



Teacher Education Accreditation Council

TEAC Case Analysis for The Richard Stockton College of New Jersey Master of Arts in Education *Inquiry Brief*

Instructions: This Case Analysis is linked to relevant sections of the Audit Report and the Inquiry Brief Proposal. For this purpose all three documents—the Case Analysis, the Audit Report, and the Brief—must be saved into the same folder.

To follow the link, simply control/[left] click. To return to the main text of the Case Analysis, be sure your Web toolbar (Word 2003) or your Back and Forward buttons (Word 2007) are visible, and click on the Back arrow on the toolbar.

Audit Opinion

Overall the *Brief* earned a clean audit opinion, and each component of the TEAC system received a clean or qualified opinion. The auditors also concluded that the evidence supports the view that The Richard Stockton College is committed to the Teacher Education Program.

Summary of claims and evidence

Program claims:

Claim 1: Our graduates build and integrate content area knowledge in their practice.

Claim2: Our graduates implement effective pedagogy strategies in their practice.

Claim 3: Our graduates effectively engage their students in classroom instruction that supports their students' academic achievement.

Claim 4: Our graduates apply educational theory and research in their practice.

Claim 5: Our graduates demonstrate a commitment to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.

Evidence in support of the claims:

- Admission Data (Claim 1)
- Grades in Content Courses (Claim 1)

- Grades in Pedagogy Courses (Claim 2, Multicultural Perspectives)
- Research/Capstone Project (Claim 4, Claim 5)
- Assessment of Teaching – Danielson Framework (Claim 1, Claim 2, Claim 3, Multicultural Perspectives, Technology)
- Exit Survey (Claim 1, Claim 2, Claim 4, Claim 5, Learning How to Learn, Multicultural Perspectives, Technology)
- Alumni Interviews (Claim 1, Claim 4, Learning How to Learn)

Quality Principle I: Evidence of student learning

Component 1.1: Subject matter knowledge

Evidence available to the panel that is consistent with subject matter knowledge

- Admission data: evidence of teaching certificates, standardized testing requirements and GPA
- Content GPA: The mean GPA in content courses for all exceeds the program standard of 3.0 with the exception of the one program completer from the LD Teacher Consultant program.
- Assessment of Teaching Performance/Danielson (Lesson Plans): means in all program options exceeded the 2.0 standard set by the faculty.
- Alumni Surveys: 48 out of 49 (97.59%) of alumni remained confident that coursework completed specifically in their content areas strengthened their overall content knowledge.
- Exit Surveys: mean scores and frequencies indicate graduates are prepared to teach their subject matter.
- [Audit Task A13](#) indicates that TEAC survey results corroborate the program's assessment results.

Evidence available to the panel that is inconsistent with subject matter knowledge

None.

Rival explanations for the claim that the evidence is consistent with subject matter knowledge

No rival explanations.

Component 1.2: Pedagogical knowledge

Evidence available to the panel that is consistent with pedagogical knowledge

- Exit Surveys: mean scores and frequencies indicate graduates are prepared in pedagogy. Using the 80% standard set by the program, completers agreed or strongly agreed that as a result of the program, their pedagogical effectiveness has been strengthened in 10 out of the 11 (organization of physical space) components
- Pedagogy course grades: all program completers in all program options exceeds the program standard of 3.0

- Assessment of Teaching Performance/Danielson (video analysis of teaching) program completers in the aggregate over a three year period scored at 2.0 or greater in all components in Domains 2 & 3.
- [Audit Task A14](#) indicates that TEAC survey results corroborate the program's assessment results.

Evidence available to the panel that is not consistent with pedagogical knowledge
None

Rival explanations for the claim that the evidence is consistent with pedagogical knowledge

No rival explanations.

Component 1.3: Caring teaching skills

Evidence available to the panel that is consistent with caring teaching skills

- Alumni/Exit Surveys: 93.8% of alumni reported that the Research/Capstone project had a long term impact on their teaching.
- Assessment of Teaching Performance/Danielson (student teaching artifacts, video reflection): program completers engage in classroom practice that supports student achievement. Faculty compared Stockton completers to national data provided in the MET study showing program completers, over the three year period, outperformed the national sample.
- [Audit Task A15](#) indicates that TEAC survey results corroborate the program's assessment results.

Evidence available to the panel that is inconsistent with caring teaching skills
None

Rival explanations for the claim that the evidence is consistent with caring teaching skills

No rival explanations.

