

Summary of the Case¹ (from the Inquiry Brief Proposal)
Caldwell College
Teacher Preparation Program
Audit Dates: January 28-30, 2008

Introduction:

Caldwell College, established in 1939, is a co-educational Catholic institution in Caldwell, New Jersey, a quiet community 20 miles from New York City. Caldwell prepares 1,684 undergraduate and 558 graduate students in career-related programs grounded in the Dominican tradition of promoting spiritual, intellectual and aesthetic growth. Approximately two-thirds of Caldwell undergraduate students are Caucasian, and nearly 70% are female, due in part to Caldwell's history as a women's college until 1984.

The Teacher Education program, which is offered through the Division of Education, includes undergraduate and post-baccalaureate options in early childhood (PreK-3), elementary (K-5, with possible 6-8 endorsement), secondary (K-12), school nurse/teacher of health certification, and graduate options in curriculum & instruction and special education. The program has approximately 250 undergraduate full-time majors and 100 part-time majors, 135 post-baccalaureate and 135 masters students.

All options are unified by an understanding of the education professional as a competent classroom instructor, a knowledgeable assessor of student learning, an advocate of diversity, equity, and ethics, a collaborator, and a reflective practitioner committed to professional growth and professional affiliation.

Program Claims:

With reference to TEAC Component 1.1 [**subject matter knowledge**], the faculty claim that students demonstrate mastery of the subjects they will be expected to teach (Claim 1).

With reference to TEAC Component 1.2 [**pedagogical knowledge**], the faculty claim that students are knowledgeable in the application of instructional and technological strategies that are learner-centered and appropriate to the diverse needs of the students (Claim 2).

¹ 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.

With reference to TEAC Component 1.3 [**caring teaching skills**], the faculty claim that students reflect upon classroom practices as they relate to competent instruction and the caring nature of their teaching (Claim 3).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty assert that students engage in critical analysis and reflection throughout the program and that they are encouraged to participate in professional education organizations and activities.

With reference to TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the faculty assert that students apply knowledge of differentiated instruction and culturally-responsive teaching at field sites with diverse student populations and in increasingly complicated projects and assignments.

With reference to the TEAC cross-cutting theme of **technology**, the faculty assert that students are proficient at utilizing technology in both lesson planning and lesson presentation.

Evidence Supporting the Claims

The faculty has planned to develop and implement assessments in two phases: first assessments which are common to all program options, identified as Tier One measures; then option-specific assessments, identified as Tier Two measures. The Inquiry Brief Proposal focuses mainly on Tier One measures, which include:

- ***Lesson Plan and Rubric:***
Students will be required to submit lesson plans over four different semesters. Segments of the lesson plans corresponding to the TEAC claims will be scored using a rubric, with the expectation that the students will demonstrate more complex and sophisticated abilities with respect to lesson planning. The faculty plan to field-test the lesson plan and rubric in Spring 2008.
- ***Student Teaching Observation Form:***
College supervisors will rate student teachers using a recently-revised instrument featuring observable classroom indicators. The faculty have developed a glossary of terms in order to increase reliability and validity, and will measure reliability during the Spring 2008 field tests by having pairs of college supervisors rate the same student and lesson.
- ***Alumni Survey and Employer Follow-up Survey:***
The faculty will survey graduates using a form field-tested in Spring 2007 to determine their perceptions of their preparation with respect to the TEAC

claims. The faculty are in the process of drafting a follow-up survey for the graduates' employers to determine the employers' perceptions of the graduates' preparation.

- ***Written Teacher Candidate Reflections on Lesson Planning, Written Teacher Candidate Reflections on Classroom Teaching:***

The faculty are in the process of developing guides for students' reflections on their lesson planning and classroom teaching that would document aspects of their content knowledge, pedagogical knowledge, and caring teaching skill.

- ***Praxis II Scores***

Pass rates are over 90% for most subjects, and 100% for many.

Scores are on average approximately 18 points over the New Jersey cut scores.

- ***GPA's***

Subject matter GPA's for 2004-06 graduates ranged from 2.73 to 3.55 across options, and education GPA's ranged from 3.44 to 3.98.

Internal Audit

The faculty chose an unbiased sample of 42 (approximately 20%) of the 220 program graduates from 2004-05 and 2005-06, selected from among the undergraduate option, the post-baccalaureate teacher certification option and the school nurse/teacher of health option. Special education students were not included due to the newness of the option. Findings included:

4.1 Curriculum: The curriculum is approved according to Caldwell College and New Jersey Department of Education requirements. Most, but not all, syllabi matched catalog course descriptions and goals.

4.2 Faculty: Twelve of 13 full-time faculty members held doctoral degrees, and all but one were hired in compliance with college policies. Adjuncts, who teach roughly half of the program courses, all held state certification in their specialty areas.

4.3 Facilities: Classrooms and office space were appropriate. The housing of the Education Division in two separate buildings is of some concern.

4.4 Fiscal & Administrative Capacity: There is sufficient capacity to offer the required program courses, but additional funding is needed to ease advising loads, reduce the proportion of courses taught by adjuncts, and provide personnel for program development, monitoring, and assessment.

4.5 Student Support Services: Students are assigned an education advisor and subject matter advisor at the end of their first year in the program. Student services include an Academic Support Center, a Writing Center, an Experiential Learning Office, counseling services, health services campus activities, and campus ministry. In the fall of 2005, 87% of all

undergraduate students and 89% of all education students received some type of financial aid.

4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising: In the majority of cases, evidence of admission requirements was identified, but improved tracking procedures are necessary.

4.7 Student Feedback: All faculty members are required to submit course evaluations (full-time faculty, at least two per year; adjunct faculty, for each course taught). The faculty found no documentation indicating that evaluations had been shared with faculty members. A procedure is in place for student complaints.

Evidence of Commitment and Capacity

The faculty examined parity in the following areas:

4.1 Curriculum: Credit hour and grade point requirements exceed those of the institution.

4.2 Faculty: Ninety-three percent of the full time faculty members who teach in the program have terminal degrees. Forty-one percent of adjunct faculty members have earned doctoral degrees. Salaries are somewhat lower, advisement loads are significantly higher, and teaching loads are the same as compared to those of faculty in the institution overall.

4.3 Facilities: Classroom and office space is comparable to that of other departments in the institution.

4.4 Fiscal Capacity: Per-student budget is somewhat lower, number of full-time faculty is comparable, and number of adjunct faculty is much higher as compared to Business and Psychology departments.

4.5 Student Support Services: All students across the institution are advised by full-time faculty, and education students receive financial aid at close to the same rate as Caldwell students overall

4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising: The ethnic makeup of the Education Division is similar to that of the institution as a whole. The proportion of female students is high at the institution overall, but higher yet in the Education Division.

4.7 Student Feedback: Student evaluations of education courses are generally high.

The faculty concluded that Caldwell College is committed to the Teacher Education program.