

RICHARD STOCKTON COLLEGE

Teacher Education Program

Program Coordinator's Report for 2013-2014

Norma Boakes, Program Coordinator

7/30/2013

This document summarizes the work of the Stockton Teacher Education Program housed within the School of Education for the 2013-2014 academic school year.

Goals from Academic Year 2012-13

1. Continue work to prepare for TEAC New Accreditation including a site visit
 - Organized the entire faculty into program audit teams to follow TEAC guidelines for preparing quality control systems appendix of the Inquiry Brief
 - Faculty met routinely throughout the entire fall semester and most of spring semester (leading up to March 5 audit visit) to draft, review and revise the Inquiry Brief
 - Created re-usable data reporting systems to facilitate correlations between key outcomes variables (Praxis scores, GPAs, FfT Performance Evaluations, Survey Responses)
 - Submitted Inquiry Brief for formative feedback; circulated same among faculty, revised until Brief deemed “auditable”
 - Prepared entire staff, faculty, supervisor and cooperating field partners, student and alumni bodies for audit visit
 - Maintained thorough and accurate records of all pertinent program documents both online (Blackboard and shared network drive) and in document room (J-230)
 - Attended TEAC/CAEP meeting at AACTE Feb 27-Mar 1 and acquired TEAC staff liaison (Melanie Biernbaum) for Audit Team
 - Recruited and pre-briefed local practitioner Dr. Robert Previti (Immediate Past Superintendent, Brigantine Schools; Interim Superintendent, Somers Point) to join Audit Team
 - Hosted visiting Audit Team, chaired by Dr. Joseph Lubig, Central Michigan State and assisted by New Jersey Audit Team member, Dr. Robert Rosado, Caldwell College
 - Invited NJ Department of Education officials from “Talent Division” (Program Approval and Licensure) Mamie Doyle and Eric Nichola to participate in audit visit
 - Received 100% clean audit findings with one minor deviation to address: increase communication between cooperating teachers and faculty members
 - Attended panel discussion for TEDU Case with TEAC officials and Dr. Lubig
2. Recommended for unconditional accreditation through 2020 Continue transition to electronic submission of college supervisor documentation of student teacher performance
 - Current SurveyMonkey forms continue until web-based Oracle database is online to allow for remote login by supervisor, cooperating teacher, student, faculty and field placement staff (in progress; see 2013-14 goals)
3. Continue work to create a Banner-based system to aggregate data on TEDU students
 - Completed an aggregate report based on Student Teaching enrollees, piloted for Inquiry Brief, revised and optimized for ongoing use of post-hoc data analysis
 - Added student attributes in Banner to tag by certification interest, regardless of major, place in program
 - Created planning report based on student attribute to conduct ad hoc and by-term analysis for decision-making: course scheduling/demand, student performance tracking and student demographic data

4. Work with SOE administration, staff, and program faculty to adjust our admission policies so that students who are intending on seeking teacher certification are tracked upon entrance to the institution (FTF and transfer students)
 - Completed, see student attribute, above
 - Implemented EDUC preceptor type to connect pre-professional requirements students to their faculty preceptors upon matriculation to Stockton and completion of an Information Session
5. Continue work to reduce the number of conditional acceptances into the TEDU Program
 - Completely revamped “admissions” to “eligibility” model that offers public sessions in conjunction with College Open House events, or offers online information session with fillable completion/information form for interested students
 - Implemented staffing change to eliminate Admission/Advisor position and create Staff Advisor role
6. Work on the CAPP Audit to allow for Bachelor of Arts in Teacher Education and teacher certification audits
 - In progress; freestanding “minor” in CAPP will be run as “what if” for any student seeking certification; will not hold back a student from graduating
 - Collaborated with Academic Advising to implement CAPP changes in PSYC, MATH, LITT, HIST and LIBA that allow students to navigate major with certification (as graduation requirements)
7. Develop and seek approval of new four year degree paths that lead to a bachelor’s degree and teacher certification within other Programs on campus
 - Completed six paths by Spring 2013: PSYC, MATH, LITT, HIST, LIBA-ELEM, LIBA-LASS
 - Drafted two new paths for Summer 2013: BIOL and CHEM
 - Planning collaborations with ARTS, LANG, POLS, SOCY, PHYS, ENVL, MARS
8. Continue initiatives to capture FTF interest in Teacher Education by:
 - a) Revising admission policy into Teacher Education so FTF students can be tracked as soon as they enter Stockton
 - Completed, see above student attributes and preceptor types
 - b) Build presence in freshmen-related services including freshmen seminars and living learning communities
 - Completed two Pathways seminars in Fall 2012; planning more in Fall 2013
 - Created Faculty Leader positions for Freshmen and Transfer Orientation days
 - Participated in freshmen orientation programming
9. Continue work with lead faculty (LF) to ensure consistency in courses that are part of our Program particularly in the case of courses not housed in EDUC. These courses include:
 - a) PSYC 3391 Educational Psychology & PSYC 3890- Both courses are considered “gateway” courses and serve as the first formal introduction to working in K-12 environments and to the EDUC teacher certification program courses. To date there is no LD for this area. The Program will seek to designate an LF who will work collaboratively with PSYC faculty to review, update, and coordinate this course with the EDUC Program.

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- In Progress: began conversations with Dean of SOBL to examine current strengths and challenges to this course
 - Gathered formative feedback from principals and superintendents that suggests aligning all fieldwork experiences under one common set of expectations
- b) EDUC 4600-4610- Secondary Methods and Intermediate Fieldwork courses- An LC in the faculty will be designated to coordinate with all secondary methods and intermediate fieldwork instructors.
- Full time faculty designated for instruction of each of the content area methods courses
 - Met with Intermediate Fieldwork adjunct (EDUC 4600) to coordinate efforts: additional fieldwork meeting dates added, syllabus updated to align with elementary track, and progress reports emailed as needed to PC for struggling students

School of Education Goals for 2012-2013

1. Strengthen Academic Programs

a. TEDU	<ol style="list-style-type: none"> 1. TEAC Inquiry Brief completed 2. Four-year program initial paths complete; additional underway 3. Staff support streamlined 4. Data integration well underway
b. MAED	<ol style="list-style-type: none"> 1. TEAC Inquiry Brief completed 2. Accelerated and hybrid paths developed (SPED and ESL/BE) 3. Staff support strengthened
c. MAIT	<ol style="list-style-type: none"> 1. Program consensus on realistic enrollment/sustainability goals 2. Faculty agreement to consider future alternatives (fully online)
d. MAEL	<ol style="list-style-type: none"> 1. Completed three options to maximize choice for candidates seeking supervisor certification only, principal certification only or the full degree. 2. TEAC not feasible; CAEP will be by SCHOOL, rather than by program in the future 3. Suspend MAEL degree-seeking applications in favor of certification only; track degree-seekers towards MAED with leadership concentration 4. Complete feasibility background on integrated EdD; insufficient interest in interdisciplinary; hold until after University Status

2. Systematize Student Learning Outcomes Assessment

	Indirect = 50% complete	Direct = 50% complete
a. TEDU	Digitize cooperating and supervisor evaluation of student teaching candidates	Exit surveys to be administered and reviewed throughout academic year.
b. MAED	Select replacement tool for formative	Exit surveys complete; use Z to

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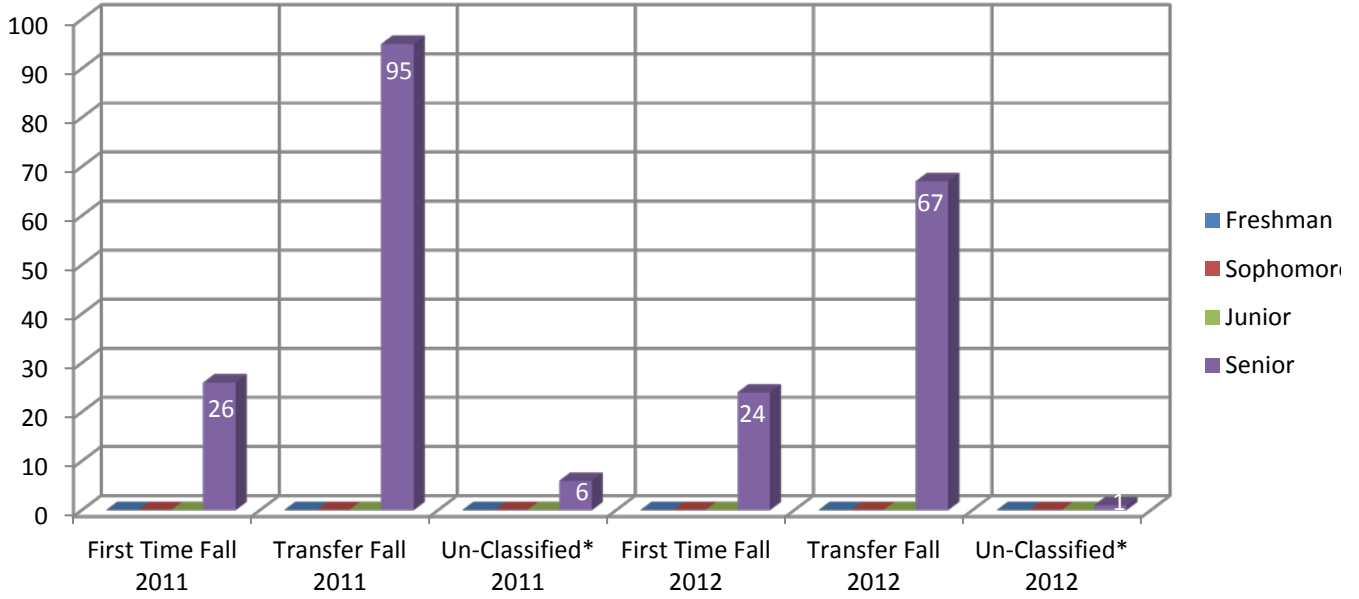
	and summative video archives (Teachscape?) and digitize rubric (survey monkey?) Consider CLASS or EdTPA (FfT already in use)	match populations to independent variables
c. MAIT	Digitize capstone rubric (NOT BEGUN)	Exit surveys complete; use Z
d. MAEL	Digitize capstone rubric (NOT BEGUN)	Exit surveys complete (already use Z)

3. Strengthen Personnel in the School

- a. Internationalization Specialist: Collaborated with International Services and Faculty Institute to coordinate the search for a new Internationalization Specialist. Successful candidate declined offer; second search nearing completion.
- b. Re-invigorated scholarly activity among School faculty members
- c. Collaborated with Assistant Dean and faculty members to achieve more efficient and productive workload balance
- d. Drafted, implemented and currently providing assessment of a Performance Improvement Plan in consultation with senior leadership, counsel and labor.
- e. Reorganized professional and classified staff to align with new program changes, student-centered services approach, and 21st century technologies

