

**Summary of the Case (from the Inquiry Brief Proposal)**  
**College of Saint Elizabeth**  
**Teacher Education Certification Program<sup>1</sup>**  
**Audit Dates: November 9-12, 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 Brian S. Friedlander, Alan Markowitz, Margaret Mittricker, Rose Marie Padovano, Patricia Schall, Jane Schumann, Harriet L. Sepinwall, Marshall Strax, Deborah Tulloch, and was approved by the Education Program faculty.

**Introduction:**

Founded in 1899 by the Sisters of Charity of Saint Elizabeth, the College of Saint Elizabeth in Morristown, New Jersey is located in northern New Jersey in the greater New York City metropolitan area as the first four-year liberal arts college for women in the state. Its mission is to be a community of learning in the Catholic tradition for students of diverse ages, backgrounds, and cultures. CSE fosters just and ethical relationships and the promotion of women as full partners in society. From its origin to the present, the College has been a Catholic institution of higher education, with students and employees of many religious traditions.

The specific mission of the Education Program is to prepare competent, caring, responsible, professionally active educators who emerge as empowered leaders in their profession.

In the most recent year for which data were reported, enrollment in the Education Program included 164 in the EEC major, 42 in the secondary education minor (both at the undergraduate level), 227 in the MA program, and 199 in the post-baccalaureate options. These students are served by nine full-time faculty, three part-time faculty, and 25 adjunct faculty members.

**Claims:**

The CSE Teacher Education program faculty make three claims regarding successful program completers, that they will:

With reference to TEAC Component 1.1 (**subject matter knowledge**), the faculty claim that program completers have acquired knowledge of the subjects they are certified to teach (**Claim 1**).

With reference to TEAC Component 1.2 (**pedagogical knowledge**), the faculty claim that program completers are competent in the pedagogical areas of

planning, teaching, and assessing by using appropriate strategies to address the diverse needs of learners and to promote literacy, critical thinking, and problem solving (**Claim 2**).

With reference to TEAC Component 1.3 (**teaching skill**), the faculty claim that program completers have the capacity to implement caring teaching skills to create for students supportive, safe, and respectful classroom environments that will support their intellectual, social, emotional, and physical development (**Claim 3**).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty assert that program completers are able to work independently through multiple resources, to process information provided by the instructor, to organize relevant information, and to achieve success in all course outcomes.

With reference to the TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the faculty assert that program completers understand and appreciate diverse cultural experiences and values, and that their teaching plans reflect attention to, and an appreciation of, diversity among their students.

With reference to the TEAC cross-cutting theme of **technology**, the faculty assert that program completers are able to use technology to access, research, present information, and plan curriculum integral to completion of course outcomes.

#### **Evidence supporting the claims:**

- ***GPA and specific course grades*** (*Claim 1, Claim 2, Claim 3, learning to learn, multicultural understanding, technology*)  
The faculty submit the overall undergraduate GPA in support of Claim 1, and grades in specified courses in support of each of the claims. The faculty believe grades to be a valid measure of these claims as the courses are aligned with relevant New Jersey Professional Standards for Teaching. Faculty reported average grades which all exceeded the benchmark of 3.0 on a scale of 0.0 (F) to 4.0 (A), with many well above 3.5.
- ***Student Teacher Evaluations*** (*Claim 1, Claim 2, Claim 3, multicultural understanding, technology*)  
CSE supervisors and cooperating teachers rate student teachers in the undergraduate, ACT1, ACT3, and MA options six times at two-week intervals. The faculty reported average scores for items corresponding to each claim, all of which fell within the benchmark of between 2 (above average) and 1 (outstanding), with almost all averages closer to 1.