1.4 Crosscutting themes for Quality Principle I

Evidence available to the panel for the crosscutting themes

- Exit Surveys
 - Learning to Learn: 50% of completers are utilizing research skills in contexts outside of the program courses which meets faculty standard
 - Technology: program completers met or exceeded the 85% standard set by the faculty
 - Multicultural Perspectives: 94% of program completers reported that the MAED program increased their ability to develop instructional strategies to meet the needs of diverse learners
- GPA: Grade of B or better met for all completers in Differentiated Instruction (EDUC 5410/EDUC 5334)

- Danielson Framework (lesson plans): all program options met the standard of 2.0 (Basic or higher) put forth by the faculty in planning instruction for diverse learners
- Experiential Education Courses: EDUC 4990 *Student Teaching* allows candidates, over the 15 week student teaching experience, to fully implement what they have learned by demonstrating a basic level of proficiency as a novice teacher. As noted in Claim 3 above, the coursework includes reflection on observed instruction and candidates' own teaching.
- [Audit Task A16](#) indicates that TEAC survey results corroborate the program's assessment results.

Evidence available to the panel that is inconsistent with the acquisition of the cross-cutting themes

None

Component 1.5: Evidence of valid assessment

Evidence available to the panel that is consistent with reliable and valid assessment of student learning

- [Audit Task A6](#), [Audit Task A9](#), and [Audit Task A17](#) indicate that assessments are aligned with frameworks, that the raters understand the assessments, and that results are internally consistent.

Evidence available to the panel that is inconsistent with the reliable and valid assessment of student learning

None

Rival explanations for the claim that the evidence is consistent with reliable and valid assessment of student learning

No rival explanations.

Quality Principle III: Institutional learning

Component 2.1: A rationale for the assessments

Evidence available to the panel that is consistent with the rationale for the program's assessments

- The faculty present a rationale for their assessments on [pages 10-28](#) of the *Inquiry Brief*.
- [Audit Task B1](#), [Audit Task B3](#), [Audit Task B5](#), and [Audit Task B7](#) indicate that assessments were structured as reported.

Evidence available to the panel that is inconsistent with a rationale for the program's assessments

None

Rival explanations for the evidence about the program’s decisions based on evidence

No rival explanations.

Component 2.2: Program decisions based on evidence

Evidence available to the panel that is consistent with the program’s decisions based on evidence

- The faculty indicate on [pages 55-60](#) of the *Inquiry Brief* ways in which they have related evidence to plans and recommendations, data concerns, programmatic changes, and system changes.
- [Audit Task B7](#), [Audit Task B8](#), and [Audit Task B9](#) indicates that the faculty use data to modify the program.

Evidence available to the panel that is inconsistent with the program’s decisions based on evidence

None

Rival explanations for the evidence about the program’s decisions based on evidence

No rival explanations.

Component 2.3: An influential quality control system

Evidence available to the panel that is consistent with an influential quality control system

- [Appendix A](#) on pages 62-81 of the *Inquiry Brief* indicates that the faculty found that the quality control system was working as designed.
- [Audit Task B2](#), [Audit Task B4](#), [Audit Task B6](#), [Audit Task B10](#), [Audit Task B12](#) and [Audit Task B13](#) indicate an overall strong and effective quality control system.

Evidence available to the panel that is inconsistent with an influential quality control system

- [Audit Task B10](#) provided evidence that advising/support services for graduate students is an area for improvement.

Rival explanations for the evidence about an influential quality control system

No rival explanations.

Element 3.0: Capacity for Program Quality

Evidence available to the panel that is consistent with the capacity for program quality

See *Brief*, [Appendix B](#), [Table C.1](#), [Table C.2](#), and [Table C.3](#) in the audit report.

Evidence available to the panel that is inconsistent with capacity for program quality

None

Suggested Recommendations

Suggested Weaknesses and Stipulations

Weakness in 2.3:

Advising is ineffective for some students and advising and related processes are inconsistent and unclear.

Suggested Accreditation Recommendation (shaded)

<u>Quality Principle 1.0</u> Candidate Learning	<u>Quality Principle 2.0</u> Faculty Learning	<u>Quality Principle 3.0</u> Capacity & Commitment	Accreditation status designations
Above standard	Above standard	Above standard	Accreditation (7 years)
Above standard	Below standard	Above standard	Accreditation (2 years)
Below standard	Above standard	Above standard	Accreditation (2 years)
Above standard	Above standard	Below standard	Accreditation (2 years)
Below standard	Below standard	Above standard	Deny
Below standard	Above standard	Below standard	Deny