Fall Undergraduate Enrollment¹

Chart 1- Major Enrollment by Class Level & Admit Type



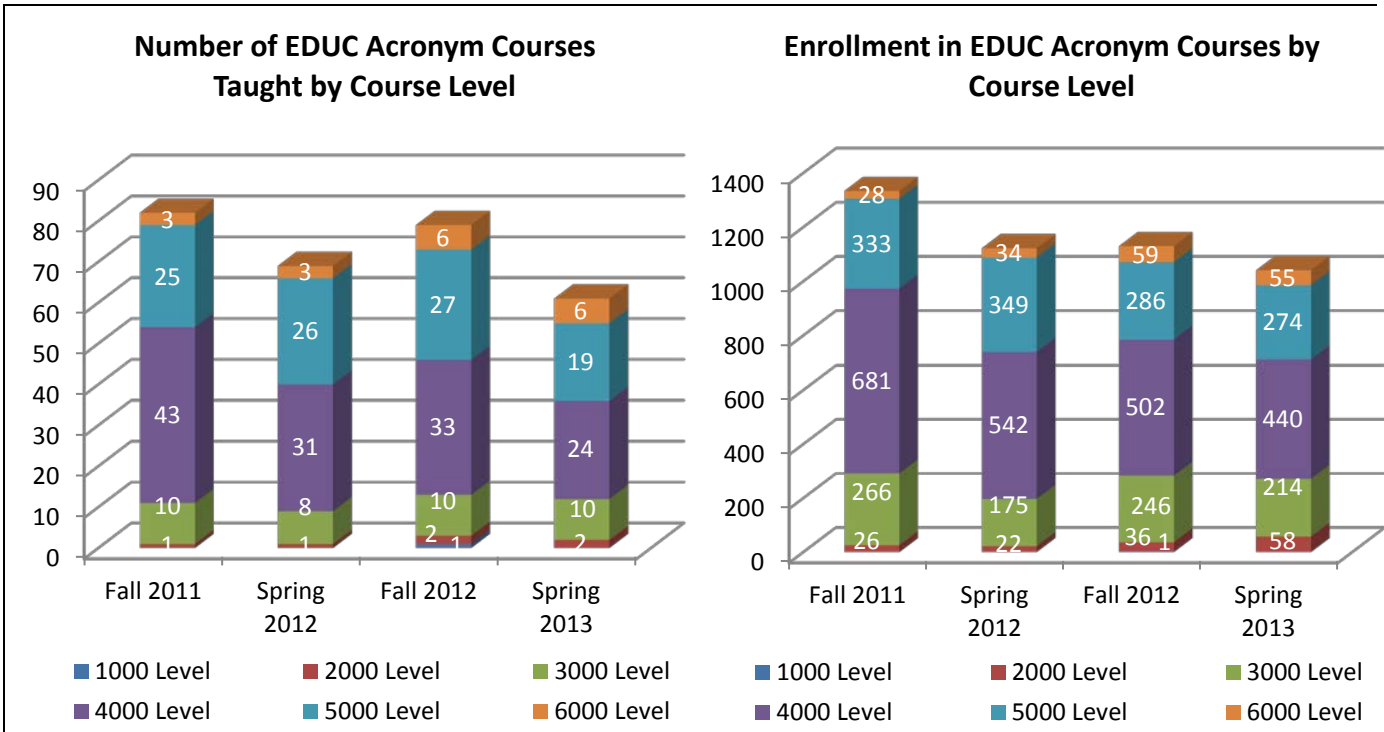
	Fall 2011				Fall 2012			
		First-Time	Transfer	Un-Classified*		First-Time	Transfer	Un-Classified*
Major Program	Freshman	0	0	0	Freshman	0	0	0
	Sophomore	0	0	0	Sophomore	0	0	0
	Junior	0	0	0	Junior	0	0	0
	Senior	26	95	6	Senior	24	67	1
School	Freshman	0	0	0	Freshman	0	0	0
	Sophomore	0	0	0	Sophomore	0	0	0
	Junior	0	0	0	Junior	0	0	0
	Senior	26	95	6	Senior	24	67	1
College		First-Time	Transfer	Un-Classified*		First-Time	Transfer	Un-Classified*
	Freshman	1,177	253	3	Freshman	1,221	253	8
	Sophomore	718	618	9	Sophomore	829	652	9
	Junior	728	1,372	11	Junior	680	1,348	10
	Senior	824	1,431	17	Senior	748	1,571	9
	Non-Matric	5	6	68	Non-Matric	2	7	65

¹ Undergraduate enrollment includes those students that are enrolled in the Undergraduate Preparation for the Health Professions. Although the Preparation for the Health Professions is housed in the School of Graduate & Continuing Studies, the students are enrolled as undergraduate students in credit-bearing courses. Dual Enrollment students are not included in undergraduate totals.

*Those students labeled as unclassified began their undergraduate studies at The Richard Stockton College of NJ with an admit code of "other," which is a student who did not go through the application/admission process and may or may not have received transfer credits from another institution.

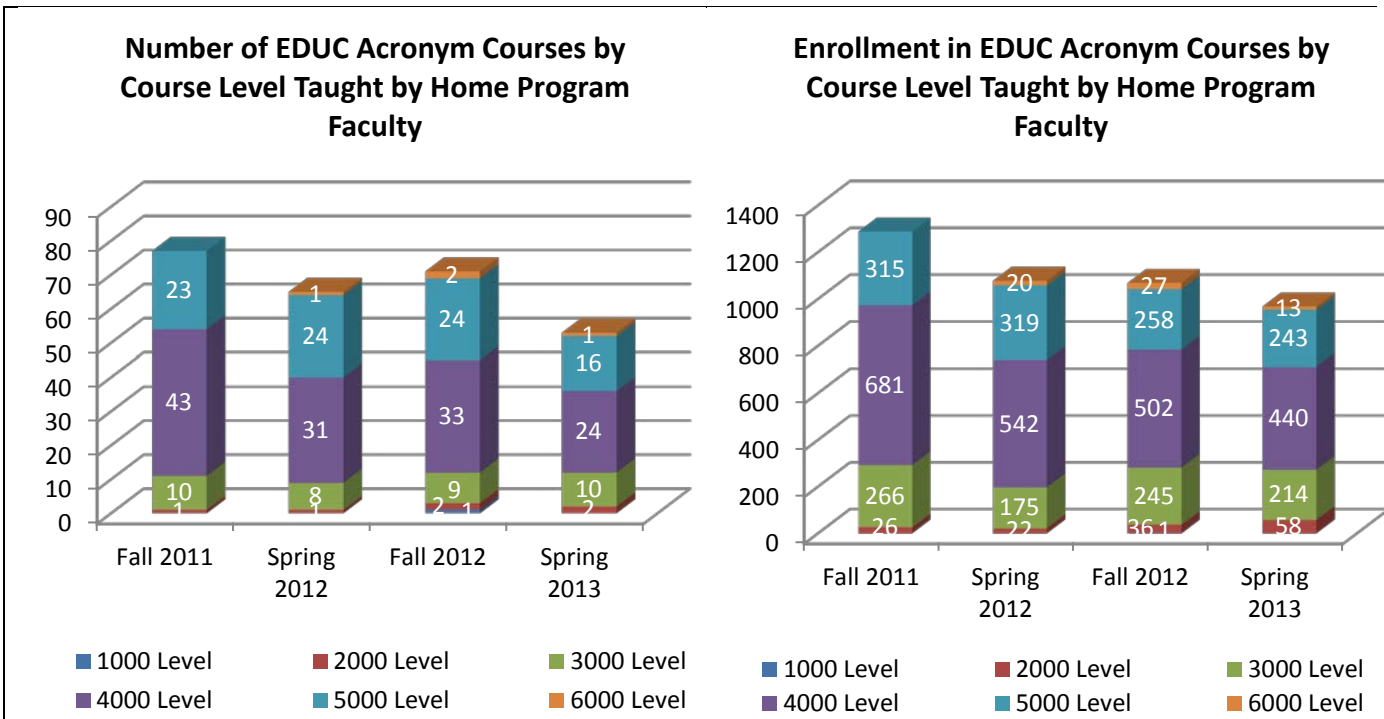
SOURCE: SURE Enrollment Files fall 2011, Student Demo Files fall 2011, SURE Enrollment Files fall 2012, and Student Demo Files fall 2012

Summary of EDUC Acronym Courses Taught by All Faculty
Chart 2



NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program

Summary of Courses Taught by Home Program Faculty
Chart 3



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SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013

Summary of Courses Taught by Home Program Faculty

Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*				
	Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 1800									1	1	1						
Total 1000 Level	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
EDUC 2551	1	26		1	1	22		1	1	17	1		1	29	1		
EDUC 2252									1	19	1		1	29	1		
Total 2000 Level	1	26	0	1	1	22	0	1	2	36	2	0	2	58	2	0	
EDUC 3241	5	135		5	4	85		4	4	117		4	5	111	1	4	
EDUC 3515	5	131	2	3	4	90	2	2	5	128	3	2	4	102	3	1	
EDUC 3800													1	1	1		
Total 3000 Level	10	266	2	8	8	175	2	6	9	245	3	6	10	214	5	5	
EDUC 4101	4	61	4		3	59	3		2	57	2		2	47	2		
EDUC 4105	2	36	1	1	2	32	2		2	40	2		2	26	2		
EDUC 4110	4	69	1	3	2	29		2	3	38		3	2	37		2	
EDUC 4120	2	32		2	2	24		2	2	26		2	1	16		1	
EDUC 4150	4	70	4		2	29	2		3	37	3		2	37	2		
EDUC 4200	4	61	4		3	58	3		2	57	2		2	47	2		
EDUC 4600	6	105	1	5	4	56	1	3	5	66	1	4	3	54	1	2	
EDUC 4601	1	10		1	1	8		1	1	6	1		1	6	1		
EDUC 4605	1	9	1						1	10	1		1	4	1		
EDUC 4606	1	8	1		1	9	1		1	7	1		1	4	1		
EDUC 4607	1	3		1													
EDUC 4608	1	3		1													
EDUC 4610	4	73	1	3	2	32	1	1	3	39	1	2	2	39	1	1	
EDUC 4800	4	5	4		5	10	5		4	5	4		1	3	1		
EDUC 4990	1	68		1	1	98		1	1	57		1	1	60		1	
EDUC 4991	3	68		3	3	98		3	3	57		3	3	60		3	
Total 4000 Level	43	681	22	21	31	542	18	13	33	502	18	15	24	440	14	10	
EDUC 5151									1	10		1					
EDUC 5152					1	8		1					1	4		1	
EDUC 5153	1	6	1						1	4		1					

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EDUC 5201													1	17	1	
EDUC 5202	1	15	1						1	18	1					
Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 5203					1	21	1						1	14	1	
EDUC 5204	1	13	1						1	19	1					
EDUC 5221					1	16	1									
EDUC 5231					1	7	1									
EDUC 5311	1	5	1													
EDUC 5313					1	9	1									
EDUC 5314	1	20	1						1	12	1					
EDUC 5320	2	31	1	1					1	18	1					
EDUC 5321	1	25	1						1	12		1	1	25		1
EDUC 5330	1	14	1		2	39	1	1	1	12	1		1	25	1	
EDUC 5331	1	21	1						1	20	1					
EDUC 5334	1	23	1		1	22	1		1	5	1		1	1	1	
EDUC 5335	1	19		1	1	28	1		2	17	2					
EDUC 5336	1	13	1		1	27	1		1	20	1		2	66	1	1
EDUC 5337					2	35	1	1					1	24	1	
EDUC 5338	1	17		1					1	20		1				
EDUC 5339					1	22	1						1	21	1	
EDUC 5340					1	11	1									
EDUC 5365					1	8	1						1	5	1	
EDUC 5366	1	9	1						1	2	1					
EDUC 5367					1	4	1									
EDUC 5371	1	7	1													
EDUC 5373					1	14	1									
EDUC 5376	1	11	1													
EDUC 5378					1	11		1								
EDUC 5410					1	1	1									
EDUC 5420	1	8		1	1	1	1		1	9		1				
EDUC 5431	1	6		1					1	8		1				
EDUC 5800					1	4	1		2	1	2		1	1	1	
EDUC 5802	1	12	1						1	4	1					

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EDUC 5910	2	33	2						3	43	3					
EDUC 5920					3	31	3						4	40	3	1
Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 5989	1	7		1					1	4		1				
Total 5000 Level	23	315	17	6	24	319	20	4	24	258	17	7	16	243	12	4
EDUC 6110					1	20		1	1	17		1	1	13		1
EDUC 6134									1	10	1					
Total 6000 Level	0	0	0	0	1	20	0	1	2	27	1	1	1	13	0	1
Total EDUC	77	1288	41	36	65	1078	40	25	71	1069	42	29	53	968	33	20
BASK 1102	1	18	1						1	17	1					
GAH 1360					1	32	1						1	23	1	
GAH 2330	1	35	1		1	37	1		1	34	1		1	32	1	
GAH 2800	1	2	1		1	3	1									
GEN 1050									1	20		1				
GEN 1120	1	5	1		1	6	1									
GEN 1430									1	34	1					
GEN 2101									1	34		1				
GEN 2104													1	29		1
GEN 2108													1	12		1
GEN 2126									1	24		1	1	29		1
GEN 3245	1	24		1	1	23		1	2	37	2		2	42	2	
GIS 4623	1	20		1												
GNM 1110													1	35	1	
GNM 1124	2	43	2		1	26	1		1	15	1		1	26	1	
GNM 1800					1	2	1		2	2	2					
GNM 2138					1	26	1						1	25	1	
GNM 2253									1	24	1					
GNM 2257					1	26	1						1	25	1	
GNM 2800									1	1	1					
GNM 4800									1	1	1					
GSS 1044	1	24	1						1	25	1					
GSS 1072									2	49	1	1				
GSS 3169	1	31	1		1	28	1		1	32	1		1	31	1	

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GSS 3360	4	118		4	4	110		4	4	129	1	3	5	104		5
Total GENS	14	320	8	6	14	319	9	5	22	478	15	7	17	413	9	8
Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
INTC 3610	3	53	2	1	2	30	2		1	18	1		1	17	1	
INTC 4650					1	9	1						1	8	1	
INTC 5340	1	11		1												
Total Other	4	64	2	2	3	39	3	0	1	18	1	0	2	25	2	0

