

Summary of the Case College of Saint Elizabeth Teacher Education Program¹

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was authored by the Teacher Education faculty. The first draft was prepared by Michele Yurecko, in consultation with Teresa Bruno SC, Brian Friedlander, Patricia Heindel, Leslie Lerner, Alan Markowitz, Rose Marie Padovano SC, Patricia Schall, Marshall Strax, and Deborah Tulloch. The final draft was approved by the Teacher Education program faculty on September 26, 2014.

Introduction:

Located in Morristown, New Jersey, the College of Saint Elizabeth (CSE) has developed as a liberal arts college in the Roman Catholic tradition for over 100 years. Currently, CSE offers programs to more than 1500 students in three different programs of approximately equal enrollment: The Women's College (WC), a traditional, undergraduate, residential college for women; Continuing Studies (CS), a co-educational program offering undergraduate degrees for adults, and Graduate Studies (GS), a co-educational program offering post-baccalaureate certificates, master's degrees, and doctoral degrees. The College offers 18 baccalaureate, 10 masters-level, and 2 doctoral programs. At the time of the audit, these program options were offered within three curricular areas: Arts and Sciences, Human and Social Development, and Health Sciences and Administration. (Note: Since then, the program options have been restructured into two Schools: the School of Arts and Sciences and the School of Professional Studies.) Based on its mission inspired by the Sisters of Charity of Saint Elizabeth, CSE emphasizes in all of its curricular areas concern for the poor, social justice, the development of leadership in the spirit of service, and the promotion of women as full partners in society, enrolling a large percentage of students who are eligible to receive federal Pell Grants.

At the time of the audit, the Teacher Education Program resided within the area of Human and Social Development at the College (now the School of Professional Studies). Three levels of program options are offered: the undergraduate and post-baccalaureate programs leading to both initial New Jersey state teaching certifications and additional endorsements, and the MA program which leads only to additional endorsements. Visiting undergraduate students from nearby Drew University may also earn teaching certificates through CSE by successfully completing all of the program's required Bachelors-level courses and fieldwork. Altogether, the College offers interwoven options in teacher education as follows:

- Bachelor of Arts in Teacher Education leading to 1) initial certification in Elementary/Early Childhood (K-6 or P-3) or Elementary Middle School Math or Science (5-8), 2) a Minor in Secondary Education leading to initial K-12 Subject Matter certification in the candidate's major, and/or 3) an additional endorsement

as a Teacher of Students with Disabilities

- Post-baccalaureate certification through one of three Accelerated Certification for Teaching (ACT) options: 1) ACT 1 - leading to initial certification as an Elementary School Teacher (K-6) or K-12 Subject Matter certification, 2) ACT 2 - leading to an additional endorsement of Teacher of Students with Disabilities (for in-service teachers who already have initial certification), and 3) Act 3 - leading to initial certification as a Teacher of Early Childhood Education (P-3)
- MA in Education with two options: 1) MA with an emphasis in Special Education, or 2) MA with Initial Certification (designed for ACT 1 and ACT 3 completers who continue in the MA program to earn a secondary endorsement in P-3, K-6, or K-12 in addition to the MA degree).

In alignment with the College's mission, the Teacher Education program emphasizes developing teachers dedicated to constructivist, humanistic approaches to teaching focused on issues of social justice and the need to provide learning opportunities for members of historically marginalized groups. CSE also offers master's and doctoral degrees in Educational Leadership, but those other programs do not lead to teacher certification are not considered in the *Inquiry Brief*.

The CSE Teacher Education Program consists of 20 faculty members (9 full-time and 11 part-time) with 15-18 additional student teaching supervisors. The program graduated 90 completers in 2013-2014 and enrolled 154 candidates in 2014-2015 in the following options:

Table 1
College of Saint Elizabeth Teacher Education Program Options

Option Name	Level (UG, P-B, MA)	Number of completers in previous academic year (2013-2014) ¹	Number of candidates enrolled in current academic year (2014-2015) ¹
BA in Teacher Education		16 ²	34 ⁴
Elementary School Teacher (K-6)	UG	16	34
Teacher of Early Childhood (P-3)	UG	2	None declared ⁵
Elementary School Teacher (K-6)/Middle School Math (5-8)	UG	0	None declared
Elementary School Teacher (K-6)/Middle School Science (5-8)	UG	0	None declared
Minor in Secondary Education		2	19
K-12 Art	UG	0	3
K-12 Biology	UG	0	2
K-12 Chemistry	UG	0	1
K-12 English	UG	2	9
K-12 General Science	UG	0	None declared
K-12 Math	UG	0	1
K-12 Social Studies	UG	0	2
K-12 Spanish	UG	0	1
Teacher of Students with Disabilities	UG	11 ³	None declared
Post-baccalaureate Options			

ACT1 - Elementary School Teacher (K-6)	P-B	14	24
ACT 1 - K-12 Art	P-B	1	1
ACT 1 - K-12 Biology	P-B	0	3
ACT 1 – K-12 Chemistry	P-B	0	1
ACT 1 - K-12 English	P-B	2	2
ACT 1 – K-12 French	P-B	0	1
ACT 1 - K-12 General Science	P-B	0	None declared
ACT 1 - K-12 Math	P-B	1	1
ACT 1 - K-12 Social Studies	P-B	2	2
ACT 1 - K-12 Spanish	P-B	0	1
ACT 2 - Teacher of Students with Disabilities	P-B	7	4
ACT 3 - Teacher of Early Childhood Education (P-3)	P-B	7	8
MA in Education		38	60
MA with certification as Teacher of Students with Disabilities	MA	37	59
MA with secondary endorsement in Early Childhood Education (P-3)	MA	1	1
MA with secondary endorsement in Elementary Education (K-6)	MA	0	0
MA with secondary endorsement in K-12 Subject Matter	MA	0	0

¹ Some candidates pursue more than one certification, and as a result individual students may be represented in more than one cell in Table 1.

² Includes 2 visiting students from Drew University.

³ The 11 undergraduate students who earned an additional certification in as Teacher of Students with Disabilities include 8 BA students, 2 Drew visiting students, and 1 Secondary Education minor.

⁴ Includes 11 visiting students from Drew University.

⁵ Data in this table reflects the status of enrolled candidates in the most recent database maintained by Institutional Research. In some cases, there are no (0) students pursuing a particular certification. In other cases, there are students pursuing particular certifications who have not yet officially declared the second certification (e.g. BA Elementary Education students pursuing an additional certification as Teacher of Students with Disabilities). In cases like this, where we judged that there may be one or more students who have not yet declared that they are pursuing the certification, the cell was labeled “None declared” instead of “0.”

Program claims:

The faculty make six claims, one for each TEAC principle and one for each cross-cutting theme:

Claim 1: Subject Matter Knowledge

Program candidates understand the subject matter they will teach.

Claim 2: Pedagogical Knowledge

Program candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils.

Claim 3: Caring and Effective Teaching Skill

Program candidates teach effectively in a caring way and act as knowledgeable professionals.

Cross-Cutting Theme 1: Learning How to Learn

Program candidates demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field.

Cross-Cutting Theme 2: Multicultural Perspectives and Accuracy

Program candidates demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.

Cross-Cutting Theme 3: Technology

Program candidates use appropriate technology in carrying out their professional responsibilities.

Evidence supporting the claims

The faculty cite nine types of measures to evidence their claims throughout all three types of program options (BA, P-B, and MA):

Praxis II Pass Rates - Claim 1

Mean score on the state-required Praxis II test is used to track program candidates' learning of subject matter. The faculty uses the state cut-score for each test as the benchmark(s) for achievement. Validity and reliability information is published on the ETS web site. 100% of the program completers in years 2009-2010, 2010-2011, and 2011-2012 passed the test. Mean scores are not included in the Inquiry Brief, although they were available to the auditors following the site visit.

