

**Summary of the Case (from the Inquiry Brief)
Case Western Reserve University
Teacher Licensure Program¹
Audit Dates: October 11-14, 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 are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by William I Bauer, Edward Bernetich, Kathryn Shafer, and Timothy Shuckerow, and was approved by the Teacher Licensure Program faculty on April 28, 2009.

Introduction:

Western Reserve College (1826) and Case Institute of Technology (1877; renamed 1947) merged in 1967 to become Case Western Reserve University, cited by *US News and World Report* as the only Ohio institution in the top 50 national universities. Case Western Reserve University, located in Cleveland, Ohio, is a private research university accredited by the Higher Learning Commission of the North Central Association. Its Fall 2008 enrollment included 4,356 undergraduates, 5,458 graduate and professional students, and 3,111 full-time faculty; in 2007-08 793 undergraduate degrees were awarded, 951 masters degrees, and 718 doctorates. The philosophy statement of Case Western Reserve University includes the following:

Case Western Reserve University commits to a comprehensive educational outcome assessment program, wherein we measure how our students have changed, what knowledge has been learned, and what competencies have been developed. Our educational outcome assessment programs will not only provide information on how well we are achieving our objectives, but also identify what types of programs and experiences have the most powerful impacts. The ultimate goal is to incorporate continuous evaluation into the educational culture for the improvement of programs and for enhancing the distinctiveness of our university.

In 1979 Case Western Reserve phased out its education preparation program with the exception of art and music. These two options were retained because of longstanding relationships between the university and the Cleveland Institute of Art and the Cleveland Institute of Music. The Educator Preparation Unit is housed in the College of Arts and Sciences and offers an Arts Educator Licensure Program (P-12) and a Music Educator Licensure Program (P-12) at both undergraduate and graduate levels. The Director of Teacher Education reports to the Dean of Arts and Sciences and is supported by the Teacher Education Executive Committee (TEEC) and the Case Educational Licensure Advisory Council (CELAC). Both program options have small student

enrollments: 9-11 in Art Education and 16-26 in Music Education, with 3-7 graduating in Art Education and 3-5 graduating in Music Education.

Program claims:

The Case Western Reserve University Teacher Licensure Program makes the following four claims about its program completers:

1. They understand the subject matter they intend to teach. (TEAC *Quality Principle 1.1*)
2. They understand pedagogy, can convert subject matter knowledge into effective lessons, and can use appropriate assessments. (TEAC *Quality Principle 1.2*)
3. They are caring, competent educators who are professionally responsible. (TEAC *Quality Principle 1.3*)
4. They are reflective, engage in opportunities to grow professionally, and foster relationships with school colleagues, parents, and agencies in the larger community. (TEAC *Quality Principle 1.4*)

These four claims are aligned with twelve (12) program outcomes that are grounded in national (INTASC) and state (Ohio Department of Education) teaching standards and serve as the basis for assessing the students' electronic teaching portfolios (ePortfolios).

Evidence supporting the claims:

The Case Western Reserve University Teacher Licensure Program offers the following evidence for its four claims:

Grades / GPA: Program faculty find grades trustworthy because they are given by a variety of instructors over a period of years.

1. GPA in the discipline (Claim 1)
2. GPA in education coursework (Claim 2)
3. Grades in ARTS 195/495 or MUED 320/420 (cross-cutting theme Technology) – these courses specifically address the integration of technology into teaching and learning in the disciplines

Externally-administered exams: Because these tests are administered by the Education Testing Service (ETS), they have undergone extensive psychometric analysis to ensure reliability and validity. They also offer an external perspective on students' proficiency.

4. Praxis II Art Content (#0133) and Praxis II Music Content (#0113) (Claim 1)
5. Praxis II Principles of Learning and Teaching (Claim 2)
6. Praxis III scores for graduates teaching in Ohio (Claim 2)

Local assessments

7. ePortfolio outcome ratings (#2 for Claim 1; #3, 5, 7, 8, 9, and 10 for Claim 2; #

1, 4, and 6 for Claim 3; #11 and 12 for Claim 4; #11 for cross-cutting theme Learning How to Learn; #4 for cross-cutting theme Multicultural Perspectives; #10 for cross-cutting theme Technology)

Structured around 12 program outcomes (which are aligned to INTASC and state teaching standards), the ePortfolio includes student-identified artifacts (including text, pictures, audio, video) that demonstrate competency. Each element is assessed in terms of the quality of the candidate's reflection on the outcome, the appropriateness of the selected artifact to demonstrate proficiency, the quality of the candidate's descriptions of the artifacts, and the basic mechanics of writing. Candidates receive formative feedback on their ePortfolio products within classes and summative assessments at the four decision points in the program: admission into the program, admission into advanced standing, student teaching, and licensure. The program determined an internal consistency reliability of the ePortfolio rubric to be $\alpha = .94$.