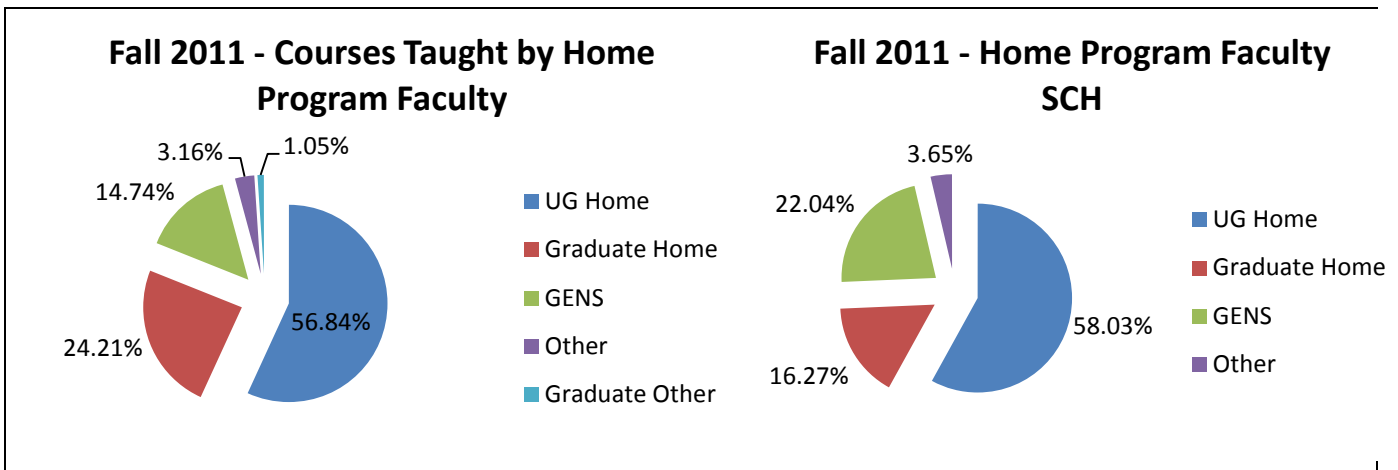
NOTE: Fall 2011 and fall 2012 include EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program. Regular Faculty refers to those faculty members that are FT, 1/2 time, 2/3 time, or 3/4 time. Courses may have multiple sessions or be stacked/pyramided course and may be taught by the same faculty member.

* Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13.

SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013

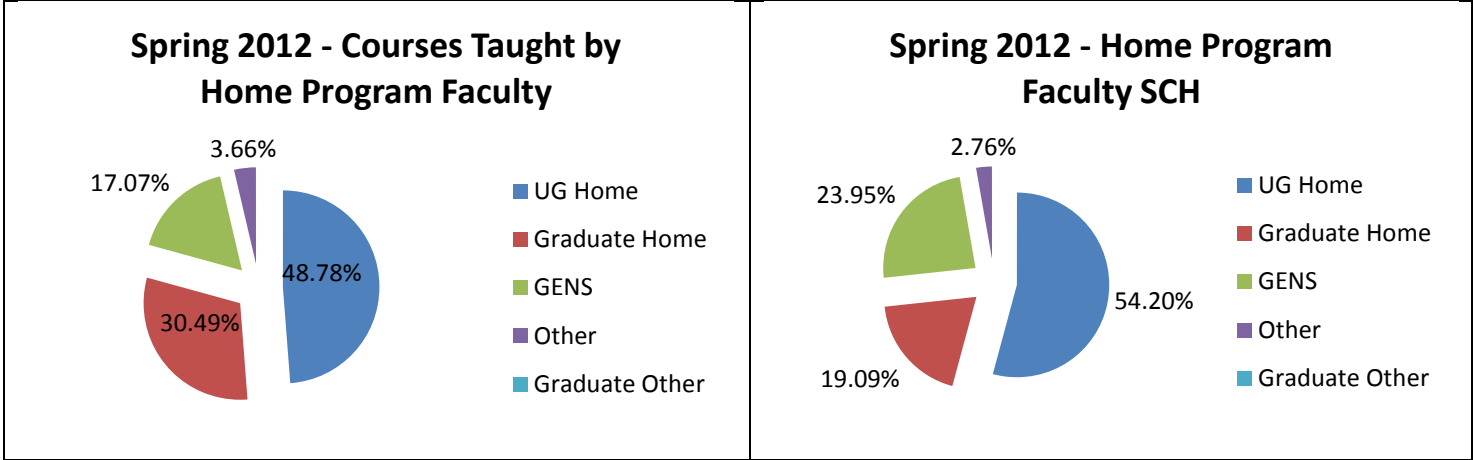
Chart 4

AY11-12



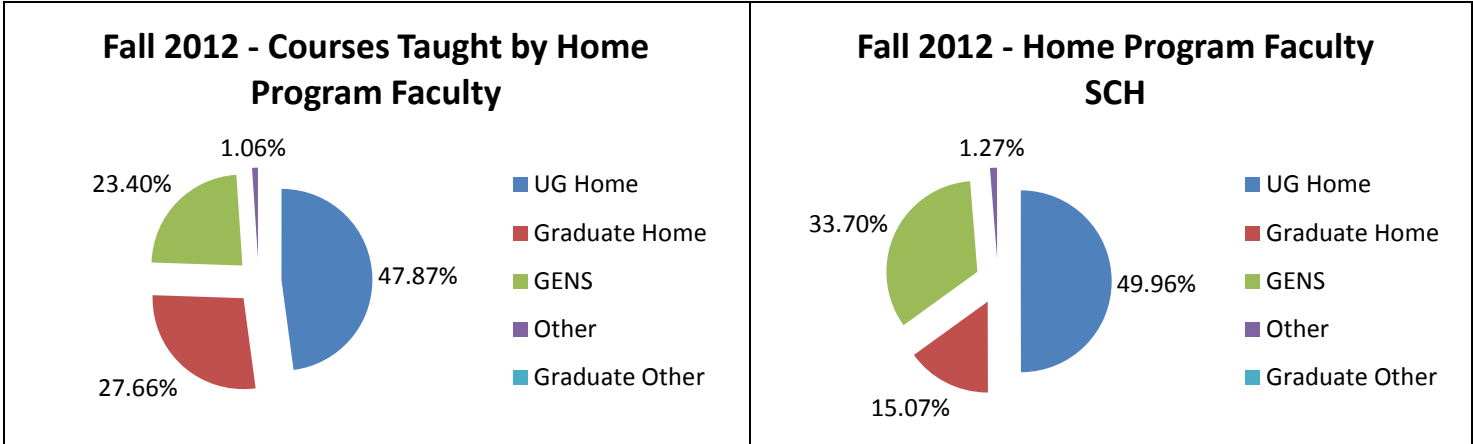
	# of Courses	% of Courses	SCH	SCH %
UG Home	54	56.84%	3370	57.71%
Graduate Home	23	24.21%	945	16.18%
GENS	14	14.74%	1280	21.92%
Other	3	3.16%	212	3.63%
Graduate Other	1	1.05%	33	0.57%
Total	95	100.00%	5840	100.00%

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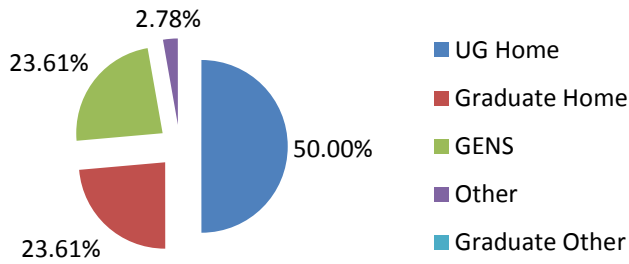
	# of Courses	% of Courses	SCH	SCH %
UG Home	40	48.78%	2888	54.20%
Graduate Home	25	30.49%	1017	19.09%
GENS	14	17.07%	1276	23.95%
Other	3	3.66%	147	2.76%
Graduate Other	0	0.00%	0	0.00%
Total	82	100.00%	5328	100.00%

AY12-13

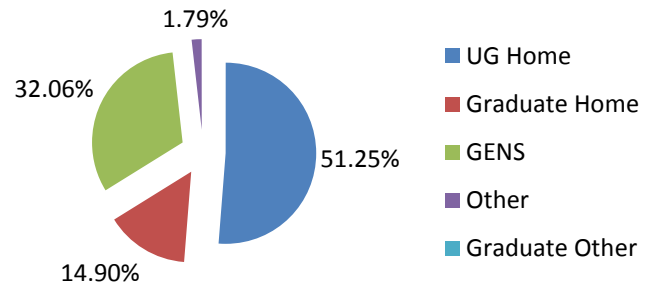


	# of Courses	% of Courses	SCH	SCH %
UG Home	45	47.87%	2834	49.96%
Graduate Home	26	27.66%	855	15.07%
GENS	22	23.40%	1912	33.70%
Other	1	1.06%	72	1.27%
Graduate Other	0	0.00%	0	0.00%
Total	94	99.99%	5673	100.00%

Spring 2013* - Courses Taught by Home Program Faculty



Spring 2013* - Home Program Faculty SCH



	# of Courses	% of Courses	SCH	SCH %
UG Home	36	50.00%	2641	51.25%
Graduate Home	17	23.61%	768	14.90%
GENS	17	23.61%	1652	32.06%
Other	2	2.78%	92	1.79%
Graduate Other	0	0.00%	0	0.00%
Total	72	100.00%	5153	100.00%

NOTE: Fall 2011 and Fall 2012 include EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program BASK Courses are included in GENS counts. Cross-listing of courses was not taken into consideration.

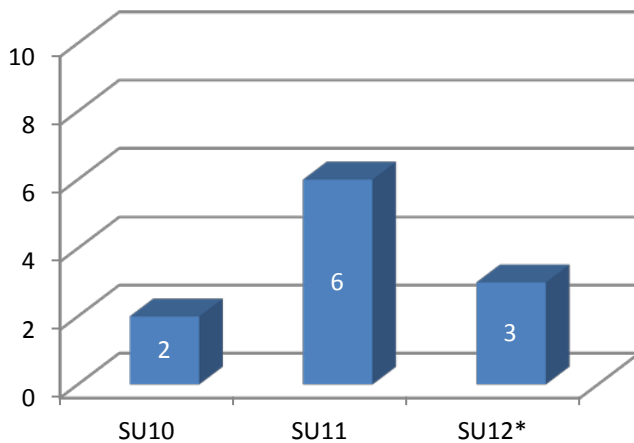
*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

SOURCE: Faculty Workload Raw Data Reports, fall 2011, spring 2012, fall 2012 & spring 2013

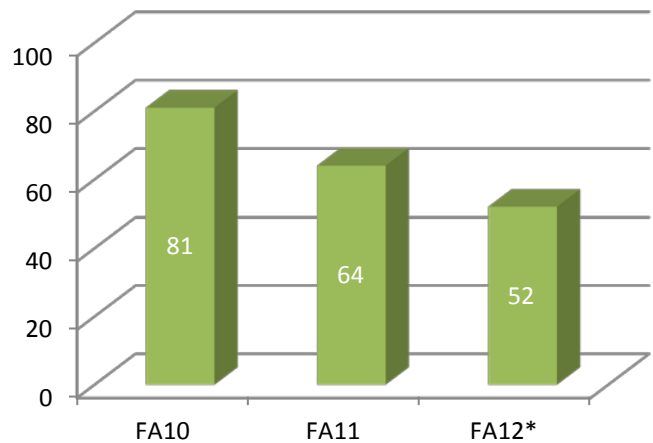
Summary of Degrees Granted

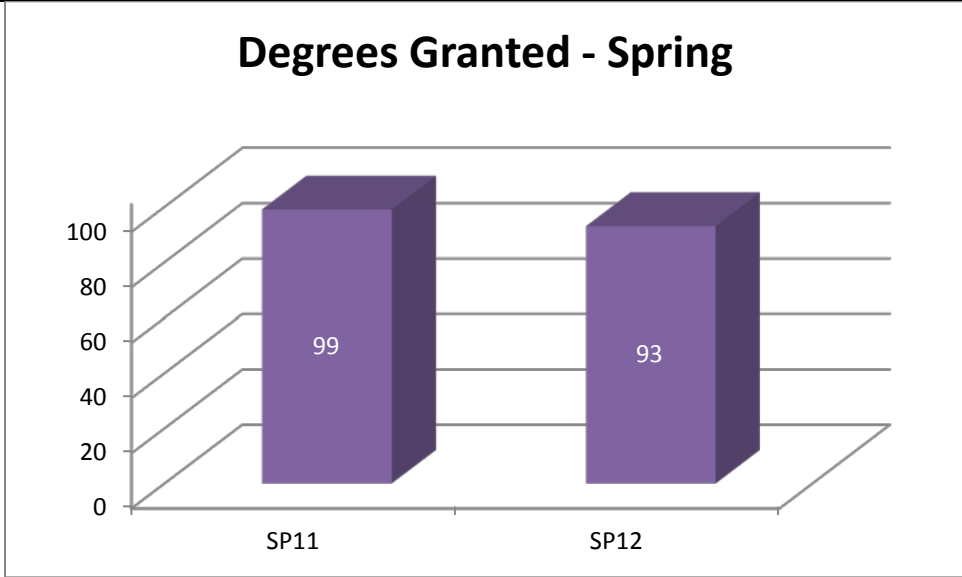
Chart 5

Degrees Granted - Summer



Degrees Granted - Fall





	SU10	FA10	SP11	SU11	FA11	SP12	SU12*	FA12*
Degrees Granted - BA	2	81	99	6	64	93	3	52

