

Summary of the Case (from the Inquiry Brief Proposal)
Bloomfield College
Teacher Preparation Program¹
Audit Dates: October 26-28, 2008

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 Proposal*:

The *Inquiry Brief Proposal* was written by Elena J. Scambio, and Amy Eguchi, and was approved by the by the Division of Education faculty, Bloomfield College, on April 17, 2008.

Introduction:

Founded in 1868 and historically, but now loosely, affiliated with the Presbyterian Church, Bloomfield College, with a faculty of 70, is a four year liberal arts institution serving 2100 students, who are typically the first in their families to attend college and who are drawn primarily from the surrounding suburban and urban communities of northeastern New Jersey and some 55 countries. The majority (84%) of the students are from minority or international groups and nearly all (97%) receive financial aid. The College is designated by New Jersey as a “*public mission independent college*” and is committed to serving students who would otherwise be excluded from higher education.

Located in one of seven academic divisions at Bloomfield College, the teacher education program is given by five full-time and 20 adjunct faculty members who have grounded the program in a constructivist framework (viz., as articulated by Piaget, Vygotsky and Dewey). The program, which has grown four-fold since 2002, enrolls approximately 400 students, the majority of whom are female and African-American, and it has four options which lead to New Jersey certificates in (1) elementary & early childhood, (2) elementary with a middle school subject matter specialization, (3) special education & early childhood, and (4) secondary education (art, biology, English, history, mathematics, chemistry and physical science.

Claims:

The faculty members seek to support the following three claims, linked to TEAC's *Quality Principles (1.1-1.4)* and to the NJPTS (1-10), about the competence of the program's completers:

They claim their students understand (1) their teaching content areas, (2) the design and assessment of instruction that is responsive to the pupil's individual

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and developmental needs, and (3) they possess personal and professional qualities that demonstrate their commitment to the intellectual, emotional and social growth of their students.

Evidence for the claims:

The faculty hopes to support these three claims with the following lines of evidence from two cohorts of students (the graduates from December, 2006 and May, 2007), both with 23 students who represent various mixes of the program's BA and post-baccalaureate options:

1. Praxis II scores of subject matter competence
2. GPA's in areas related to the claims (viz., general education, the professional education sequence, an academic major, and grades in technology courses)
3. Cooperating teacher and college supervisor ratings (4 low -1 high) of student teaching on a common instrument that will replace the current 41 and 59 item instruments.
4. Ratings (5 low -1 high) from a 17 item survey of alumni
5. Evaluations of course artifacts, particularly reflective journals and those representing multicultural perspectives) by a rubric that is tied to claims and is currently being developed by the full-time faculty and then shared with the adjunct faculty.

Reliability and Validity of the assessments:

The faculty proposes to investigate the validity of its assessments in several ways – triangulation of multiple measures, triangulation of multiple raters, and periodic checks for the consistency in ratings.

On the whole and to date, they have found (1) that grades are in the 3.0+/4.0 ranges for the students in the two cohorts, (2) that pass rates were in the 90% range on average for all students for Praxis II, (3) that student teaching ratings are in the average to excellent range (1.0+/4.0), (4) that correlations between cooperating teachers and faculty supervisors are positive and often significant, and (5) that 97% of 88 out of 445 contacted alumni responded that they agreed with positive statements about how the program had prepared them to be teachers.

Plans:

The faculty members are planning to develop new common assessment instrument for student teaching (a common instrument for cooperating teachers and faculty supervisors) and to develop a common rubric and training materials that specifically reference the topics of the three claims.

Internal audit:

An audit sub-committee undertook a number of tasks to validate the program's quality control system. They examined the files of the five full-time faculty members' qualifications, course assignments, hiring and tenure process, they compared the Education Division with Nursing and with Social and Behavioral Sciences and discovered discrepancies in faculty-student ratios and financial support for the program, they examined documents for the traditional and post-baccalaureate student options and concluded that the system more or less worked as it was expected to. A second internal audit committee reviewed the program's syllabi and state program approval documents and found all in order.

¹ The program includes options in the following areas and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:

The Bloomfield Teacher Preparation Program's students complete a sequence in professional education courses and can be eligible for certification by the State of New Jersey in elementary education, secondary education, early childhood and special education. Bloomfield College also offers post baccalaureate certificate options in elementary education, secondary education, special education and a preschool-3rd grade. There are four certification options in the education major: 1) elementary and early childhood, 2) elementary with subject matter specialization, 3) special education and early childhood, and 4) secondary/subject area. The state, following to its own policies and regulations, may grant teaching licenses in these areas.