Clinical Competency Inventory (CCI) - Claim 1, 2, 3, CC1 (Learning to Learn), CC2 (Multicultural), CC3 (Technology)

The CCI is 4-point observational scale (4 - advanced proficient; 3 - proficient; 2 - novice; 1 - pre-emergent) developed by the New Jersey Consortium of Teacher Education Programs and aligned with the New Jersey Professional Standards for Teachers (NJPST). It is completed by cooperating teachers and field supervisors (and also by student teachers, although their ratings not reported). The 11 subscales (aligned with the NJPST) are used as evidence for all TEAC claims and cross-cutting themes, using the faculty's benchmark of 3 (proficient). The CCI has validity through expert review and alignment with the New Jersey standards. Inter-rater consistency for pairs of raters comprised of cooperating teachers and supervisors was measured by percent agreement. Perfect agreement for all pairs of raters was 71.6%. Adjacent agreement (defined as raters being no more than one rating score apart), was 98.4%. Other measures of inter-rater reliability were considered for this analysis. Although the scale for this rubric is ordinal, it comprises only four categories. Consequently, reliability measures for both continuous and discrete data were considered in this analysis with the following results: Pearson's $r = 0.28$; Spearman's rank correlation = 0.28; and Cohen's Kappa (K) = 0.22. Mean ratings both by supervisors and cooperating teachers on all 11 sub-scales as well as a "technology" sub-scale exceed 3.0 for undergraduate options (mean 3.9 - 3.5), ACT 1 options (range 3.9 - 3.5) and ACT 3 options (range 4.0 - 3.5). The means exceed the faculty benchmark for all six claims.

Course Grades/GPAs - Claim 1, 2, 3, CC2 (Multicultural), CC3 (Technology)

Mean grades in courses for specifically identified subject-matter knowledge, pedagogical knowledge, caring teaching skills, multicultural perspectives, and technology (both educational technology and assistive technology) are based on the faculty's 4.0-point grading system, where the faculty has set benchmarks for undergraduate courses (2.75) and graduate-level courses (3.0). In addition, the faculty uses the mean undergraduate cumulative GPA (3.62) and the mean undergraduate GPA in the major (3.62) as measures of subject-matter knowledge as well as the mean undergraduate GPA in education courses (3.62) as a measure of pedagogical knowledge, adding that their courses are carefully aligned with the NJ Professional Standards for Teachers. Mean grades in specified courses in all cases exceed the faculty's benchmarks (undergraduate range 4.00 - 2.82, ACT 2 range 4.00 - 3.33, MA range 4.00 - 3.96).

Senior Portfolio Rubric Scores - Claim 1, 2, 3

Mean rubric scores on the 5 sections of the Senior Portfolio are designated as measures for Claims 1, 2, and 3. The 4-point rubric was first used in 2012-2013 with 14 undergraduate candidates' portfolios documenting accomplishment in student teaching. The portfolio is rated by two raters (including all full-time faculty and the Coordinator of Field Placement and Certification), and if there is disagreement with a rating a third rater is used to determine the final rating. 100% agreement was achieved 67.1% of the time, and adjacent agreement was achieved 92.1% of the time. Statistical analysis of the ratings yielded $r = 0.64$, Spearman's rank correlation = 0.69, and Cohen's kappa = 0.42, leading the faculty to believe in their reasonable consistency while recognizing the threats to validity based on a low $n = 14$. Mean ratings for all 5 sections exceeded the faculty's benchmark of 3.0 (range 3.6 - 3.1).

Teacher Work Sample (TWS) Rubric Scores - Claim 1, 2, CC1 (Learning to Learn), CC2 (Multicultural Perspectives)

In alignment with the Senior Portfolio for undergraduates, graduate-level candidates in ACT 1 and ACT 3 complete a Teacher Work Sample for the capstone course during candidate teaching. The TWS includes a Philosophy of Education as well as a two-week unit plan aligned with the NJ curricular standards for the teaching area. The 11-part, 3-point rubric (3 - Indicator Met; 2 - Indicator Partially Met; 1 - Indicator Not Met) is closely aligned with the NJ Professional Standards for Teaching (NJPST), which allows sub-scores to be disaggregated among Claims 1, 2, 4, and 5. The rubric is completed by the one faculty member who teaches ED 608, the capstone course. The faculty's benchmark is 2.0 (Indicator Partially Met). The faculty states that the rubric is valid due to the careful alignment with the NJ standards; however, there is relatively low variability among candidate scores. The faculty is planning to revise the rubric to allow for greater discrimination among candidate work products. Mean ratings for ACT 1 and ACT 3 candidates throughout 2009-2013 are found in Table 2, below:

Table 2

**Range of Mean Ratings for Teacher Work Sample (TWS) Sub-Scores
(2009-2013)**

Claim	Possible Scores	Faculty Benchmark	Range of Annual Mean ACT 1	Range of Annual Mean ACT 3
1 - Subject Matter Knowledge	3, 2, 1	2	3.0 - 2.4	3.0 - 2.8
2 - Pedagogical Knowledge	3, 2, 1	2	3.0 - 2.3	2.9 - 2.8
CC1 - Learning to Learn	3, 2, 1	2	3.0 - 2.3	3.0 - 2.4
CC2 - Diverse Learners	3, 2, 1	2	2.9 - 2.4	2.9 - 2.2
CC2 - Special Needs	3, 2, 1	2	2.8 - 2.2	2.7 - 2.4

For each claim, mean scores from every year exceeded the faculty benchmark.

Unit Plan Work Sample Rubric Scores - Claim 2

Beginning in 2011-12 for undergraduates and in 2012-2013 for ACT 1 and ACT 3, prospective student teachers in curriculum methods courses complete a unit plan based on the *Understanding by Design (UBD)* model. Lesson plans in the unit are evaluated by instructors using a 4-point rubric (4 - accomplished; 3 - proficient; 2 - emerging; 1 - novice) in eight sub-dimensions. Validity is based on the alignment with the UBD design for lesson/unit planning. Reliability was determined by comparing the ratings of two of the three instructors on two candidates' unit plans (for a high-performing candidate, perfect agreement was 100%; for a low-performing candidate, perfect agreement was 87.5%). For this $n = 2$, Pearson's $r = 0.99$; Spearman's rank correlation = 0.99; and Cohen's kappa = 0.81. Mean ratings ranged from 3.8 - 3.1, above the faculty benchmark of 3.0.

Candidate Professional Behaviors Self-Assessment (CPBSA) Ratings - Claim 3

Since 2011-2012, candidates at all levels self-assess their professional behaviors on a 20-item Candidate Professional Behaviors Self-Assessment (CPBSA) using a 4-point scale (4 - consistently demonstrate the behavior; 3 - frequently demonstrate; 2 - inconsistently demonstrate; 1 - rarely demonstrate). The faculty uses two subscale scores (Part III Ethical Behavior and Part IV Caring Attitude about Others and the Profession) to assess "caring teaching skills." Mean ratings in 2012-2013 among 21 undergraduates, 24 ACT 1 candidates, and 15 ACT 3 candidates all ranged between 4.00 and 3.91, above the faculty benchmark of 3.00. The faculty notes that these "initial analyses reveal low variability and skewed scores on the CPBSA, likely due to students assigning inflated scores due [to] social desirability bias." The faculty plans to revise their approach to assessing candidate dispositions regarding caring teaching skills.

Reflective Philosophy of Education Rubric Scores - Claim 3

As a component of the Teacher Work Sample (TWS), ACT 1 and ACT 3, student teachers complete a Philosophy of Education paper in ED 608 on their rationale for teaching at their assigned grade level. The paper is assessed by the two course instructors using a 4-point rubric (4 - Distinguished; 3 - Proficient; 2 - Developing; 1 - Undeveloped). Although the faculty states that norming for the rubric has not taken place yet, they also cite consistency among the ratings for

the three years of data collected since the rubric was piloted (2010-2011, 2011-2012, and 2012-2013). Mean ratings for ACT 1 range from 3.9 - 3.5. Mean ratings for ACT 3 range from 3.7 - 3.1, above the faculty benchmark of 3.0.

Information Literacy Rubric Scores - CC1 (Learning to Learn)

Candidates both in the undergraduate options as well as ACT 1 and ACT 3 complete a research paper to demonstrate their skills with acquiring and analyzing information. The paper is evaluated by two instructors using the 5-point rubric on research skills (4 - Outstanding; 3 - Very Good; 2 - Adequate; 1 - Marginal; 0 - Inadequate) first developed and disseminated by Suskie in 2004. The faculty assert the rubric's validity due to its alignment with their claim of "learning to learn." As with the Philosophy of Education rubric, norming for the rubric has not taken place yet, although the faculty report consistency among the ratings for the two years of data since the rubric was piloted (2011-2012 and 2012-2013). Mean ratings for the two years were 3.2 and 3.0 respectively, exceeding or meeting the faculty benchmark of 3.0.