*SU12 & FA12 numbers are unofficial and will be available after 15-Aug-13

SOURCE: SOURCE: Degrees Conferred FY11, Degrees Conferred FY12, Degrees Conferred FY13_Discoverer Report pulled 5-Mar-13

Coordinator Comments about Course Enrollment and Degrees Granted Tables:

The TEAC audit found that our ratios for faculty balance were in keeping with accreditation standards, and we continue to strive for a more efficient workload balance among full time faculty members. The first several pages of charts show that more of our sections are taught by full time than by adjunct faculty members, a positive trend for continuing to ensure quality control in the program. Small, specialized methods classes for K12 certification areas will continue to require independent study overloads, while other certification courses will be assessed as enrollments change. The completion of four-year paths will accelerate student progress and likely lead to enrollment increases within two years, which the School office will be monitoring closely using data reports created in collaboration with the faculty and Computer Services. The addition of student attributes within Banner will also allow future tracking of students intending on completing certification. Currently enrollments only represent those in the final stages of their studies within TEDU and are not representative of the number of students TEDU serves each term.

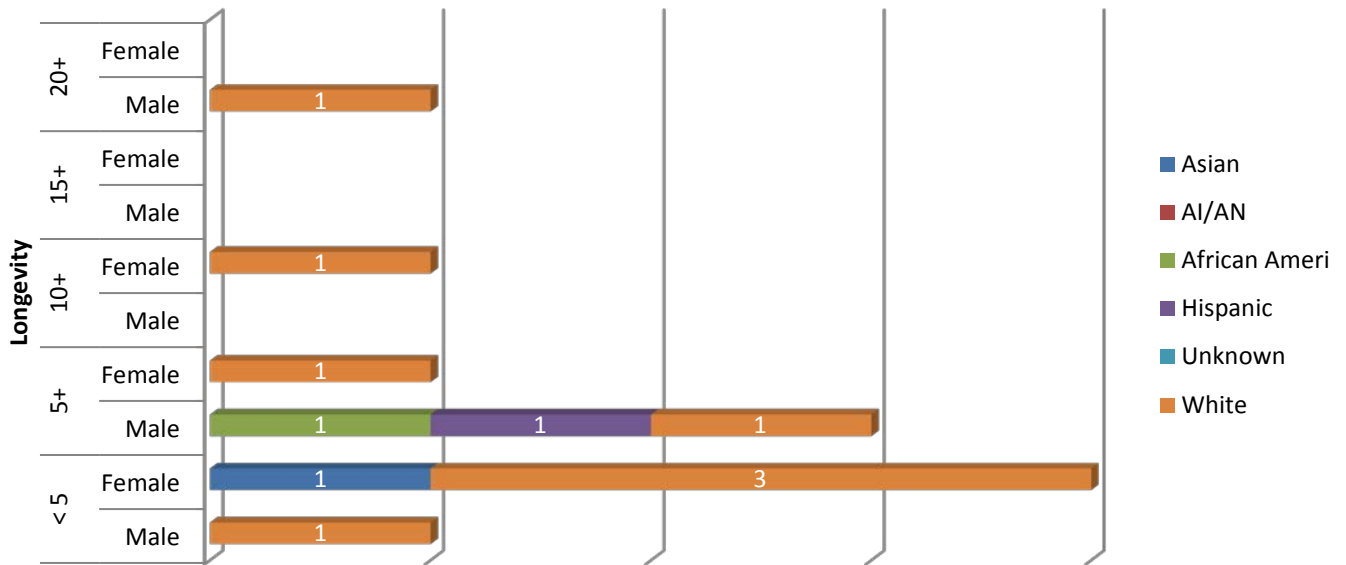
For the purposes of this report, teaching faculty represents the TEDU and MAED program faculty. Though some faculty is predominately TEDU or MAED, faculty teaches in both programs. For this reason, the MAED Director's and TEDU Coordinator's reports will be similar.

The next several pages of graphs illustrate that the TEDU faculty continue to serve our offspring graduate (MAED) program and the General Studies “commons” of the College as well. The balance of courses continues to be positive on the side of favoring program needs as a priority, with graduate and general studies receiving fairly equal secondary attention after TEDU faculty meet that priority.

Finally, degrees-granted data continue to show the downward trend in granting bachelor’s degrees in teacher education. Given that we are embedding certification into the articulated programs we have been formulating to better serve our students, an important future project will be to institutionalize a mechanism for tracking certification completions apart from the baccalaureate degrees-granted.

Faculty Complement – AY12-13 Teaching Faculty

Chart 6- Regular Home Program Faculty Longevity vs. Gender & Race/Ethnicity



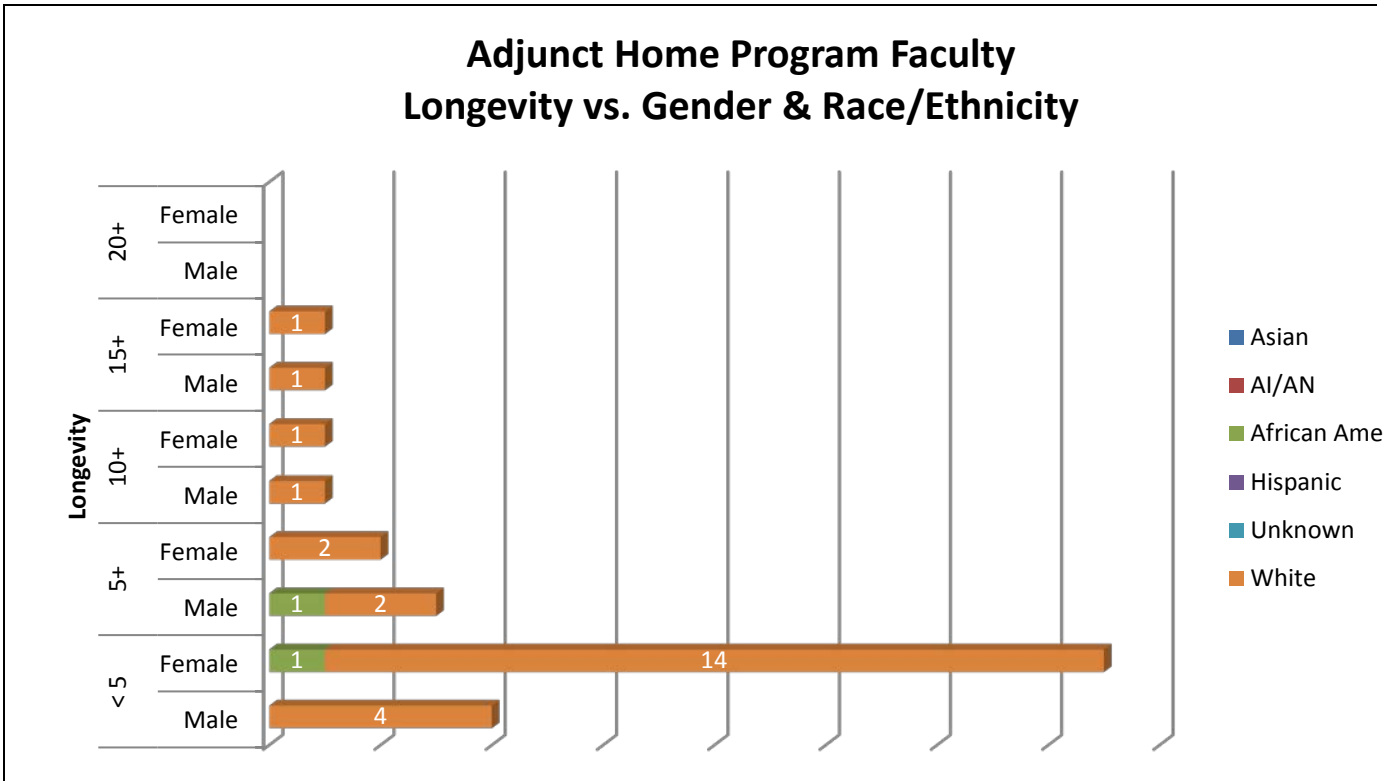
Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	1
Hispanic	0	1
Unknown	0	0
White	5	3
Total	6	5

Longevity	
< 5	5
5+	4
10+	1
15+	0
20+	1
Total	11

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NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
 Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 7

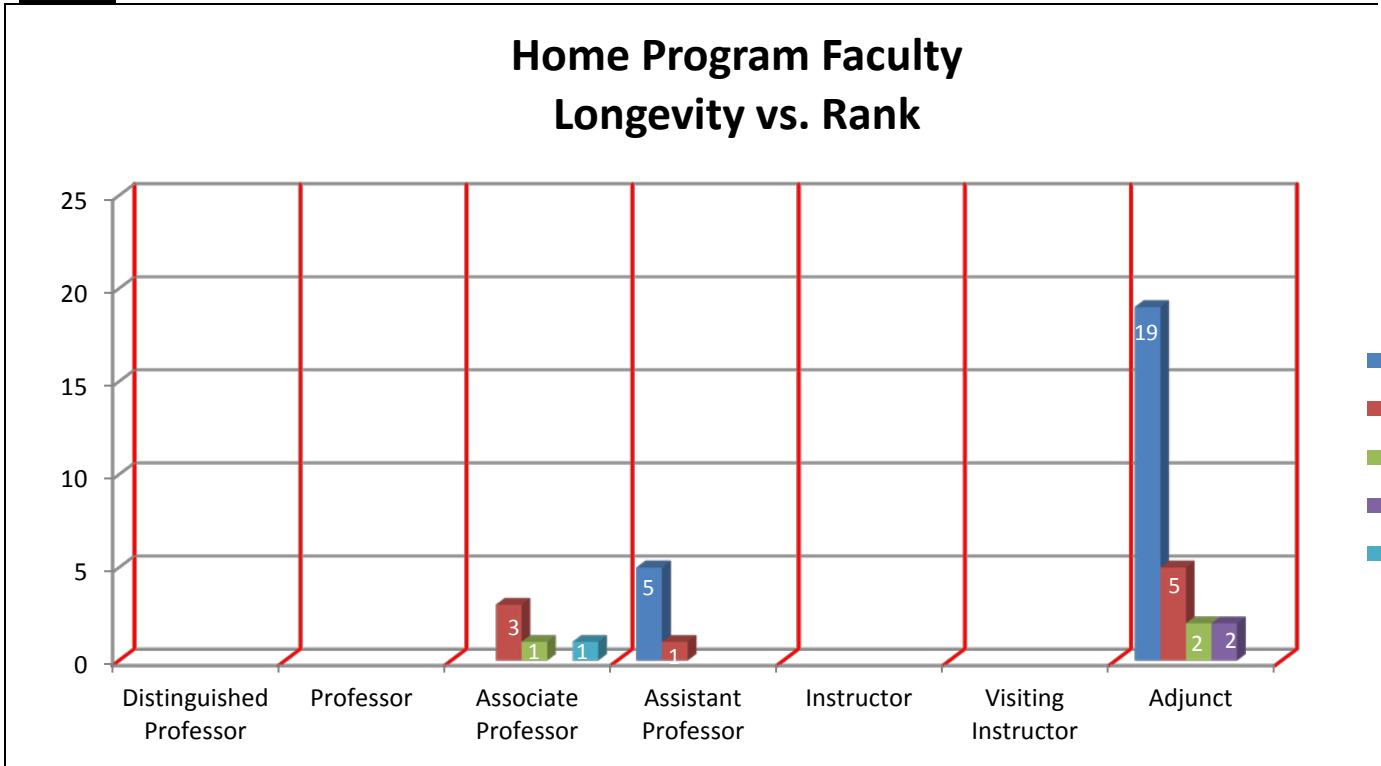


Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	1	1
Hispanic	0	0
Unknown	0	0
White	21	9
Total	22	10

Longevity	
< 5	19
5+	5
10+	2
15+	2
20+	0
Total	28

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
 *Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
 Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 8



Rank	
Distinguished Professor	0
Professor	0
Associate Professor	5
Assistant Professor	6
Instructor	0
Visiting Instructor	0
Adjunct	23
Staff/Adjunct	4
Adjunct - 16+	5
Professor Emeritus	0
Total	43

Longevity	
< 5	24
5+	9
10+	3
15+	2
20+	1
Total	39

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Coordinator Comments about Faculty Complement and Faculty Activity:

Faculty activity from Sedona in 2012 with 2013 updates below.