8. Cooperating Teacher ratings (Claims 1, 2, 3, and 4; cross-cutting themes of Learning How to Learn and Multicultural Perspectives)
9. University Supervisor ratings (Claims 1, 2, 3, and 4; cross-cutting themes of Learning How to Learn and Multicultural Perspectives)
The Student Teaching Final Assessment is aligned with the Praxis III assessment (demonstrating its validity) and measures the candidate's ability to organize content knowledge for student learning, create an environment for student learning, and teach for student learning, as well as the candidate's teacher professionalism, content knowledge and skills, and professional responsibilities. The program determined an internal consistency reliability of the student teaching assessment rubric to be $\alpha = .97$ and the overall inter-rater reliability between cooperating teacher and university supervisor scores to be $r = .44$, with the inter-rater reliability for individual elements to be between $r = .26$ and $r = .73$.
10. Teacher Licensure Exit Survey (Claims 1, 2, 3, and 4; cross-cutting themes of Learning How to Learn, Multicultural Perspectives, and Technology)
Instrument asks for students' perception of their preparation in relation to the twelve program outcomes. Because it is aligned to Program Outcomes and claims, faculty believe it to be a valid assessment addressing the "question of student efficacy in relation to each program outcome". The program determined an internal consistency reliability of the survey to be $\alpha = .92$.
11. Disposition Assessment Inventory (Claim 3; cross-cutting themes of Learning How to Learn and Multicultural Perspectives). The Disposition Assessment Inventory (DAI) is grounded in the literature on dispositions (providing validity) and is used to assess students at each of the four decision points: admission into the program, admission into advanced standing, student teaching, and licensure. The program determined an internal consistency reliability of the

DAI to be $\alpha = .90$.

Internal audit:

The internal academic audit was conducted on April 14, 2009, by a team consisting of a full-time music education faculty member, two part-time faculty members (one from art education and one from educational psychology), and supported by the Director of Teacher Education and the Teacher Education Departmental Assistant.

The Internal Audit Team randomly selected six student files (three from Music Education; three from Art Education – two from each of the past three years; two undergraduate students (one Art and one Music) and four graduate students (two Art and two Music). An audit plan checklist made up of five questions on Quality of Student Learning, eleven questions on Program Quality, and two questions on Faculty Quality was explored.

The internal audit committee probed the seven TEAC capacity standards (4.1 Curriculum, 4.2 Faculty, 4.3 Facilities, 4.4 Fiscal and Administrative, 4.5 Student Support Services, 4.6 Recruiting and Admissions, and 4.7 Student Feedback) and found the quality control system to be more or less working as designed with the following issues.

- 1) Part-time faculty members have not been formally evaluated by the Director of Teacher Education, department chair, or dean.
- 2) The audit confirmed program concerns about facilities: in particular the classrooms, faculty offices, and performance space for the Music Education program are inadequate and in need of renovation and the physical space for the Teacher Licensure Office is workable but cramped and inauspicious.
- 3) Irregularities (i.e., missing forms, consistent use of the ePortfolio assessment, missing documentation of clinical experiences, etc.) were noted in student files and the database evidence collection and analysis.
- 4) The Career Center is not particularly helpful to teacher candidates.

Plans for program improvement

Based on their review of the program for preparing the *Inquiry Brief*, the Teacher Licensure faculty members identified eight program goals for the next 3-5 years:

- 1) To maintain and continue their commitment to rigorous curriculum, highly qualified and collegial faculty, and exemplary learning experiences;
- 2) Investigate other psychometric measures to substantiate validity and reliability of assessments;
- 3) Expand enrollment in both licensure options gradually; offer scholarships; and address the inadequacy of facilities;
- 4) Improve professional development of cooperating teachers and university supervisors;

- 5) Gather more comprehensive data on graduates;
- 6) Clarify the role and responsibilities of the Director of Teacher Education and the Department Assistant;
- 7) Refine data collection, management, and analysis system; and
- 8) Determine appropriate cut scores for program assessments.

Statement regarding commitment and capacity:

The faculty concluded that Case Western Reserve University is committed to the Teacher Licensure Program with its options in Arts Educator Licensure (P-12) and Music Educator Licensure (P-12) and that there is sufficient capacity to offer a quality program.

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

The Teacher Licensure Program at Case Western Reserve University includes Art Education (P-12) and Music Education (P-12) with a BS degree with licensure, an MA degree with licensure, an MA for licensed teachers, and a PhD for licensed music teachers.