Action Research Paper Mean Grades - CC1 (Learning to Learn)

In alignment with the Information Literacy rubric, an Action Research Rubric is applied to assess the culminating project in ED677 Action Research for the ACT 2 and MA programs. The project asks candidates to develop and complete action research in the classroom. Results from the faculty-designed 4-point benchmarked rubric (4 - high; 1 - low) are used as evidence of "learning to learn." One or two instructors teach the course and rate candidates' projects each year. As with the Philosophy of Education rubric and the Information Literacy rubric, norming for the Action Research Paper rubric has not taken place yet, although the faculty report consistency among the ratings for the four years of data since the rubric was piloted (2009-2010 through 2012-2013). Mean ratings for ACT 2 candidates range from 4.0 - 3.0, exceeding or meeting the faculty benchmark of 3.0; mean ratings for MA candidates range from 3.9 - 3.6, above the faculty benchmark of 3.0.

The faculty also calculated Pearson and Spearman correlation coefficients among candidates' individualized results for the CCI, Praxis scores, GPAs, Information Literacy scores, Senior Portfolio scores, Unit Plan scores, and graduate-level Philosophy of Education scores. Statistically significant correlations between Praxis scores and GPAs, Information Literacy ratings, and Senior Portfolio ratings all lend validity to the faculty's assessments of candidate learning. However, negative correlations between CCI results and all of the other assessments leave unresolved questions remaining for the faculty.

In addition to the claim-specific measures, the faculty began to track other information in 2013 to contribute to program evaluation (enrollment, retention, persistence and graduation rates, alumni employment and salary information, alumni graduate school attendance rates, and course evaluation results). Of 32 respondents in 2013, 65.5%

were employed in education, spanning the full spectrum of school district factor groups in the state.

Internal audit:

The faculty conducted an internal audit in Spring 2014 by examining the records and coursework of 14 program completers in a stratified random sample of the 94 candidates who graduated in 2012-2013, assuring that at least 10% of each level of candidate (undergraduate, ACT 1, ACT 2, ACT 3, MA) was included in the sample. The faculty designed an audit trail with probes into candidate records and certifications, coursework, faculty, facilities, and alignment of public documents with candidate outcomes. The internal auditors probed a total of 55 candidate-level targets, 13 course and classroom targets, and 6 faculty-level targets for all full-time and part-time faculty. They found the quality control system to be working essentially as designed and that only a few adjustments had to be made to correct minor inconsistencies between the Academic Catalog, the program curricula, and the admissions materials.

Plans for program improvement

Since the time of its most recent TEAC accreditation, the teacher education faculty have strengthened the College's quality control system by developing more carefully constructed rubrics and expanding the number of assessments being used for each of their claims. While work must still be done with regard to norming some of the more recently developed rubrics, the faculty asserts that it has developed a more valid and reliable set of assessments than it previously employed. Specific plans include:

- Adopting an electronic portfolio system to collect, store and score student work, and conduct program assessment scoring and analysis.
- Migrating paper-based assessments to online data collection
- Enhancing coordination among undergraduate and graduate-level program options
- Norming new or revised rubrics in 2015
- Continue to work with the NJ Consortium for Teacher Education on developing the CCI
- Continue to work with the Heldrich Center of Rutgers University on collection and analysis of alumni survey information.

Statement regarding commitment and capacity:

The faculty concluded that Saint Elizabeth's College is committed to the Teacher Education Program and that there is sufficient capacity to offer a quality program.

[†] The Saint Elizabeth's College Teacher Education Program offers options at the Undergraduate, post-baccalaureate, and Masters levels in Early Childhood (P-3), Elementary School Teacher (K-6), Elementary School Teacher (K-6)/Middle School Math (5-8), Elementary School Teacher (K-6)/Middle School Science (5-8), K-12 Art, K-12 Biology, K-12 English, K-12 General Science, K-12 Math, K-12 Social Studies, K-12 Spanish, and Teacher of Students with Disabilities. The state of New Jersey, at its discretion, offers licensure to program completers in these option areas.