Presentations

	Year	Conference	Member	Title	Refereed
1	2013	AERA	Boakes, Norma	Changing the self-efficacy and teaching practices of pre-service teachers with technology integration: The ITLA Model	Yes
2	2013	AACTE	Boakes, Norma	Instructional Technology Leadership Academy for pre-service teachers	Yes
3	2012	NJEdge Best Practices Faculty Showcase	Cydis, Susan	How Clickers Impact Student Learning and Outcomes	Yes
4	2012	ANJEE	Ervin, Jeremy	Implementing national EE curricula in science methods course	
5	2012	Crossroads for Science Education Conference	Ervin, Jeremy	Science for All: Inquiry Strategies for Scientifically Literate Citizens	Yes
6	2012	NSTA	Ervin, Jeremy	Science for All	
7	2012	New Jersey Department of Education Grant Conference	Ervin, Jeremy	Analyzing Mock Teaching Through Video Feed	
8	2012	Water Education: Developing 21st Century Solutions Conference	Ervin, Jeremy	Implementing Project Water Education for Teachers (WET) Training into Educational methods Courses.	
9	2012	Imagine the Impact: Providing a learning Journey for All Conference	Lebak, Kimberly	Using Video to Develop Reflective Capacity in Pre-service Teachers	Yes
10	2012	Non Satis Scire: To Know is Not Enough conference	Lebak, Kimberly	Developing Pre-service Science Teachers in Video Centered Communities of Practice	Yes
11	2012	Non Satis Scire: To Know is Not Enough conference	Lebak, Kimberly	Developing Reflective Capacity through the Action Research Process	Yes
12	2012	Re-Imagining Research in 21st Century Science Education for a Diverse Global Community Conference	Lebak, Kimberly	Developing Reflective Practitioners in Video Centered Communities of Practice	Yes
13	2012	Building a Secure World Through International Education Conference	Spitzer, Lois	Language: An Integral part of the Internationalized Curriculum	Yes
15	2012	Networking for Professional Academics in the Arts and Humanities Conference	Spitzer, Lois	Language: An Integral part of the Internationalized Curriculum	Yes
16	2012	Imagine the Impact: Providing a learning Journey for All Conference	Tinsley, Ronnie	Using Video to Develop Reflective Capacity in Pre-service Teachers	Yes
17	2012	Non Satis Scire: To Know is Not Enough conference	Tinsley, Ronnie	Developing Pre-service Science Teachers in Video Centered Communities of Practice	Yes
18	2012	Non Satis Scire: To Know is Not Enough conference	Tinsley, Ronnie	Developing Reflective Capacity through the Action Research Process	Yes
19	2012	Re-Imagining Research in 21st Century Science Education for a Diverse Global Community	Tinsley, Ronnie	Developing Reflective Practitioners in Video Centered Communities of Practice	Yes

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		Conference		
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Grant

	Year	Funding Source	Member	Title	Refereed
1	2012		Ervin, Jeremy	Provost's Faculty Opportunities Fund	
	Year	Target	Member	Title	Refereed
1	2012		Ervin, Jeremy	Gardening for growth: Reformed teaching practices to encourage scientifically literate students	
2	2012		Ervin, Jeremy	Inquiry strategies in higher education to enhance scientifically literate citizens	
3	2012	Cultural Studies of Science Education	Ervin, Jeremy	Plagiaristic knowledge in the science classroom.	

Publications

Boakes, N. (June 25, 2013). Teacher Education Accreditation Council Inquiry Brief- Stockton Teacher Education Program School of Education. Submitted to the Teacher Education Accreditation Council.

Spitzer, L. & Karavackas, I. (2013, May). *Convergence of Will: Administrative and Faculty Contributions to Comprehensive Internationalization*. Poster Session at 2013 NAFSA Conference, Saint Louis, Missouri.

Spitzer, L., Cordero-Roman, A. (2013, June). Language Study: A Necessary Part of the Internationalized Curriculum. *Multicultural Learning and Teaching*. 8, 1, 81–92.

Spitzer, L. & Hollander, Sharon. (2013, May) *Autism Spectrum Disorders and Bilingual/ESL Students*. Invited to present at 2013 NJTESOL/NJBE Conference, New Brunswick, NJ.

Program's Community Engagement for 2012-13:

1. As you may know, Stockton is one of xxx institutions around the country that has been awarded the Carnegie classification for Community Engagement (see link at Stockton Center for Community Engagement website). Please report below any Stockton sponsored community partnership activities in which your program has participated. Please discuss which Stockton and Community groups/individuals collaborated, what the purpose of the collaboration was, and any outcomes achieved this year.

Norma Boakes – Greater Egg Harbor Regional School District & Mullica Township School District– Danielson
 Kim Lebak – Little Egg Harbor School District – Student Growth Objectives
 Norma Boakes, Kim Lebak, Jeremy Ervin, MATH faculty – Math Science Partnership
 Shelly Meyers – Arc of Atlantic County
 Kim Lebak, Shelly Meyers, Susan Cydis, Priti Haria – Pleasantville Schools

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Priti Haria – Headstart Preschools in Lehigh County, PA (future Atlantic City, NJ)
Ron Caro – Rescue Mission of Atlantic City tutoring project

2. Also relevant to the Carnegie classification for Community Engagement are activities done by individuals at Stockton. Such as volunteer work, serving on boards of non-profit agencies, etc. Please report on any such activities you are aware of for individuals in your unit.

Note: no service entries in Sedona for 2012-13

Program Learning Outcomes Assessment Summary for 2012-13:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Qualified entry Candidates	Praxis I/SAT/ACT	100% audit	No correlation	Adopt NJ reg
2. Cert-Eligible	GPA	100% audit	High correlation	Enforce reg
3. Content	GPA	100% audit	Rigor working	Continue
4. Diverse	Praxis II	100% audit	Anticipate slide	Increase prep
	DFG	100% audit	Strong practice	Increase use

See Appendices:

- A – TEAC Inquiry Brief Case Analysis
- B – TEAC Audit Summary
- C – TEAC Panel Recommendation
- D- TEDU Program 12-13 Meetings & Actions Summary

Coordinator Comments about Learning Outcomes Assessment Table:

The TEAC self-study process (Inquiry Brief) provided the TEDU faculty with an opportunity to closely examine every aspect of our program, including intense scrutiny on student learning outcomes. As an academic program leading to licensure, ours is in the unique position of obtaining externally validated learning outcomes data on subject-matter expertise from the NJ-state required Praxis II exams, and on pedagogical effectiveness from college supervisors and cooperating teachers who assess our candidates’ performance in the student teaching semester.

We augment these direct forms of evidence with student responses to a senior survey and with a follow-up alumni survey to gather indirect evidence on the students’ confidence levels, post-completion. In examining three consecutive years of these performance data, the TEDU faculty asserted without hesitation that we are meeting our accreditation claims, which were reaffirmed unanimously by our audit team, our stakeholder survey results, the TEAC staff and expert panel hearing and ultimately, the TEAC Committee on Accreditation itself, which voted to grant seven years of unconditional accreditation with no weaknesses or stipulations.

Program’s Annual Activity Plans for 2013-14:

- Continue to develop and seek approval of new four year degree paths that lead to a bachelor’s degree and teacher certification within other Programs on campus
- Continue initiatives to capture FTF interest in Teacher Education
 - Offering of freshmen seminar courses
 - Utilization of a tracking mechanism to determine interest in TEDU
 - Discuss possibility of outreach to area high schools (particularly those with articulation agreements w/RSC BA Programs)
- Continue work to create a Banner-based system to aggregate data on TEDU students

- Continue articulation with Academic Advising to update and revise advising documents including:
 - Assigning of TEDU preceptors
 - Creation and review of CAPP Audit
 - For new BA degrees w/TEDU concentrations
 - For teacher certification
- Revise advising practices of TEDU Program
 - Utilization of a Preceptor 1 and 2 system to allow for the assignment of TEDU faculty preceptors earlier than entrance into the TEDU Program sequence
 - Review information workshop and orientation during Ed Psychology practices for possible change or removal
- Review current policies and procedures for adjuncts including consideration for structure and set up for monitoring of performance via observation
- Begin creating template syllabi for all program courses to ensure consistency across all TEDU courses
- Update Student Teaching documentation to align with the Danielson 2011 Framework for Teachers including all forms
- Integrate cooperating teacher feedback on candidates into TEDU Program's assessment practices including:
 - Formalization and digital collection of Introductory and Intermediate Fieldwork Feedback forms from cooperating teachers
 - Integration of cooperating teaching feedback during the Student Teaching semester including the Mid- and Final-Evaluation Form
 - Training cooperating teachers via an online module on the use of Danielson's Framework
 - Digital collection of cooperating teacher Mid- and Final-Evaluation Form
- Discuss areas of weakness from the TEDU Program Exit Survey and how they can be addressed with a plan of action for each area identified
 - Special needs
 - ESL
 - Collaboration
- Monitor and continue to align TEDU Program practices with K-12 teacher evaluation practices as the implementation of state-mandated teacher evaluation frameworks take effect (13-14 school year)
- Monitor and consider how to adjust TEDU Program practices to align to upcoming revisions to NJDOE legislation related to teacher preparation programs and teacher licensure
- Monitor and consider how to align the TEDU Program to upcoming CAEP Standards

Dean's Comments:

The TEDU Coordinator has demonstrated outstanding leadership in what proved to be an extremely demanding year of change agendas (the internal shift to four-year programs, the simultaneous external waves of state and national teacher reform in common core curriculum, in performance evaluation and in pupil learning outcomes, to name just a few). With

unwavering commitment to leading a shared faculty project in comprehensive program review, Dr. Boakes not only achieved the end goal of earning unconditional seven-year accreditation for TEDU, but also fundamentally strengthened her colleagues' shared commitment to its ongoing success and to each other. Furthermore, she accomplished these goals not only within the TEDU program and the School of Education, but with the additional newly-forged and in some case recommitted partnerships across the College with our colleagues in every other liberal arts School. Dr. Boakes and all of the TEDU faculty are to be commended for their outstanding work over this past year in particular.

Process for completing the Template:

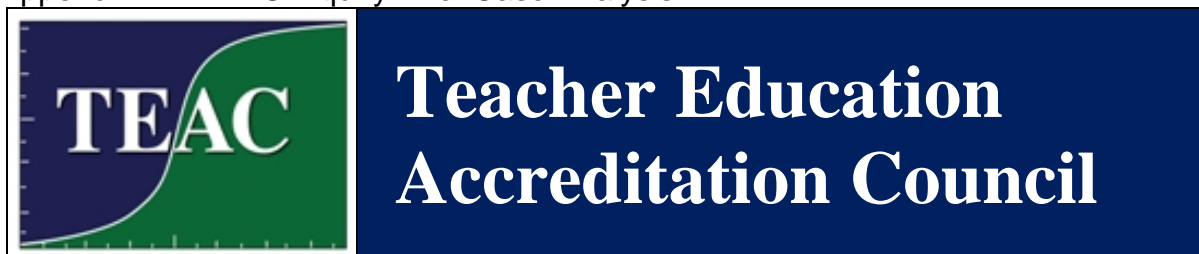
1. Institutional Research completes the data charts by May 1; sends to Deans
2. Grants Office assists in providing Sedona appendices
3. Deans forward the data laden template to Program Coordinators
4. Program Coordinators add their reflections and any appendices by June 30
5. Program Coordinators send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting

*Please contact Maria Spade in Institutional Research & Planning with questions regarding the template.

Email: Maria.Spade@stockton.edu

Phone: x3459

Appendix A – TEAC Inquiry Brief Case Analysis



**TEAC Case Analysis for
The Richard Stockton College of New Jersey
Teacher Education Program
*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 novice teachers demonstrate competence in the subject matter they will teach.

