

Teacher Education Accreditation Council (TEAC)

**Summary of the Case
Alfred University
Teacher Education Program¹
Audit Dates: November 15 to 17, 2009**

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 is making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Ann Monroe-Baillargeon, Chair of the Division of Education, with contributions from faculty in the Division of Education, and was approved by the Division of Education faculty on October 14, 2009.

Introduction:

Alfred University was founded in 1836 in the foothills of the Allegheny Mountains by pioneers who placed a high value on education for all citizens: Alfred is the second oldest co-educational college in the United States and one of the earliest to have enrolled African American and Native American students. Alfred University has evolved into a complex, nonsectarian institution, comprised of: a) two non-statutory (private) colleges—Liberal Arts and Sciences, and Business; b) the publicly supported New York State College of Ceramics, which includes the School of Art and Design and the Kazuo Inamori School of Engineering, a recently formed hybrid unit that houses statutory and non-statutory engineering programs; and c) the Graduate School which incorporates programs from both non-statutory and statutory sectors. Alfred's programs include both the traditional liberal arts and professionally oriented programs in an environment that aims for excellence in teaching, concern for the individual student, personal intellectual growth, and a strong sense of community among students, faculty, and staff. In 2008-2009, Alfred University's enrollment included 1,886 full-time and 89 part-time undergraduate students with 195 full-time and 246 part-time graduate students. These students were taught by 158 full-time and 39 part-time faculty.

The Teacher Education program is offered through the Education Division of the College of Liberal Arts and Sciences (CLAS), the largest of Alfred's four schools. CLAS offers 24 majors, four programs, and over 30 minors housed in seven divisions (English, Education, Human Studies, Modern Languages, Performing Arts, Psychology and Communications, Science and Mathematics, and Social Sciences). The Education Division as created in a 2005 reorganization of the College; its Teacher Education Program offers program options leading to recommendation for New York State Teacher Certificates in Early Childhood/Childhood, Middle Childhood/Adolescent (various content areas), Visual Arts, Business and Marketing, and Literacy. Beginning in 2007, the graduate literacy option has been offered in collaboration with the Center for Integrated Teacher Education (CITE) in New York City. The program has experienced significant turnover in the faculty and has recently engaged in a re-examination of its underlying orientation through collective study; the faculty seeks to engage in the same examination of individual and collective pedagogy that it asks of its students and are

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committed to preparing teachers to meet the diverse and ever-changing needs of students within inclusive educational communities. The program is implemented by seven full-time and ten part-time and adjunct faculty members. Program completers in the 2007-2008 academic year included 41 undergraduates and 25 graduates. Program completers in the 2008-2009 academic year included 52 undergraduates and 91 graduate students.

Program claims:

The Teacher Education Program faculty makes three claims about its graduates, namely that they:

1. learn and understand subject matter they will be responsible for teaching,
2. are able to convert their subject matter knowledge into compelling lessons that meet the needs of all learners, and
3. teach in a caring and professional manner that leads to achievement for all learners.

In addition, faculty claim that their graduates meet TEAC's three cross-cutting themes.

Evidence supporting the claims

The main line of evidence for these claims is a set of course-embedded 'key assessments' that have been agreed upon by the faculty and which are collected with additional artifacts selected by program students into a portfolio, which constitutes the 'program key assessment.' Because these assessments were developed recently, data from this source of evidence is only beginning to be compiled using the LiveText data management system.

Additional measures considered by the faculty include candidates' scores on New York Teacher Certification Examinations (which include a Liberal Arts and Sciences Test, Content Specialty Tests, and the Assessment of Teaching Skills), evaluations of the program completed by students and cooperating teachers, and student teaching evaluations completed by cooperating teachers and university supervisors. Evaluation of student teaching has been done using a narrative form that is being revised to provide more easily aggregated and analyzed data.

Program Response: Is it possible that by placing the newly developed authentic assessment system which we call "key assessments" it frames the evidence in a deficit light. We have significant evidence in what is framed here at "additional measures" which demonstrates student learning. The additional assessments in course embedded key assessments will add to, our traditional measures of student success such as NYSED teach exams, course grades, GPA's have all been reported for 5 years. The new assessments will enhance this system.

TEAC acknowledges the comment.

Internal audit:

Two faculty members conducted an internal audit of the program's quality control system. The seven undergraduate students enrolled in one course section and the three graduate students enrolled in a parallel course were selected for the internal audit sample. These students and the two courses in which they were enrolled served as the starting points for 32 audit probes that addressed all of TEAC components 4.1-4.7. In addition,

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annual data from student's evaluations of these courses and of the year's university supervisors were conducted. The internal audit found the quality control system to be working as designed.

Plans for program improvement

The program aims to continue improving its assessment system as a first step in order to gain a more clear understanding of program strengths and weaknesses. Partnerships within the university and with area schools will continue to be developed.

Program Response: This of course, will be an ongoing process throughout the life of the program. Data driven decision making will happen with or without audit.

TEAC acknowledges the comment.

Statement regarding commitment and capacity:

The faculty concluded that Alfred University is committed to the Teacher Education Program and that there is sufficient capacity to offer a quality program.

¹ Program options include: Early Childhood and Childhood Education (birth to grade 6); Middle Childhood and Adolescent Education (grades 5-9 and 7-12) in Biology, Chemistry, Earth Science, English, French, Mathematics, Physics, Social Studies, and Spanish; and Special Subjects (K-12) in Business and Marketing Education and Visual Arts Education. In addition to the foregoing programs which are all offered at the undergraduate level, a program option in Literacy Education (birth to grade 6) is offered at the masters level