

Summary of the Case (from the Inquiry Brief Proposal)
Temple University
Initial Teacher Preparation Program1
Audit Dates: February 22 - 25, 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 Proposal*:

The *Inquiry Brief Proposal* was written by nine faculty members and was approved by a majority (75%) of the program faculty on October 8, 2008.

Introduction:

Founded in 1884 as an informal adult-education outgrowth of the Baptist Temple, Temple College was chartered in 1888 and became Temple University in 1907. Temple is a comprehensive research university serving 34,000 students with approximately 1750 faculty members; it is comprised of 17 schools and colleges, including the College of Education.

Teacher education offerings began in 1885 with the preparation of kindergarten teachers; by 1907, programs included elementary education and eventually expanded to include secondary education, special education, and TESOL. Graduate study was introduced in 1923 with the first Doctor of Education degree awarded in 1931. The College of Education is comprised of three departments; all initial teacher preparation programs covered in the *Inquiry Brief Proposal* are offered through the Curriculum, Instruction and Technology in Education (CITE) department. (Certification programs in Art Education, Music Education, Kinesiology, and Speech Pathology, housed in other colleges, are not addressed in the *Inquiry Brief Proposal*.)

In the fall of 2007, the 34 faculty members of CITE, supported by 11 teaching assistants, 51 student teaching supervisors, and 41 adjunct faculty members offered about 200 courses, which served 1,801 undergraduate and 130 graduate students studying to become teachers or to advance in the profession. The program leads to Pennsylvania certification in some 27 areas and is offered at three levels: Bachelor of Science in Education (B.S. in Ed.), Master of Education, which may be combined with the B.S. in a five-year program (M.Ed.), and non-degree, post-baccalaureate. Changes in the program, however, are anticipated in response to new Pennsylvania Department of Education requirements.

Program claims:

The program is grounded in six principles – diversity, democracy, authenticity, academic rigor, accountability and reflective practice. The mark or “stamp” of a Temple teacher is that when the Temple teacher acts and “talks like a teacher”

Summary of the Case: Temple University

©TEAC ♦ One Dupont Circle ♦ Suite 320 ♦ Washington, DC ♦ 20036 ♦ 202/466-7236 ♦
www.teac.org

these principles will be in evidence. From these principles the program faculty makes three specific claims about the graduates who it describes as '*apt beginners*' who, while not yet a seasoned '*experts*,' operate at a higher level than a mere '*novice*.' The faculty claims that those who complete the various initial teacher certification options:

1. Know and understand the subjects they plan to teach
2. Demonstrate skillful teaching as defined by Temple's six standards of skillful practice (see below).
3. Demonstrate professionalism, defined both as meeting school and district expectations and as demonstrating awareness of diversity, effective technology use, and decisions based on data and research.

The second claim has the greatest weight and provides the framework for the program's proposed assessments. The faculty define caring and skillful teaching as teaching for *all* students through development and implementation of lessons that (a) facilitate the student's *active learning*, (b) exhibit *coherence and continuity* between lessons, (c) promote the student's *critical/creative thinking*, (d) have links to the *real-world*, (e) engage the student in *reflective thinking*, and (f) foster student's *understanding of content*.

Proposed evidence supporting the claims:

The faculty proposes to gather evidence from the students from the Fall 2009 onward with some assessments that they have used over the years and some that need to be refined and developed further. The main lines of evidence proposed are:

- Grades (in select courses, education majors, and content majors), which historically have been above 3.0, but in some few areas fall closer to 2.0;
- Standardized test scores and pass rates (Praxis I and II), which usually show high pass rates (90-100%) that exceed state norms, but have sometimes fallen as low as 46%;
- Course evaluation data, particularly from 12 new items developed to measure the six Temple standards of skillful teaching practice;
- Performance assessments (the Intermediate, *IPA*, and Senior, *SPA*, portfolio/interview assessments (0-3) on the six standards), which in a pilot have shown growth as the student progresses through the program;
- Observation forms (the state's PDE 430 and the program's Teaching Observation Report (TOR) assessments of student teachers);
- Cooperating teacher evaluations (Mid-Term and Final);
- Focus group interviews with (separate) groups of undergraduate seniors, graduate program completers, and student teaching supervisors;
- Periodic surveys of cooperating teachers, graduates, and employers regarding program completers' attainment of the six standards of skillful teaching.

Beginning with the implementation of the revised programs in the Fall of 2009, comparable data will be collected from students in all program options, whether undergraduate, post-baccalaureate, or graduate. Additional inquiry into correlations among measures and to investigate the reliability and assessment of ratings measures are underway. For example, a common rating scale for the *IPA* and *SPA* is being revised; rater training will be provided on the revised scale, and reliability will be examined through reassessment of 20% of the assessments selected randomly for each program.

Plan for program improvement

A new Research on Teacher Education committee (ROTE) has been authorized (Spring 2008) to conduct and coordinate data collection and analysis and to report data, disaggregated by program option, to the faculty on a regular basis.

Internal audit:

An internal audit of the program's quality control system sampled program approvals, syllabi, faculty hiring practices, facilities (including classroom assignments), administrative support, student services, and student feedback. Findings generally supported the functioning of the quality control system as well as the University's capacity for and commitment to the program.

The faculty concluded that Temple University is committed to their teacher education program.

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

Effective in 2013, the program will have options in Early Childhood/Elementary, Elementary/Middle Grades, Secondary Education in English, French, German, Spanish, Italian, Hebrew, Latin, Portuguese, Mathematics, Biology, Chemistry, Earth & Space, General Science, Physics, Citizenship Education, Social Science Education, Business Education, Industrial Education, and Marketing Education