Claim #2: Our novice teachers understand and apply appropriate pedagogy.

Claim #3: Our novice teachers demonstrate caring teaching practices in diverse settings.

Evidence in support of the claims:

Claim #1:

Admission Scores (PPST, ACT and/or SAT); Content field and specialization course completion; Praxis II Scores; Stockton Entrance GPA; Stockton Exit GPA; Cumulative GPA (all institutions); STCRF (Student Teaching Competency Rating Form) & STEF (Student Teacher Evaluation Form ESTEDU (Exit Survey for TEDU); Alumni Surveys

Claim #2

Education/ Pedagogy Course Grades; ESTEDU; Alumni Surveys; Student Teaching Artifacts (STCRF, STFOF-Student teaching formal observation form ,STEF- Mid & Final forms)

Claim #3

Education Experiential Course Grades; Teaching Placements and Performance in Diverse Field Experiences; Alumni Survey; ESTEDU; Student Teaching Artifacts (STFOF, STCRF, Mid & Final STEF)

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

- GPAs at entrance: Stockton content in all program areas exceeded the 2.75 minimum set by the program. GPAs ranged from 2.83 – 3.67.
- GPAs from all schools: with the exception of a Spanish candidate who entered the program when the GPA requirement was 2.5, all program area GPA means range from 2.68 – 3.91.
- GPAs at exit: 2.92 – 3.93 means all above 2.75 threshold.
- Praxis II cut score means range from 146 – 177.71 (cut score 141) in all program areas.
- ACT, PPST and SAT mean scores all above the program threshold (ACT 21, SAT 1100, PPST 171/171/171 pre 2010 and 175/174/173 post 2010).
- Student Teaching Ratings: the program rates candidates' student teaching experience using Charlotte Danielson's Framework for Teaching as aligned to the New Jersey Standards for Teaching. Candidates earned a mean rating of 2 (out of 3), a novice level of performance (referred to as "basic" in Danielson rubric) by the final evaluation for both years reviewed. Variations in the final STEF ratings are moderate ranging from 0.45 to 0.56. For the older STCRF, program completers also rated high with all earning a mean above 3 (out of 4) by the final STCRF.
- Alumni and Exit Surveys: mean scores and frequencies indicate graduates are prepared to teach their subject matter.
- [Audit Task A11](#) 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

- Student teaching ratings: See description under Claim 1 above.
- Alumni and Exit Surveys: mean scores and frequencies indicate graduates are prepared in pedagogy.
- Pedagogy course grades: mean grades and standard deviations meet or exceed the Program standard of B- or better for all courses in the Professional Education Sequence.
- Student Teaching Artifacts: lesson plans for formal observations were submitted via the Taskstream submission system. Faculty found that the number of required formal observations were met 100% of the time by the cooperating teachers and college supervisors. The program utilizes rubrics and the mentoring process to assess the quality of the artifacts.
- [Audit Task A12](#) 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

- Student teaching ratings: See description under Claim 1 above.
- Alumni and Exit Surveys: mean scores and frequencies indicate graduates are prepared to be caring and committed professionals.
- Experiential Education Courses: The majority of grades fall in the A range. Faculty noted the upward in the mean grade earned as students move through coursework. TEDU faculty intent is to build students' abilities from semester to semester, so the incremental change is encouraging and supports the structure of the fieldwork experiences leading to student teaching. In all but one case (Spanish), the strongest mean grade earned is during the final, student teaching experience. Faculty see this as an indication that holding students to high standards of performance leading up to this semester has a cumulative impact on their student teaching experience. Faculty recognize that the data presented in Claim 2 related to unsuccessful attempters (see [Table 4.11](#)), including those who perform below Program standard (C+ or lower) and any withdraws, may also contribute to the strong mean GPAs remaining for those who succeed in educational experiential courses as a whole.

- Diverse Field Experiences: assessed through a series of structured assignments, housed in a journal. Assignments are designed to connect what is learned in the college classroom with the K-12 field experience. As verified by the audit, [Table 4.20](#) in the Brief shows that all students performed significantly higher than the 2.7.
- [Audit Task A13](#) 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

- Student teaching ratings: See description under Claim 1 above.
- Alumni and Exit Surveys: mean scores and frequencies indicate graduates are prepared to be caring and committed professionals.
- 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.
- Diverse Field Experiences: noted in Claim 3 above. Every candidate is required to have a field placement in a diverse school as identified by the New Jersey Department of Education. See [Audit Task A7](#).
- Pedagogy course grades: mean grades and standard deviations meet or exceed the Program standard of B- or better for all courses in the Professional Education Sequence.
- [Audit Task A14](#) 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 A8](#), and [Audit Task A15](#) 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 5-12](#) of the *Inquiry Brief*.
- [Audit Task B1](#), [Audit Task B7](#), 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 65-71](#) of the *Inquiry Brief* ways in which they have related evidence to plans and recommendations, data concerns, programmatic changes, and system changes.
- [Audit Task B5](#), [Audit Task B7](#), [Audit Task B8](#), and [Audit Task B9](#) indicate 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 77-104 of the *Inquiry Brief* indicates that the faculty found that the quality control system was working as designed.
- [Audit Task B2](#), [Audit Task B3](#), [Audit Task B4](#), and [Audit Task B6](#) indicate a strong and effective quality control system.

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

None

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

None

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

Appendix B – TEAC Audit Summary



DRAFT

DRAFT

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TEAC Audit Report

**Based on the *Inquiry Brief* of the
The Richard Stockton College of New Jersey
Teacher Education Program
Galloway, NJ
March 4-7, 2013**

First draft of audit report sent to program faculty on: April 15, 2013

Final audit report accepted by program faculty on: April 18, 2013

Audit team Members:

Joe Lubig, Associate Dean for Teacher Education and Director of Education, Northern Michigan University, Marquette, MI, *Lead Auditor*

Melanie Biermann, TEAC Vice President for Member and State Relations, Newark, DE, *Consulting Auditor*

Robert J. Rosado, Director, Field Based Education, Caldwell College, Caldwell, NJ, *Consulting Auditor*

Robert Previti, Retired Superintendent of Schools for Brigantine Public School District, NJ, *Local Practitioner*

Brief authors:

The *Inquiry Brief* was authored by all faculty members in the Teacher Education Program with Dr. Norma Boakes serving as the primary author.

TEDU Program Coordinator Report 12-13

Approved by the Teacher Education Program faculty on November 5, 2012

I. Introduction

Summary of the Case The Richard Stockton College of NJ Teacher Education Program (TEDU)²

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 authored by all faculty members in the Teacher Education Program (TEDU) with Dr. Norma Boakes serving as the primary author. Initial drafts of the Brief were discussed at faculty meetings on September 26, 2012 and November 2, 2012. This final draft was approved by the faculty on November 5, 2012.

Introduction:

Founded in 1969 as a public, four-year college, the Richard Stockton College of New Jersey offers baccalaureate and graduate level programs in the arts, sciences, and professional studies. The College added Graduate Studies in 1997. Approximately 30% residential, Stockton's main campus is located at the edge of New Jersey's Pinelands National Reserve, 12 miles northwest of Atlantic City. The College also offers courses at its own locations in Atlantic City, Hammonton, Manahawkin and Woodbine, in addition to the courses offered in partnership with our local school districts, on-site in their buildings.

In the mid-1990s, Stockton designed a New Jersey DOE-approved, post-baccalaureate program in Teacher Education known as the Stockton Teacher Education (TEDU) Program. The Stockton School of Education (SOE), established in 2008, is one of eight schools within Stockton College that offers degree programs. As a post-baccalaureate program, TEDU is not a "major" in education at Stockton. Students earning their first BA from Stockton must select from one of the four schools (Arts & Humanities, General Studies, Natural Sciences and Mathematics or Social and Behavioral Sciences).

The TEDU Program offers students personalized guidance from the time of admission until graduation. All Stockton students participate in a unique General Studies Program, which focuses on interdisciplinary connections. The TEDU Program maintains strong connections with K-12 schools and leverages this relationship to

² The Richard Stockton College Teacher Education Program prepares candidates at the undergraduate or post-baccalaureate level leading to recommendation for certification in elementary teacher certification K-5 with optional middle grade specializations (6-8) and K-12 subject area (commonly known as secondary) teacher certifications. Optional middle grade specializations include mathematics, science, language arts, and social studies. Subject specific options include art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies, and world languages. The state of New Jersey, at its discretion, offers teacher certification to program completers in these areas.

network with over 200 school sites to provide a diverse fieldwork intensive program. Regular feedback from school-based personnel on candidate performance throughout the program is used for program review and development.

There are twelve (12) full-time faculty, all with earned terminal degrees, teaching in the program. Forty-five (45) adjuncts serve in the School of Education as adjuncts teaching one to two courses each per year. Data for the most recent years' completers used in the Brief and current enrollments appear in Table 1 below:

Table 1
Completers and Enrollment in the Richard Stockton College
Teacher Education Program (TEDU)

Table 1: Program Completers and Current Enrollment by Area

	2009-10	2010-11	2011-12	2012-13*
Elem Content	126	118	119	71
MS Lang Arts	36	29	37	7
MS Math	22	24	29	17
MS Science	17	8	9	6
MS Soc St	14	8	7	6
SS Art	7	8	5	3
SS Biol	9	10	3	4
SS Chem	-	-	1	1
SS Engl	21	19	10	15
SS Math	9	10	7	9
SS Phys	1	-	1	-
SS Soc St	20	16	12	15
SS Spanish	1	4	2	2

*As of 3/4/13

Program claims:

The program makes three claims about its program completers in that they:

1. demonstrate competence in the subject matter they will teach;
2. understand and apply appropriate pedagogy; and
3. demonstrate caring teaching practices in diverse settings.

Evidence supporting the claims

The program relies on five lines of evidence in support of its claims:

1. Overall Grade Point Averages (GPA) at entry (3.20 manual cumulative/3.38 Stockton mean) and exit (3.53 mean), and individual coursework in Professional Education;
2. Praxis II (mean scores in all areas exceeded minimum in all 14 areas with the exception of Spanish in '09-'10)
3. candidate evaluations aligned with Charlotte Danielson's Framework for Teachers completed by outside evaluators and supervising teachers during

- student teaching;
4. a program completer Exit Survey on a 4 point scale (means range from 2.62 – 3.86) and Alumni Surveys on a 4 point scale (means range from 2.08 – 3.73); and
 5. evaluation of candidate performance in fieldwork and diverse settings.

In addition, the TEDU utilizes data from the Department of Education and student teaching artifacts to inform program decisions.

The program has investigated the reliability and validity of its assessment measures using a variety of means including review by external experts; criterion and content validity; inter-rater scoring exercises; and intra-class and inter-item correlations.

Internal audit:

Weekly meetings conducted from September 5 through October 31, 2012 fostered the development of an internal audit plan. After agreeing upon the revised plan, nine faculty members, assisted by the Dean and Assistant Dean, worked individually and in teams to perform an internal audit of the quality control system. Program Coordinator Norma Boakes consolidated all of the faculty findings. The internal audit found the quality control system to be working as designed, in general, and identified Resources as an area greatly improved since the last audit visit: “Physical facilities at Stockton have undergone dramatic improvements over the past several years, and in particular, classrooms and faculty offices are now of much better quantity and quality.”

Plans for program improvement

The program identified the following areas as priorities:

- Re-instate previous practice allowing for cooperating teachers to rate student teachers separately from college supervisors, possibly moving to an online submission
- Review and discuss admission policy as it relates to manually-calculated GPAs (no correlation to graduates’ studies at Stockton)
- Act on findings in the Exit Survey in areas of special needs, ESL and collaboration
- Implement New Jersey guidelines in evaluation of in-service teachers to guide evaluation of student teacher performance
- Enhance on-campus facilities in the area of technology to mirror K-12
- Explore recruitment practices to increase diversity of candidates and faculty
- Consider options to increase the Quality Control System in the areas of syllabi templates, adjunct mentoring and checklists for candidate files

Statement regarding commitment and capacity:

The faculty concluded that The Richard Stockton College is committed to the Teacher Education Program (TEDU) and that there is sufficient capacity to offer a quality program.

Acceptance of the Summary of the Case:

The faculty accepted the Summary of the Case as accurate on March 4, 2013.

Audit logistics:

The audit team performed its work in Room 230 in the J Building. Interviews with academic officers, faculty, students and classroom teachers took place in the D, F and J Buildings on The Richard Stockton College of New Jersey campus.

