

University Council on Teacher Education

Minutes for December 2025

December 11, 2025, at 11:00am

Zoom: <https://udel.zoom.us/j/5076949576?omn=94333536155&from=addon>

Members Present: Steve Amendum, Christina Budde, Suzanne Burton, Trish Hermance, Hannah Kim, Sarah Mallory, Krissy Najera, Rosalyn Washington, Tory McHugh

Members Not Present: Mark Akubo, Rena Hallam

Guests: Terri Villa

November 2025 meeting minutes were approved.

Quick recap

The meeting covered several administrative and academic matters, including the approval of a new degree program and the formation of a UCTE Field Experience Committee to improve field placement coordination. The group discussed new surveys being implemented for clinical placements and addressed challenges related to data collection and accountability measures. The conversation ended with discussions about professional dispositions, essential functions, and accommodation policies, including plans to develop documentation and establish clear consequences for student performance issues.

Summary

Degree Program Approvals

The group approved the History Education 4 Plus 1-degree program, with Hannah presenting it to the School of Education and receiving positive feedback. The meeting also touched on Amy's potential return in February and Barry's offer to sit on UCTE if another secondary ed person is needed.

UCTE Field Experience Committee Formation

UCTE Teacher Education Field Experience Committee

- Krissy asked attendees to consider forming a Teacher Education Field Experience Committee, with representatives from various programs, and to discuss this at the December meeting.

<https://docs.google.com/document/d/1EWVtZOZlklvlggu11CtV6icuVXmZekmJ8/edit>

The meeting discussed the formation of a UCTE Field Experience Committee to improve communication and coordination among programs regarding field placements. Terri explained the need for such a committee to address challenges and share best practices, while Krissy outlined upcoming changes, including new requirements for student teacher clearances and potential legislative impacts. The group agreed on the committee's purpose and structure and approved forming a UCTE field experience committee. Determining committee members to be established.

Clinical Placement Survey Implementation

Tory announced a new DDOE clinical experience survey for student teachers, which must be administered and completed by the spring cohort. She suggested implementing the survey during seminar classes and incentivizing students to participate. Tory also mentioned that she would provide survey URLs to Debbie for distribution. The discussion focused on new surveys being implemented for clinical placements, with Tory explaining that they are part of accountability measures and will be used to gather feedback on student teachers' classroom methodology.

Hannah raised questions about the purpose and scope of the surveys, particularly whether they evaluate clinical educators, schools, or teacher preparation programs, to which Tory clarified that while the surveys are for all students regardless of location, the exact intentions and future use of the data remain unclear. Tory noted that this is a pilot year and will share more detailed information about the surveys, which are expected to take about 20 minutes to complete.

CAEP Survey Data Collection Challenges

Tory discussed the challenges of collecting data for CAEP and the clinical educator surveys, noting that some students do not complete the surveys, which affect accountability. She updated the team on the CAEP Standard 1 packets, requesting their return before the break to allow time for analysis during the winter session. Tory also mentioned the need to address gaps in Standards 9 and 10, particularly around professionalism and classroom impact, and planned to reach out for resources in January. She confirmed that Standard 2 would be handled by Terri's team, focusing on clinical placements, and aimed to complete most of the CAEP work by spring, with minimal requests for input over the summer.

Old Business:

In November, subgroups met to clarify student teaching accommodations, essential functions, and professional dispositions with participants self-selecting subgroups to develop drafts and move forward with these initiatives.

1. Student Teaching Accommodations and Essential Functions Discussion: [ST Accommodations](#)
 - a. Please review the district documents plus the notes from external agencies on the *Essential Functions* document: [ST Accommodations Essential Functions](#)
2. Professional Dispositions
 - a. What is your program's PD policy? How many PD meetings before a student is removed from the program?
 - Link to PD Docs:
 - I created this and shared it with SOE instructors since we did not have a written process: [Professional Dispositions Process.docx](#)
 - PD Folder: [PD Policy](#)

Summary of breakout rooms:

- Essential Functions (Suzanne Burton and Mark Akubo)
 - What are the essential functions of a teacher/student teacher?
 - Suzanne and I wondered if we needed
 1. to specifically state (for clarity) somewhere in brackets at the end of the second sentence (not field experience) for clarity or leaving no room for doubt about the focus of this document,
 2. to mention instances when the students sub during their student teaching.
 3. to clarify whether or not under UD's gradual release model, student teachers may solo manage a class or solo teach lessons at some point during their student teaching, i.e., without the presence of their cooperating teacher.
- Professional Dispositions (Christine Budde, Hannah Kim, Trish Hermance)
 - Can a student be removed from the program after 3 strikes (3 dispositions meetings without improvement)?
 - Christina, Hannah, and I briefly discussed the professional dispositions process.

