

Summary of the Case (from the Inquiry Brief)
Wheeling Jesuit University
Teacher Education Program¹
Audit Dates: April 30 –May 1, 2007

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 Al Alberts, Larry Jones, Kim Riddell, and Chelsey Stephens, and was approved by the Teacher Preparation Program faculty on February 1, 2007.

Introduction:

Wheeling Jesuit University, founded in 1954, is primarily an undergraduate institution enrolling approximately 1200 students. The Jesuit mission of the university is to “Educate Students for Life, for Leadership, and for Service” with an institutional focus on serving the underrepresented, and on instilling the principles of Christian service and leadership in WJU students.

The Teacher Preparation Program (TPP), with 140 students, has the second-largest departmental enrollment on campus. TPP students are largely white females of traditional college age who come from small cities and towns in the tri-state area of West Virginia, Ohio, and Pennsylvania.

TPP goals have been aligned with the National Board Professional Teaching Standards (NBPTS) propositions, although over the past year alignment is being shifted to the related, but more specific, Interstate New Teacher Assessment Support Consortium (INTASC) principles.

The TPP offers certification options which can be earned in conjunction with an undergraduate degree or through the on-line post-baccalaureate Accelerated Certification for Teaching (ACT) track. Stand-alone certification options available through the undergraduate degree and ACT tracks include:

- PreK-Adult (French, Spanish), along with a WJU-designed K-Adult program option (Romance Languages) combining two sets of certification requirements (French and Spanish)
- 5-Adult (General Science, English [offered at WJU as English/Language Arts], Social Studies, Mathematics, French, Spanish)
- 9-Adult (Biology, Chemistry, Physics)

The undergraduate degree track also includes elementary preparation through K-6 (Liberal Studies/Multi-Studies) certification, as well as add-on certification in the areas of Specific Learning Disabilities and Multi-categorical Special Education in the K-6 and 5-12 grade bands.

Program Claims:

With reference to TEAC Component 1.1 (**subject matter knowledge**), the faculty claim that their graduates have a strong foundational knowledge in liberal arts and the specific subject areas they are planning to teach as content areas.

With reference to TEAC Component 1.2 (**pedagogical knowledge**), the faculty claim that their graduates are able to apply the pedagogical principles learned in the classrooms to field-based experiences in the local schools.

With reference to TEAC Component 1.3 (**teaching skill**), the faculty claim that their graduates learn how to integrate technology, lesson planning, lesson delivery and assessments as teaching skills within the context of caring about and helping pupils in the public schools.

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty assert that their graduates think systematically about their practice and learn from experience (NBPTS Proposition #4), and that they are members of learning communities (NBPTS Proposition #5).

With reference to the TEAC cross-cutting theme of **technology**, the faculty assert that graduates integrate technology skills into lesson planning (NBPTS Propositions #1 and #2).

With reference to the TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the faculty assert that graduates incorporate multicultural perspectives into individual lesson plans and reflect upon these perspectives in journals.

Supporting Evidence with Associated Reliability and Validity Measures:

The faculty rely primarily on portfolio ratings, Praxis scores, and overall GPAs to support their claims. In addition, they note that specific portfolio artifacts and student teaching evaluations (which were reformatted for the 2006-2007 academic year; hence, results of which are not reported in the Inquiry Brief) provide additional support, and videotaped student teaching segments and career placement data triangulate the cited evidence.

To establish reliability of the measures, the faculty report samples of portfolio scores and compute the inter-rater correlations to range between 0.72 and 0.83, with all correlations significant, for the three sampled semesters. The faculty also assert that past student teaching evaluations have been consistent between university supervisor and cooperating teacher ratings.

To establish validity of the measures, the faculty assert that the alignment of the instruments with INTASC principles provides face validity.

Results:

The faculty analyzed outcomes for all students over the past three years who meet the West Virginia Department of Education Title II definition of completer (all degree requirements met and required Praxis exams passed).

For these students:

- Portfolio ratings averaged 44.8 out of 50, 45.8 out of 50, and 79.1 out of 92 for the three sampled semesters.
- Praxis scores averaged for the three years were as follows: Writing, 175-176 relative to a passing score of 172; Math, 176-182 relative to a passing score of 172; Reading, 176-177 relative to a passing score of 174; Elementary Education Curriculum and Instruction, 176-183 relative to a passing score of 155; and Principles of Learning and Teaching, 176-178 relative to a passing score of 165. Average WJU Praxis scores were comparable to slightly higher than the average Praxis scores across the state.
- Overall GPAs averaged between 3.4 and 3.5 on a 4-point scale for the three sampled years.

Internal Audit:

The faculty used the 14 students enrolled in student teaching for Fall 2006 as entry points into aspects of the quality control system with monitoring mechanisms; specifically, curriculum (4.1), faculty (4.2), admissions (4.6), and student complaints (4.7). The faculty found:

- Curriculum was aligned with state standards, students were appropriately evaluated, portfolios provided evidence of National Board Standards and were appropriately scored, and program completers took the Praxis exam.
- Faculty were hired and reviewed appropriately.
- Students met departmental and university admissions requirements, student teaching requirements, and graduation requirements.
- No formal student complaints were registered, grade appeal procedures were followed, and student course evaluations met or exceeded evaluations of other WJU courses.

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The remaining aspects of the quality control system; specifically, facilities, equipment, and supplies (4.3), fiscal and administrative capacity (4.4), and student support (4.5), had no monitoring mechanisms. The faculty therefore checked the status quo with respect to these aspects, and found:

- Classrooms, offices, meeting rooms, and technology resources were adequate.
- Administrative loads and departmental budgets were comparable to those across campus.
- Students were satisfied with campus support services.

Plan for program improvement:

The faculty has identified a number of improvements to undertake, including the orientation of adjunct faculty, cooperating teachers, and other partners to program goals, and the continued of INTASC principles and Praxis content with course syllabi.

Evidence of Commitment and Capacity:

The faculty examined parity between the Teacher Preparation Program and Wheeling Jesuit University overall with respect to the seven capacity components, and found:

- (4.1) The TPP credit hour requirement is comparable to that of other WJU programs, and the TPP GPA exceeds that of other WJU programs.
- (4.2) All full-time faculty are on tenure track, the percentage of full-time faculty with doctorates is comparable to that of WJU full-time faculty overall, and adjunct faculty are veteran teachers who are evaluated as excellent instructors.
- (4.3) The TPP is housed in the newest building on campus, which features a state-of-the-art equipped classroom designated for TPP use.
- (4.4) The overall TPP budget is higher than the average WJU departmental budget, although full-time faculty salaries are somewhat lower than the average WJU salary at the same rank.
- (4.5) Students have access to the same student support services as do other students on campus, and in addition receive intensive education advising.
- (4.6) Admission standards for the TPP are higher in terms of GPA than for WJU generally, and the Admissions Office works regularly with the TPP chair. TPP demographics more closely reflect those of the teaching field rather than those of WJU overall.
- (4.7) Student evaluations for TPP courses are high, and only one formal student complaint has been filed over the past few years.

The faculty concluded that Wheeling Jesuit University is committed to the teacher preparation program.

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

The Teacher Preparation Program certification options available through the undergraduate degree and Accelerated Certification for Teaching (ACT) tracks include:

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