Audit opinion

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

II. Audit Map

Audit tasks are organized by TEAC elements & components and are noted as Verified, Verified with Error, Not Verified, or Disclaimer. Audit Task numbers are hyperlinked to the audit tasks in the accompanying report.

TEAC Component	Verified	Verified with Error	Not Verified	Disclaimer
1.1 Subject matter	A1, A2, A5, A10, A11			
1.2 Pedagogy	A1, A4, A10, A12			
1.3 Caring and effective teaching skill	A1, A7, A10, A13			
1.4 Cross-cutting themes	A1, A3, A7, A14			
1.5 Evidence of reliability and validity	A6, A8, A15	A9		
2.1 Rationale for assessments	B1, B7, B8			
2.2 Use of evidence	B5, B7, B8, B9			
2.3 Quality control system	B2, B3, B4, B6			

III. Method of the Audit

The TEAC staff and the auditors selected a number of targets from the *Brief* and created tasks designed to verify these targets. (A target is any aspect of the *Brief*, such as text, data, or a figure, which is related to any of TEAC's principles and standards.) In addition, the auditors may have created follow-up audit tasks based on their on-site experiences.

With regard to any one component of the TEAC system, the auditors employ a range of tasks. Some tasks (the clarification questions) are intended to clarify the meaning of targets in the *Brief* that are unclear to the auditors. Most tasks are straightforward probes designed to verify or confirm the target (e.g. recalculating figures, interviewing informants, examining catalogs, policy manuals). Some tasks seek to reconcile multiple representations of the same target in the *Brief* for internal consistency (e.g., the figures in two tables on the same point, restatements of the target in other places of the *Brief*). A few tasks seek to corroborate the target by examination of evidence not cited in the *Brief*, but relevant to assertions in the *Brief*. The auditors may corroborate the evidence in the *Brief* by new or extended statistical analyses of the evidence cited in the *Brief* and related evidence outside the *Brief* (e.g., on-site and on-line surveys of key informants).

The auditors will also, whenever it is possible and feasible, examine the *primary* source for any target (e.g., the actual rating or survey forms, formal documents, student portfolios, artifacts, roll & grade books, classroom facilities, budgets, correspondence).

IV. Audit Findings

The audit findings consist of clarification task findings and audit task findings. Both clarification tasks and audit tasks consist of a target from the *Brief* and a probe about that target. The audit tasks are associated with specific components of the TEAC system, which are denoted in parentheses following the task number.

Clarification Tasks

This section of the report contains tasks or questions intended to clarify or elaborate statements in the *Brief*:

None.

**A. Tasks Related to Quality Principle I:
Evidence of Candidate Learning**

This section of the report addresses targets associated with *Quality Principle I: Evidence of Candidate Learning*, which has the following requirements:

Program Content and Outcomes

- 1.1 **Subject matter knowledge.** The program candidates must learn and understand the subject matter they will teach.
- 1.2 **Pedagogical knowledge.** The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.
- 1.3 **Caring and effective teaching skill.** The program candidates must be able to teach effectively, professionally, and in a caring manner.
- 1.4 **Cross-cutting liberal education program content themes.** For each component of element 1.0, the program must also address three cross-cutting liberal education themes:
 - 1.4.1 **Learning how to learn.** Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills that will support lifelong learning in their field.
 - 1.4.2 **Multicultural perspectives and accuracy.** Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.
 - 1.4.3 **Technology.** Candidates must know the technologies that enhance student learning and the work of leaders and staff. TEAC requires evidence that graduates have acquired the basic productivity tools of the profession.
- 1.5 **Evidence of valid assessment.** The program must provide evidence regarding the trustworthiness, reliability, and validity of the evidence produced from the assessment method or methods that it has adopted.

Audit Task A1 (1.1, 1.2, 1.3 & 1.4)

Target: Corroborate program claims in Table 2.1 (page 4) in the Brief as aligning with TEAC Quality Principles 1.1 – 1.4.

Probe: Auditors conducted on-site paper/pencil surveys of program faculty, adjuncts, cooperating teachers, student teacher supervisors and candidates.

Finding: All populations surveyed (N=53), Tables A1.a – A.1d, ranked the TEAC Quality Principles 1.1-1.4 in the “Adequate”, “More Than Adequate” or “Excellent” ranges. Two faculty members (15%) ranked preparedness to “...teach students who are different culturally” as “Barely Adequate”.

Table A.1a Student Teacher Supervisor Survey 3-5-13 Stockton							
n=13	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent

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Please rate the following relative to your students' abilities to							
...understand the subject(s) they will teach			1	7	5		100%
...understand the methods of teaching			2	8	3		100%
...teach in a caring and effective manner				6	7		100%
...teach students who are different culturally			2	8	3		100%
...use educational technology in their teaching				3	10		100%
....grow professionally by learning on their own			1	7	5		100%

Table A1.b Cooperating Tchr & Adjuncts Survey 3-5-13 Stockton							
n=17	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following relative to your students' abilities to							
...understand the subject(s) they will teach			1	10	5		100%
...understand the methods of teaching			4	9	4		100%
...teach in a caring and effective manner				8	9		100%
...teach students who are different culturally			3	9	6		100%
...use educational technology in their teaching			5	7	5		100%
....grow professionally by learning on their own			4	8	5		100%

Table A1.c Faculty Survey 3-6-13 Stockton							

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n=13	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following relative to your students' abilities to							
...understand the subject(s) they will teach				3	9	1	93%
...understand the methods of teaching			1	1	11		100%
...teach in a caring and effective manner			1	1	11		100%
...teach students who are different culturally		2	1	7	3		85%
...use educational technology in their teaching			3	6	4		100%
...grow professionally by learning on their own			1	2	10		100%

Table A1.d Student Teachers 3-6-13 5:00-6:00 PM J228							
n=10	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following relative to YOUR ability to							
...understand the subject(s) you will teach				4	6		100%
...understand the methods of teaching				5	5		100%
...teach in a caring and effective manner				2	8		100%
...teach students who are different culturally from you			3	4	3		100%
...use educational technology in your teaching				5	4		100%
...grow professionally by learning on your own			1	5	4		100%

Verified – populations are in agreement that program’s claims align with TEAC Quality Principles 1.1-1.4

Audit Task A2 (1.1)

Target: “Rationale: The TEDU faculty believe that in addition to meeting or exceeding “satisfactory” grades in each content area course as outlined above, candidates must also maintain their overall “good” 2.75 GPA or better threshold all the way through our program: from entry to completion. TEDU faculty raised this threshold from 2.5 in 2010 in response to a rise in state GPA requirements for certification” (page 6) and Table 4.11 on page 37.

Probe: Auditors interviewed the Assistant Director of Teacher Education-Placements, Mr. Andre Joyner, and reviewed candidate files for the 3 year period addressed in the Brief focusing on students removed from the program.

Finding: Eleven students were unable to complete the program with a high enough GPA to be successful. In all but one case each decided to leave the program on their own. One student attempted student teaching again, but was unsuccessful and withdrew. Students not meeting requirements meet with Mr. Joyner, the Assistant Dean and the author of this brief. Measures are then instituted to try to improve the student’s performance; however, for this group of 11 the measures could not overcome documented deficiencies.

Verified – candidates are held to GPA requirements

Audit Task A3 (1.4)

Target: “Students of the TEDU Program also develop and strengthen their utilization of technology as part of the TEDU Program’s technology based experiences” (page 27).

Probe: Auditors interviewed cooperating teachers and student teachers about use of technology for teaching and learning and to determine the extent to which it is modeled for them in the program.

Finding:

Audit Task A1 on-site survey results initially support candidates’ use of technology. Interviews with cooperating teachers (3-5-13) supported this notion in that students did a great deal of preparation for the lessons they presented and integrated the use of technology as much as possible. Comments such as, “The level of research and preparation student teachers put into their lessons was impressive” and “They use all resources, including technology, to present an effective lesson.”

Student teachers (3-6-13) provided examples of use of on-campus technologies used to practice their teaching which in turn allowed them to be better prepared in their student teaching classroom. Candidates concurred that they must utilize technology

to function in the School, as outlined by the Brief on page 27, but they are also a part of the technology in the sense that they use it for planning and teaching and that it is modeled for them by their faculty. The student teachers confirmed that the objectives of **INTC 3610: Instructional Technology for K-12 Teachers** were met when they took the course.

Verified – candidate use of technology is evident

Audit Task A4 (1.2)

Target: “And we also believe that teaching requires skill and practice in pedagogy, a rich understanding of how students learn, and a diverse variety of field service experiences to develop the capacity to turn theory into practice and grow into a caring professional.” (page 3) and “Our novice teachers understand appropriate pedagogy” (page 7).

Probe: Auditors reviewed six fieldwork journals (2 introductory journals; 4 intermediate journals) required of candidates.

Finding: Journal evidence was consistent. Candidates document key pedagogical terms/concepts as observed in field placements; connect on-campus learning to fieldwork; include rich examples and reflection on K-12 lessons observed; develop lesson plans based on sound pedagogical practices as learned and observed; connect field experiences to the makeup of the school as evidenced through documented student demographics for each site.

Verified – candidates acquire pedagogical skill and practice in field placements

Audit Task A5 (1.1)

Target: “We require candidates to be highly qualified for the subjects they hope to teach” (page 7).

Probe: Auditors conducted an analysis of 15 applicant files to assure they met highly qualified status.

Finding: All files reviewed met highly qualified status in content areas.

Verified – candidates are highly qualified in content

Audit Task A6 (1.5)

Target: “Reliability of grades is highly dependent upon the instructor that issues a grade in a particular course. Recognizing this as a threat to reliability of grades as an indicator of student ability, TEDU faculty make efforts to ensure that core course requirements are taught by experts in the content of that course and that faculty meets frequently to reach consensus on grading standards. “In cases where adjuncts are utilized, the lead faculty model and practices for hiring ensure that courses are maintained within program guidelines” (page 21).

Probe: Auditors conducted a survey of student teachers (n=10) as to the quality of their courses and the that teach them as it relates to expertise.

Finding: Table A6 shows that student teachers are confident in the faculty's ability to teach the courses and the content embedded in those courses. One student teacher identified a content area faculty member as “Barely Adequate” and written comments focused on a social studies course where the instructor was perceived as not putting in adequate effort. However, as the survey demonstrates, comments from others ranged in the affirmative with written feedback from student teachers identify the quantity and quality of field work where candidates were able to try out their learning as the prevalent theme relating to quality.

Table A6							
Student Teachers 3-6-13 5:00-6:00 PM J228							
n=10	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items related to your COURSES							
Courses in which you learned about the subject(s) you will teach				6	4		100%
Courses in which you learned methods of teaching				2	8		100%
Courses or experiences in which you learned how to teach				1	8		100%
Please rate the following items related to your FACULTY							
Faculty who taught you about the subject(s) you will teach		1		1	7	1	90%
Faculty who taught you methods of teaching					9		100%
Faculty or cooperating teachers who taught you how to teach				3	7		100%

Verified – grading and course quality are reliable

Audit Task A7 (1.3 & 1.4)

Target:

Caring and Committed -

A major element of our current TEDU Program, and another important measure of practices in diverse environments, is the emphasis placed on **teaching placements in diverse settings** as part of the four total field experiences students are required to complete within the Professional Education course sequence. These include: a 40 hour experience during the admission semester (PSYC 3391 or PSYC 3890); an 80 hour experience during the Introductory semester of the Professional Education sequence (EDUC 4101); an 80 hour experience during the Intermediate semester of the Professional Education sequence (EDUC 4600); and the 15 week student teaching experience (EDUC 4900) during the final semester of the Professional Education sequence.

Students are asked to diversify these placements in many ways including:

- At least one field experience in a DFG A or B school, identified as “at risk” based on several factors determined by New Jersey’s classification system (discussed in Section 1 of this report),
- At least one middle school fieldwork experience (page 23)

Learning how to Learn – “Another measure of the ability of self-guided learning is inherent in performance of students in the **educational experiential course sequence** they must take as part of the TEDU Program. These same courses were discussed in the context of caring teaching practices within Claim 3” (page 25).

Probe: Auditors conducted an analysis of the fieldwork journals for evidence of candidate initiated documentation and reflection on diverse school settings. This journal review was used to probe further through an interview of student teachers (3-6-13).

