

Teacher Education Accreditation Council (TEAC)

**Summary of the Case
Lourdes College
Teacher Education Initial Licensure Program¹
Audit Dates: March 22-25, 2010**

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 Dr. Michael Smith, Dean of the School of Professional Studies and Chair of the Department of Education. The Brief was approved by the faculty of the Department of Education on September 29, 2010.

Introduction:

Founded in 1943 as an extension of the College of St. Teresa of Winona, Minnesota, Lourdes College is an independent, coeducational, Catholic college sponsored by the Sisters of St. Francis. The college is located in Sylvania, Ohio, a suburb of Toledo, and holds regional accreditation through the North Central Association of Colleges and Schools. Although primarily an undergraduate institution, it also offers four graduate programs and serves a total student body of more than 2,200.

Approximately 13% (294) of the Lourdes College students were enrolled in the undergraduate initial licensure Teacher Education Program (TEP) in the fall 2009 semester. The TEP reported four years of demographic data with student enrollment ranging between 251 and 294 for that time period. The number of completers averages 32 per year. Like the college itself, the TEP serves both traditional and non-traditional students, with approximately 47% identifying themselves as “non-traditional” in the same semester; 74% were female and 18 % identified themselves as non-white. Eight full-time faculty members are supported by adjunct supervisors and instructors. Additionally, Lourdes College maintains a collaborative agreement with Tiffin University to provide their students with the state required teacher licensure courses.

The *Mission Statement* for the Department of Education is the foundation for its distinguishing features and TEAC claims:

The Lourdes College Department of Education facilitates the preparation of teachers, provides professional development opportunities for educators, and offers educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: reverence, service, and learning. As a result of our efforts, we foster the development of individuals who make a positive difference in our world.

The faculty of Lourdes College asserts that the TEP is distinguished by:

- Four meaningful field experiences that enable students to “put theory into action” while offering opportunities to engage in diverse experiences;
- The foundation of Franciscan values of reverence, service, and learning;
- The quality of the practice-based faculty;

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- Personalized attention to students; and
- The large percentage of non-traditional students.

Program claims as articulated by the faculty in the *Inquiry Brief*:

1. Program completers know their subject matter.
2. Program completers understand student learning and development. Program completers are able to plan developmentally appropriate and inclusive lessons.
3. Program completers are reflective practitioners who model our Franciscan values of reverence, service and learning and are able to create caring environments that facilitate student learning.
4. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment.

Evidence supporting the claims:

1. Praxis II Subject Matter Tests, and Praxis II PLT standardized tests (Claims 1, 2, 4);
2. GPA and content course grades (Claim 1, cross-cutting themes);
3. Student Teacher Evaluations and Praxis III Performance Assessment: selected items rated by college supervisors (during student teaching) and by trained assessors (in Praxis III assessment) are linked to Pathwise domains (Claims 1, 2, 3, 4, cross-cutting themes);
4. Teacher Quality Partnership (TQP): selected items from the Pre-service Teacher Survey (Claims 1, 2, 3, 4, cross-cutting themes);
5. Disposition Survey with post ratings; (Claim 3, cross-cutting themes); and
6. Employer Survey: selected items for the Employer Survey (Claims 1,2,3,4, cross-cutting themes).

Validity and Reliability of Assessments:

1. Standardized tests (Praxis II Subject Matter, Praxis II PLT, and Praxis III) depend on validity and reliability studies by ETS. Additional information was supplied by the Ohio Department of Education.
2. Course grades and GPA are supported by the use of a standardized course outline, content alignment with Ohio standards and SPA standards, and links to research literature.
3. Student Teacher Evaluation Pathwise domain items depend on validity established by ETS. Reliability of the Student Teacher Evaluation was investigated by the department. Praxis III Performance Assessment depends on validity and reliability studies by ETS.
4. The TQP Survey has been developed, administered, and used by a consortium of 50 Ohio Teacher Education institutions.

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5. The dispositions survey was developed by Lourdes College and is undergoing revision with attention to issues of reliability and validity.
6. The employer survey was developed by Lourdes College.

Internal audit:

The Education Department developed a plan for auditing their quality control system, with 15 major probes, was conducted in summer 2009. A report on the audit probes, findings, and actions taken and/or planned for each quality principle was included in the *Inquiry Brief*.

Plans for program improvement:

The faculty identified four areas related to assessment and four areas related to program for improvement:

1. More effective means of collecting and analyzing evidence related to reflection and Franciscan values;
2. Improvement of the student teacher evaluation;
3. Improvement in the collection, use, and analysis of artifacts in the portfolio;
4. Improvement in assessment of technology skills;
5. More effective use of protocols and electronic means for student records;
6. Clarify formative assessment and feedback loops;
7. Improvement of intervention and remediation strategies; and
8. Simplify and strengthen overall assessment system.

Statement regarding commitment and capacity:

The faculty concluded that it is committed to Teacher Education Initial Licensure Program and that there is sufficient capacity to offer a quality program.

¹ Program options include:

Licensure Concentrations	Award Level	Content Areas	Licensure
Early Childhood Education	BA	NA - Generalists	PK –Grade 3
Middle Childhood Education	BA	Language Arts Mathematics Science Social Studies	Grades 4-9 (Requires two of the four content areas)
Adolescence to Young Adult Education	BS	Integrated Language Arts Integrated Mathematics Integrated Social Studies Life Science	Grades 7-12

Note: The graduate programs do not lead to licensure and therefore, are not required nor requested to be part of this accreditation process. As per the agreement with the Ohio Department of Education, only the initial Teacher Licensure Program will be audited.