that this tool be used for program's goals.
- The state has developed cooperating teacher specific training and leadership specific training for field instructors. Clinical Educators are going through training with their districts. Field Instructors will be trained in the spring. This training will not be as intense.

8. Dual Enrollment (Suzanne Burton)

- Suzanne represented UD on the Delaware Department of Education's work on dual enrollment. The objective was to standardize to a degree those courses that would be accepted at all IHEs. A spreadsheet was developed with all the different IHEs, different courses, equivalencies, and what universities will take which courses. It's designed to be a tool for students to use in choosing coursework. However, UD is different, so I was tasked at looking at dual enrollment courses at UD. I found that the courses are all over the place and they are not consistent across the university.
- Michelle Parnell from Professional and Continuing Studies is taking over my role. She is much more involved with dual enrollment courses.
- Do we need a task force to look at recruitment and dual enrollment for teacher education? What courses would be considered? How to we promote it? How do we keep consistent? Who teaches the courses?
- Some background on dual enrollment: Before the Teacher Academy started, there was a committee that met with the folks who started Teacher Academy for UD's participation regarding dual enrollment. In the process, we discovered there were a lot of inconsistency in the courses and how they are offered. Different colleges did it differently. The cost to the

school was \$650 per student which was a huge sticking point as we were trying to diversify and provide to first generation students, but registrar's office would not negotiate. We suggested several ideas but were not successful. So, we need to think carefully on how we approach folks, especially those who are familiar with the background. It was suggested to see where the current administration is regarding dual enrollment and what the cost would. The other EPPs offer dual enrollment with a flat fee of like \$3000 a course that the schools would pay and ask the student to contribute a small buy in fee. Cost is an issue. Also, to include research and topics as to where these courses should fall and should be available across majors.

- **Action – Everyone review with their programs the need for a task force for dual enrollment and who would like to be part of task force. We can discuss at next meeting.**

9. Dispositions Policy – how many? (Krissy Najera)

- Krissy stated that there have been challenges regarding dispositions. There is no policy on the number of dispositions a student can receive prior to dismissal.
- **ACTION: Everyone think about details for a disposition policy and we will discuss at next meeting.**

10. Student Teaching Credits (EDUC 400) (Krissy Najera – November)

- Krissy stated that the student teaching credits vary across programs, and we'd like to come to a common number of credits regarding hours/days etc.
- **ACTION: Everyone go back to programs and find out more information regarding the number of student teaching credits your program has, how you determined that credit number.**

Meeting adjourned at 2:29