

Teacher Education Accreditation Council (TEAC)

**Summary of the Case
MONTANA STATE UNIVERSITY
TEACHER EDUCATION PROGRAM¹
Audit Dates: Feb 28–March 4, 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 Bryce Carpenter and Jayne Downey along with the program faculty of the teacher education program. The faculty accepted the Summary of the Case as accurate in the meeting with the IBP authors on Monday, March 1, at 11:00 A.M..

Introduction:

Montana State University, located in the Rocky Mountains of Bozeman, Montana, was founded to improve the lives of Montanans and in 1893 became the state's land-grant institution with a presence in each of Montana's 56 counties and 7 Indian reservations. Its nearly 800 full time faculty serve approximately 12,000 undergraduate and graduate students in eight colleges, which confer about 2300 undergraduate and graduate degrees annually (1800 bachelor's, 430 master's and 50 doctoral). Today, it claims that it is an institution committed to making history by better positioning today's students for meaningful lives in the globalizing economy of the 21st century.

The teacher education program (TEP) is offered annually to approximately 860 undergraduate students by 14 core faculty members (3 lines vacant), 4 adjunct faculty members, 5 shared faculty members, 12 part-time faculty members, 55 field supervisors and a number of cooperating teachers from the local schools. The program has 17 secondary licensure options, 18 secondary teaching minors and 7 elementary licensure options, coordinated in collaboration with a university-wide University Teacher Education Committee (UTEC). The program is designed to foster learning communities to serve Montana's predominately rural communities.

Program Claims

The program claims are based on the principles contained in the INTASC and state standards (ARM), which the faculty have organized as five overall claims and have aligned them with TEAC's first quality principle.

The faculty members claim that their students --

1. Have acquired foundational knowledge of their subject matters and also an ability to add to their knowledge over the course of their teaching careers.
2. Understand the diverse developmental and educational needs of Montana's students, particularly Native American Montanans.

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3. Can implement instruction based on research-based pedagogy and technology.
4. Can design instructional materials and assessments that promote and measure student learning.
5. Can adapt and differentiate their instruction and reflect on their teaching to improve it.

Proposed Evidence Supporting the Claims:

The faculty members have developed a Program Assessment System (PAS) upon which they propose to rely for evidence to support their claims. The evidence is composed of license test scores, various grades and scores, and survey results. Specifically, the faculty members propose the following nine categories, with all but Praxis II being linked to each claim:

1. Praxis II license scores
2. Overall grades, grades in the teaching subject, core education course grades and grades in selected courses with signature assignments that are linked to the claims
3. Item scores on Practicum Evaluation
4. Teaching Work Sample (TWS) scores on six sections of the TWS
5. Item scores on Student Teaching Evaluation
6. An employer survey rating of the graduate's performance.
7. An exit survey of the graduates
8. A follow-up survey of graduates
9. Grades on *signature assignments* in certain courses.

Internal Audit:

The faculty described a quality control system that consisted of a series of *gates* for screening students at various points in the program (admission to the program, to student teaching, and finally recommendation for a license and an academic degree) and these gates are monitored by an Education Advising Center (EAC) and an Office of Field Placement & Licensure (OFPL). Three faculty members examined the records of a sample of 36 students (half elementary and half secondary) from 2006-2008. The faculty members were primarily interested in the answers to five questions about the gates: (1) do they support the claims, (2) cover all the transition points, (3) provide useful feedback to the students, and (4) are the gates published publically in websites and catalogs and (5) are they valid?

The faculty found that all students in the sample were in compliance with each gate but they concluded that the following modifications in the system were warranted: organizing the gates by program options, replacing pass/fail grades for field experiences with letter grades and the need to improve the precision of the evaluations of the field experiences

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Commitment

With regard to parity, the faculty compared itself to the institution overall and found, on the whole, that there was parity which led the faculty to conclude that Montana State University is committed to program and that there is sufficient capacity to offer a quality program.

¹ Program options include:

The program has options leading to an elementary teaching license in K-8, Early Childhood Education, Library Media K-12, Mathematics, Reading, Science, Special Education) and secondary education teaching license in Agricultural Education, Art Education K-12, Biology, Chemistry, English, Family and Consumer Science, General Science, Health Enhancement K-12, History, Mathematics, Modern Languages K-12 ---French, German, or Spanish-, Music K-12, Physics, Social Studies, &Technology Education.

The state of Montana, at its discretion, offers teaching licenses to program completers in these the option areas.