- **Course projects** (*Claim 2, Claim 3, learning to learn, technology*)  
ACT2 students are rated on specific course projects related to each of the cited claims. The ratings for the projects will be based on a rubric. Results of these assessments have not yet been collected.
- **Triangular survey** (*Claim 2, Claim 3*)  
Responses from all student teachers, cooperating teachers, and college supervisors are solicited for this survey which elicits perspectives regarding student teachers' competencies with respect to New Jersey Standards 2 through 10. Results of these surveys have not yet been analyzed, but will be available for inspection during the audit.
- **Teacher work samples** (*Claim 1, Claim 2, Claim 3*)  
ACT1, ACT3, and MA students complete a teacher work sample consisting of cross-content lessons designed to demonstrate mastery the ten New Jersey Professional Standards for Teachers. This work sample is evaluated by two independent readers using a rubric. Results of these work samples have not yet been analyzed, but will be available for inspection during the audit.
- **Praxis II scores** (*Claim 1*)  
Undergraduate, ACT1, ACT3, and MA students must take the Praxis II content examinations. The faculty reported mean scores which exceeded the state passing scores for all tests, as did all scores within one standard deviation from the means.

#### **Internal audit:**

The program faculty developed and approved a quality control audit path, which was divided into five parts:

1. program audit, which examined relevant approval documents for each program
2. course audit, which examined syllabi, course descriptions, and instructional faculty for all required courses
3. faculty audit, which examined all faculty teaching in the 2006-2007 academic year
4. classroom and facilities audit
5. student audit, which examined a stratified random sample of 84 students, including 32 EEC, 11 secondary, 24 ACT, and 17 MA students.

The faculty determined through their internal audit that they needed to ensure the completeness of student and faculty records, increase consistency in course objectives and rubrics, and implement ongoing evaluation of tenured faculty.

#### **Plan for program improvement:**

The faculty identified several areas of program improvement, including refinement of the assessment system, reliability and validity of the assessments including correlation of clinical ratings by cooperating teachers and college supervisors and training of raters, and monitoring of data collection forms.

**Evidence of commitment and capacity:**

- 4.1 Curriculum:** All program options are state-approved, and the number of credits required for a degree is comparable to those of other degrees at the institution.
- 4.2 Faculty:** The faculty have accepted the goals described in the *Brief*, and are appropriately qualified for their instructional assignments.
- 4.3 Facilities:** Classrooms were suitable, and faculty are in newly-renovated offices.
- 4.4 Fiscal & Administrative Capacity:** The institutional budget is currently balanced, as policy requires. Faculty are supported and work within institutional workload guidelines.
- 4.5 Student Support Services:** Services include technology center, library, media services, career services, college store, dining hall, volunteer center, disability services, and advisement, which are monitored by the Vice Presidents of Academic Affairs and Student Affairs.
- 4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising:** The program is able to graduate a high number of students while maintaining program-specific admissions requirements. Calendars and grading policies are reported in the catalog and on the website.
- 4.7 Student Feedback:** The institution has a formal grievance procedure, and since 1997 there have been only five grievances from education students.

The faculty concluded that the College of Saint Elizabeth is committed to the Education Program.

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**<sup>1</sup> 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:**

- Undergraduate—option leading to certification in elementary and early childhood (P-3, K-5) or secondary (K-12) art, biology, chemistry/physics, English, mathematics, social studies, or world languages, with the possibility of additional coursework in either option leading to certification for Teacher of Students with Disabilities
- Accelerated Certification for Teaching 1 (ACT1)—post-baccalaureate option leading to certification in elementary (K-5) or secondary (K-12) in the same subjects as listed above
- Accelerated Certification for Teaching 2 (ACT2)—post-baccalaureate option for certified teachers leading to an endorsement as Teacher of Students with Disabilities
- Accelerated Certification for Teaching 3 (ACT3)—post-baccalaureate option leading to early childhood (P-3) initial certification for uncertified candidates or early childhood endorsement for certified teachers.

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- MA in Education with Initial Certification—graduate option combining ACT1 or ACT3 options with one of the other ACT options
  - MA in Education with emphasis on Special Education— graduate option expanding ACT2 option through extensive instruction in Assistive Technology