University Council on Teacher Education
Minutes for May 13, 2026
May 13, 2026, at 9:00am

Zoom: https://udel.zoom.us/j/5076949576?omn=93648007453&from=addon

Members Present: Mark Akubo, Christina Budde, Suzanne Burton, Trish Hermance, Sarah Mallory, Krissy Najera, Aimee Pearsall, Rosalyn Washington

Members Not Present: Steve Amendum, Rena Hallam

Guest: Terri Villa

Quick recap

The meeting focused on discussing the new intern permit requirement for student teachers and volunteers in Delaware schools, with Terry providing details about the process and timeline. The group reviewed proposed changes to EDUC 400 registration restrictions and discussed professional dispositions and essential functions for teacher candidates. They examined a draft job description document that would serve as a baseline for all programs, with plans to add program-specific elements. The conversation ended with a discussion about attendance policies in methods courses, where participants shared strategies for ensuring student compliance with field experience requirements.

Next steps

Kristina

- Check with Sarah Foster about the possibility of using a student group for EDUC 400 registration restrictions and report back to the group.
- Investigate with Steve and the registrar's office the feasibility of implementing section-level department consent for EDUC 400 registration and report findings.
- After collecting feedback, send the revised job description document to legal for review in June.
- Share updated job description with programs/faculty for further input before legal review.
- After legal review, work toward having the finalized job description in place for the fall semester, including updating websites and syllabi as appropriate.
- Consider bringing the topic of field-specific attendance policies in methods courses to UCTE for further discussion next semester.

Rosalyn

- Check with the Early Learning Center and review modern job descriptions (e.g., Head Start) to determine if the "ability to lift 50 pounds" is a standard requirement in early childhood job descriptions and report back to the group.

Terri

- Follow up with Tori to ask DOE whether UD personnel (e.g., instructors, site supervisors) who observe student teachers need an intern permit and forward the answer to the group.

Collaboration

- All program representatives: For those whose term is over, please send the name of your replacement to Debbie by end of May.
- All program representatives: Review and add comments, questions, or program-specific content to the baseline job description document by the end of May.
- All program representatives: Share the draft job description with program faculty and collect additional program-specific requirements/additions before legal review.

1. **April meeting minutes were unanimously approved.**
2. **Intern Permit – Terri Villa**

   Terri discussed the new requirement for student teachers to obtain an intern permit through the DEEDS system, with the application not expected to be finalized until June 1st. Terri explained that students need to set up an account in DEEDS and complete an application, including uploading a letter from the Office of Clinical Studies confirming their eligibility to student teach. The team, led by Tory, is creating a Google spreadsheet to track eligible students and will share this with the Department of Education as students complete their applications. The Department of Education has indicated there will be a grace period for students to obtain their permits, though the exact duration is unclear. Terri addressed questions about whether field supervisors, site supervisors, and those conducting pop-ins need intern permits, agreeing to follow up with Tory and the DOE for clarification. Trish explained that intermittent visitors like field supervisors would follow district volunteer protocols rather than requiring intern permits, similar to substitute teachers. The discussion also covered the distinction between resident students and student teachers, with uncertainty about whether residents would need intern permits due to their different status as employees.

   - **https://legis.delaware.gov/SessionLaws/Chapter?id=42348**

3. Krissy discussed upcoming UCTE transitions, thanking those serving final terms and requesting program representatives to be confirmed with Debbie for website updates.

4. **Next Education Workforce - Krissy**

   - Krissy discussed that Delaware is planning to pilot a new model of strategic staffing in 6 DE schools (2 in each county). This model was developed by ASU and is called the Next Education Workforce. It will impact on how we place our students by teaming teachers by grade level and content area in six Delaware schools, potentially impacting future placements. I don't know much about it, but ASU hosts info sessions April through July.
   - Link: https://workforce.education.asu.edu/

5. **UCTE FE Committee Members:**
   - SOE: Vicki Goettel, Dede Lilly, Ben James
   - HDFS: Rose Washington, Aimee Neff
   - SECE: Aimee Pearsall, Jill Flynn, Amanda Seiwell

6. **Course Registration Permission Requirements**
   - The group discussed implementing a permission requirement for students to register for courses while taking EDUC 400, with the goal of preventing students from enrolling in other courses alongside their seminar. Trish noted that parents would be willing to register their own children and that the current policy already limits students to their seminar course with occasional exceptions. Krissy explained that the biggest impact would be on elementary and middle school students and suggested a potential solution involving department consent for specific sections rather than requiring instructor permission for every enrollment. The group discussed challenges with student registration for courses during student teaching semesters. Kristina proposed adding "permission of instructor" requirements for specific sections and auditing students before registration to address these issues. They also discussed a potential system fix, though Sarah Foster indicated that a simple drop/add feature likely wouldn't be approved.

7. **Disposition Challenges**
    - Regarding professional dispositions and the three strikes rule, Kristina reported that she was still awaiting legal guidance on whether students could be removed from programs due to professional dispositions issues, with the possibility of reinstating the Professional Education Conduct Board (PECB) being considered.

8. **Pre-Service Teacher Job Description**
    - Krissy and Sarah discussed developing a set of core guiding principles and a job description for pre-service teachers, based on recommendations from DSS. They shared a draft job description for review, which includes key responsibilities and aligns with the Model Code of Ethics for Educators. The group agreed on the need for a job description, with Rose supporting its inclusion, and discussed the potential for programs to add program-specific guidelines on top of the baseline guidelines. Sarah raised a question about whether all programs might need to append additional elements to the job description.

    - The team reviewed and discussed a draft document, with Sarah noting that some bullet points needed wordsmithing, particularly regarding special education practices and non-speaking students. Aimee raised questions about attendance and emotional composure, which Sarah clarified were already addressed under professional responsibilities using MCEE standards. The group discussed the appropriateness of using MCEE standards for teacher candidates versus licensed teachers, with Sarah explaining they had modified the language to better suit their training context. Rosalyn mentioned the need for program-specific considerations, particularly for early care settings involving young children.

        - Resource: https://education.hanover.edu/admitted/model.php

    - The group discussed program-specific requirements for job descriptions, particularly focusing on the 50-pound lifting requirement and its relevance to early care and education settings. Sarah questioned whether this requirement should be included, noting uncertainty about its prevalence in job descriptions for early childhood education positions. Rosalyn agreed to research this further by examining Head Start job descriptions and requesting one from the Early Learning Center. Krissy raised concerns about classroom management requirements, specifically attention monitoring and student engagement, suggesting these might need explicit mention in the job descriptions. She also highlighted the need to provide support for students' mental health and well-being, particularly regarding self-care practices for student teachers.

9. **Essential Job Functions Documentation**
    - The group discussed the development of essential job functions documentation for students, particularly regarding accommodations in field placements. Sarah explained that the purpose is to define essential functions clearly to determine when accommodation is necessary versus when they cannot be provided, rather than as an assessment tool. Mark raised questions about how this aligns with existing syllabus requirements regarding student wellness and self-care resources. Trish highlighted the original goal of addressing challenges faced by students who discover late in their program that teaching might not be suitable due to environmental factors do not present in university settings. The group discussed description document across all preparation programs, emphasizing its use as a proactive educational tool rather than a punitive measure. They agreed to gather additional input from faculty on program-specific requirements before submitting the document to legal review in June, aiming for implementation by fall.

10. **Attendance Policy**

- The group discussed challenges with field attendance in methods courses, with participants sharing strategies including tying observations and reflections to course grades and implementing pass/fail practicum classes with specific activity requirements.