- It appears that programs have been able to effectively address professional disposition issues internally while keeping students on track in almost all cases over the last ten years. However, we agreed that it would be beneficial to have a uniform process, especially regarding the circumstances and processes that should prompt removal. We also discussed adding something like an appeal to UCTE or perhaps a subcommittee like PDCE rather than appeals going to administrators who may have less experience with education majors. Our conversation was very brief, so we did not get into any specific edits. We also did not dig into the policy documents yet but in looking them over I noticed that the policies currently state that someone from DCTE (now CEETP) was to be involved at the outset of any PD meetings. It does not appear that this has been common practice so those parts of the policy will need attention as well. I'm happy to take a first shot at marking up parts of the policy documents that will need attention if that is helpful.
- We didn't quite get into our conversation so I would be hesitant to call something an appeal process. This implies that the student has an opportunity to overturn a program coordinator's decision, and I don't believe UCTE has that authority. But it is good to have some sort of layer if a student doesn't agree with the decision that they have a forum that can "review and advise."
- Accommodations (Rosalyn Washington and Sarah Mallory)
 - What are the reasonable accommodations we can expect schools to provide?
 - Who is responsible for providing accommodations in a field placement: UD or school district?
 - Since some accommodations are unique to a school setting, should we follow their protocol for requesting and documenting them?
 - If we default to school system, we are asking them to perform unpaid labor.
 - Would it be beneficial to seek the input of UD's general counsel? They may be able to offer a new perspective
 - If a student does not seek accommodations and it negatively affects their performance, can this be addressed through professional dispositions?
 - Professional responsibility to care for oneself, including ensuring appropriate accommodations are in place to ensure successful instruction and safety of students.

Educational Standards and Accommodations Coordination

The meeting focused on coordinating work related to educational standards and accommodations. Small groups discussed essential functions of student teachers and accommodations, with Suzanne's group exploring substitute policies and supervision requirements, while Sarah's group examined responsibilities for providing accommodations and the potential use of professional dispositions for addressing unmet needs. The group also considered consulting the university's general counsel for further guidance on accommodation responsibilities.

Student Teacher Standards and Dispositions

The group discussed two main topics: essential functions and professional dispositions. For essential functions, Krissy plans to consult with general counsel and DSS in February to develop a document outlining the essential functions of student teachers, with input from the special education team. Regarding professional dispositions, Trish reported that most programs' meetings are working well but there's a need for consistent protocols and processes for dismissals. Hannah suggested creating an advisory board to advise deans and chairs on disposition cases, while Krissy noted that field instructors have welcomed a new process for referring students for dispositions but emphasized the need for clear consequences after dispositions meetings.

Student Dismissal Policy Review

The group discussed implementing a three-strikes policy for student dismissals, with concerns raised about the lack of formal documentation and legal approval for such a policy. Sarah suggested a more structured approach with a formal warning system, where the first documented concern would serve as the first strike, followed by an improvement plan for the second strike. Krissy agreed to convene a meeting with General Counsel to seek input on professional dispositions and will report back in the spring. The conversation ended with plans to address essential functions, accommodations, and dispositions, as well as to inform the seminar coordinator about the clinical placement survey for the school event.

Remediation Plans and Student Conduct

The group discussed consequences for remediation plans, with Hannah expressing concerns about a three-strike policy being too restrictive and advocating for clear consequences. They also discussed the role of the conduct board in addressing student behavior issues, with Tory explaining their limitations and potential involvement in extreme cases. The conversation ended with a discussion about essential functions and technical standards documents, with Suzanne seeking clarification on the status and relationship between these documents, which Krissy confirmed would likely be interrelated but separate.

Adjourned 11:55 am

Next steps

- Tory: Meeting with program coordinators to share process for Clinical Capstone survey implementation
- Tory: send survey and information to all programs to answer questions about the clinical placement survey
- Program coordinators: warn seminar instructors about the upcoming DDOE Clinical Placement Survey requirement for spring student teachers. Consider setting aside 20 minutes in last seminar class meeting for students to complete the survey or assign it for credit
- Faculty who hasn't returned CAEP Standard 1 packets: get packets back to Tory before winter break and CC Debbie when sending
- Tory, Suzanne, and George: meet in January to discuss music data and NASM coverage for CAEP
- Terri's team: handle CAEP Standard 2 around clinical placements, especially gathering information from secondary programs about unique placement practices
- Rosalyn: reach out to Tory via email with 1-2 meeting time options to discuss ECE CAEP data questions
- Krissy: connect with general counsel and reconnect with DSS regarding essential functions and accommodations in January
- Krissy: involve Sarah and other special education team members in essential functions and accommodations conversations
- Krissy: Convene meeting with General Counsel to get input on professional dispositions policy and report back in February
- Krissy: make sure seminar coordinator is aware of the clinical placement survey requirement
- Trish: tighten up and finalize the professional dispositions discussion notes for the agenda