Finding: Candidate field journals contain evidence of documentation and reflection on school settings. Data from the NJ School Report Card (K-12 student LEP, mobility rates, language diversity, disabilities, level of district resources, etc.) are inserted into the journals and used by the candidates to reflect on the placement and the subsequent teaching they observe and participate in. Interviews with student teachers confirmed that they are required to seek out diverse placements utilizing the NJ District Factor Group indicators as their primary source. When asked how candidates are to learn on their own to improve their practice and how the program supports that through caring, they said:

- Being in the field, they make you go to a Factor A or B school where you have to go to a school that is nothing like you grew up with your whole life
- Started with the very first class and then it unraveled as we went through the class

- Family Schools and Communities with Professor Hall – he makes us think about things we haven't had to think about it made me appreciate the things I have and not everybody is like me
 - Doug Lemov's book
- Focusing a lot on differentiation for different students (learning style, interest, IEP, home life) using Taskstream for students of all abilities which is just knowing your students better and to help them improve

An additional piece of evidence from an on-site survey of Cooperating Teachers is provided in Table A7:

Table A7 Cooperating Teachers Survey 3-5-13 Stockton							
n=8	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items							
Your student teachers' preparation as caring and effective educators				4	4		100%

Verified – candidates demonstrate caring within the context of learning how to learn

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Audit Task A8 (1.5)

Target: “Charlotte Danielson’s Framework for Teacher’s (FfT) (2011; 2007) also serves as a guide for the TEDU Program. The FfT was added after careful analysis by TEDU faculty on how we could further assess our students’ performance in relationship to our program claims based on what was learned during the IBP process (Tinsley, 2010)” (page 4).

“To increase reliability, the TEDU Program Coordinator, the author of this brief, provides training on the use of Danielson’s FfT to college supervisors who serve as the main evaluators of candidate’s performance during student teaching. “Program faculty (who also receive formal training on the Danielson FfT- see *MAED TEAC Inquiry Brief*) participate in inter-rater scoring exercises to increase reliability” (page 19).

Probe: Interview parties responsible for the use of the FfT and the extent to which faculty have confidence in this framework as a reliable and valid instrument.

Finding: Table A8 shows that Cooperating Teachers find the training and materials related to the Danielson Framework “Adequate” to “Excellent” and that they understand the program’s goals, logic and structure.

Table A8 Cooperating Teachers Survey 3-5-13 Stockton							
n=8	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items							
The training and materials you received to guide you in your evaluation of student teachers			2	4	2		100%
Your understanding of the program's structure, goals and logic				6	2		100%

A review and discussion with program faculty and supervisors based on the materials in the *MAED and TEDU TEAC Inquiry Brief* demonstrated that the review of video episodes to establish expectations and to create a shared understanding around the framework is done as outlined in the Brief. Page 22 of the Brief states that TEDU faculty review student teaching evaluations at mid-term and at the 15 week mark and that the supervisors see growth in student teachers over the entire experience. Student teacher interviews confirmed that they have confidence in the evaluation tool as faculty, cooperating teachers and supervisors are able to speak to the framework using the same language and consistent examples to help them improve.

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The State of NJ has approved Danielson as an evaluation tool and the majority of supervisors who work in Stockton's program interviewed on this audit are conducting training to assist local districts with the implementation of the model.

Training materials and agenda for Danielson Framework trainings were made available to the auditors.

Verified – those involved with the program provide evidence that Danielson is a reliable and valid tool to assess candidates

Audit Task A9 (1.5)

Target: "TEDU faculty engages college supervisors, deeply experienced practitioners, who observe student teachers a minimum of six times during the Student Teaching Semester, providing formative feedback during four of the visits, and summative scores at mid-term and final" (page 6) and "We seek regular feedback from school based personnel on our candidates' performance" (page 2).

Probe: Auditors conducted an on-site survey and interview of cooperating teachers to determine faculty/supervisor engagement with cooperating teachers.

Finding: Cooperating teacher feedback is below in Table A9. As identified in Audit Task A8, cooperating teachers find the materials and training and their understanding of the program to be at a minimum, adequate with the majority saying it is "More Than Adequate or Excellent". However, 25% of the cooperating teachers in the survey/interview said their relationship with faculty is "Barely Adequate". Comments from the two cooperating teachers who ranked this category at "2" were: "I have only spoken with the supervisor of my student teacher three times since the student teacher came into the school" and "I have students who do fieldwork. My Assistant Director is the liaison [sic] between the faculty (Andre Joyner) and our staff. I do not have a lot of contact with the faculty."

Table A9 Cooperating Teachers Survey 3-5-13 Stockton							
n=8							
Please rate the following items	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Your relationship with the faculty in the program		2	2	2	2		75%
The training and materials you received to guide you in your evaluation of student teachers			2	4	2		100%
Your understanding of the program's structure, goals and logic				6	2		100%

Verified with error – minor discrepancy with 75% of cooperating teachers from on-site interview agreeing they an adequate to excellent relationship with faculty

Audit Task A10 (1.1, 1.2 & 1.3)

Target: Corroborate program claims with cooperating teachers.

Probe: Interview cooperating teachers using program claims as a guide:

1. Our novice teachers demonstrate competence in the subject matter they will teach.
2. Our novice teachers understand and apply appropriate pedagogy.
3. Our novice teachers demonstrate caring teaching practices in diverse settings.

Finding:

- In section 2 page 4 of the Brief it states “TEDU faculty asserts that we prepare novice teachers to be competent in both subject matter and pedagogical skills as well as to be caring practitioners” Cooperating teachers indicated that they found student teachers to be knowledgeable and well prepared to begin student teaching. They understood their content as well as the best methods to deliver the content. They saw students as self starters and willing to go the extra mile.
- Throughout the brief the program emphasizes that Danielson’s Framework serves as a guide to the TEDU program. Cooperating teachers emphasized this point in terms of how much they have learned about the program because of the use of this model which permeates all aspects of the program.
- Claim 2: “Our novice teachers understand and apply appropriate pedagogy”. This claim was addressed during this meeting by the cooperating teachers who indicated students understood all facets of instruction when they came to student teach.
- Claim 3: “Our novice teachers demonstrate caring teaching practices in diverse settings.” Cooperating teachers were drawn from districts with high concentrations of minority students. Although this is sometimes more of a function of the college’s location, students are still placed in a variety of settings where they deal with urban student needs and are successful with this group of students. (also on page 23 of brief)
- Page 18 Student Teaching Competency Rating Form – “Levels of performance and categories listed match with Danielson’s framework exactly”- Cooperating teachers indicated they have used faculty at Stockton as a resource for understanding the framework and it has also assisted in their understanding for their own evaluations as teachers, since many districts in the area have adopted the same framework.
- Alumni Survey page 34 – “A review of mean scores for each prompt reveals that alumni feel prepared in most areas.” During the meeting several cooperating teachers indicated they were alumni and volunteer that they felt they were selected in these very competitive NJ job market because of the outstanding preparation they received at Stockton. One Alumnus stated they were at a session with over 500 applicants and felt she was selected with other Stockton candidates due to their preparation in the program.

Verified – program survey and cooperating teacher interview correlates with subject, pedagogical and caring claims

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Audit Tasks A11-A15

The following audit tasks are from the TEAC online survey of the program's candidates, faculty and cooperating teachers. Prior to the audit TEAC requests email addresses for program faculty, program candidates, and cooperating teachers who work with the program.

“Due to the technical reasons, except for TEDU cooperating teacher survey, we were unable to conduct closed link surveys like we usually do. Instead, we conducted an open link survey for the rest of the groups. The survey links were sent to Dr. Kimberly [Lebak] and Dr. [Norma] Boakes. They distributed surveys to their faculty and students for both programs and college advisers for TEDU program on April 1st” (Lei Chen, Program Assistant, Teacher Education Accreditation Council; email communication 4.15/2013).

Table A below indicates how many in each category were invited to take the email survey, how many of the emails were successfully delivered, how many opened the email, and how many and what percentage responded to the email survey:

Table A
On-Line Survey Responses

	Invited	Email Delivered	Email Opened	Responses Completed	Percentage Responding
Program Faculty	46	46	NA	23	50.00%
Program Candidates	210	210	NA	67	31.90%
Cooperating teachers	61	61	44	33	54.10%

Candidates responding to the survey were asked to report their overall GPA. The mean GPA of the responding candidates was 3.51, which is higher to the lowest required GPA of 2.75 of program candidates reported in the Brief.

Audit Task A11 (1.1)

Target: Results of subject matter knowledge assessments

Probe: Corroborate the results of the program assessments of subject matter knowledge by determining that TEAC on-line and on-site survey results reflect those of the program assessments.

Finding: The TEAC on-line and on-site survey results are given in **Table A11** below:

Table A11
On-Line Candidate, Faculty and Cooperating Teacher Mean Ratings on the Adequacy of the Candidates' Accomplishments in Subject Matter Knowledge

Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
Candidate ratings of own knowledge	3	5	4.52	0.56

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Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
Candidate ratings of adequacy of courses	3	5	4.17	0.71
Candidate ratings of adequacy of faculty	3	5	4.61	0.58
Faculty ratings of candidate knowledge	3	5	4.38	0.59
Cooperating Teacher ratings of candidate knowledge	2	5	4.12	0.86
College advisors ratings of student knowledge	3	5	4.32	0.65

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

Faculty and candidate ratings of knowledge and adequacy are all in the “More than Adequate” range. Cooperating teachers rate candidates on the high end of “Adequate” showing their perceptions of candidate knowledge as reflective of the on-site survey found in A1.

Verified

Audit Task A12 (1.2)

Target: Results of pedagogical knowledge assessments

Probe: Corroborate the results of the program assessments of pedagogical knowledge by determining that TEAC on-line and on-site survey results reflect those of the program assessments.

Finding: The TEAC on-line and on-site survey results are given in **Table A12** below:

Table A12

On-Line Candidate, Faculty and Cooperating Teacher Mean Ratings on the Adequacy of the Candidates' Accomplishments in Pedagogical Knowledge

Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
Candidate ratings of own knowledge	2	5	4.37	0.71
Candidate ratings of adequacy of courses	2	5	4.25	0.84
Candidate ratings of adequacy of faculty	3	5	4.48	0.75
Faculty ratings of candidate knowledge	3	5	4.43	0.68
Cooperating Teacher ratings of candidate knowledge	1	5	3.88	0.99

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Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
College Advisors ratings of student knowledge	3	5	4.14	0.64

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

Online survey results corroborate on-site findings in audit tasks A1, A4 and A6 with online survey of cooperating teachers showing a slight downtick in candidate knowledge.

Verified.

Audit Task A13 (1.3)

Target: Results of teaching skill assessments

Probe: Corroborate the results of the program assessments of teaching skill by determining that TEAC on-line and on-site survey results reflect those of the program assessments.

Finding: The TEAC on-line and on-site survey results are given in **Table A13** below:

Table A13
On-Line Candidate, Faculty and Cooperating Teacher Mean Ratings on the Adequacy of the Candidates' Accomplishments in Teaching Skill

Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
Candidate ratings of own knowledge	3	5	4.58	0.68
Candidate ratings of adequacy of courses	2	5	4.30	0.86
Candidate ratings of adequacy of faculty	2	5	4.45	0.79
Faculty ratings of candidate knowledge	3	5	4.48	0.60
Cooperating Teacher ratings of candidate knowledge	2	5	4.39	0.83
College advisors ratings of student skill	3	5	4.64	0.66

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

Means in this area correlate with comments from faculty, students and administration that candidates are receiving quality field experiences and feedback on the management and care of children.

Verified.

Audit Task A14 (1.4)

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Target: Results of cross-cutting themes assessments

Probe: Corroborate the results of the program assessments of cross-cutting themes by determining that TEAC on-line and on-site survey results reflect those of the program assessments.

Finding: The TEAC on-line and on-site survey results are given in **Table A14** below:

Table A14
On-Line Candidate, Faculty and Cooperating Teacher
Mean Ratings on the Adequacy of the Candidates' Accomplishments in
The Cross-Cutting Themes

Topic of Survey Question	Minimum Rating	Maximum Rating	Mean Rating	STD
Learning how to Learn				
Candidate ratings of own knowledge	3	5	4.54	0.66
Faculty ratings of candidate knowledge	3	5	4.30	0.76
Cooperating Teacher ratings of candidate knowledge	2	5	3.94	0.89
College advisors ratings of student knowledge/skill	3	5	4.32	0.65
Multicultural Perspectives and Accuracy				
Candidate ratings of own knowledge	2	5	4.33	0.84
Faculty ratings of candidate knowledge	3	5	4.00	0.89
Cooperating Teacher ratings of candidate knowledge	3	5	4.20	0.76
College advisors ratings of student knowledge/skill	3	5	4.18	0.73
Technology				
Candidate ratings of own knowledge	3	5	4.33	0.70
Faculty ratings of candidate knowledge	3	5	4.23	0.75
Cooperating Teacher ratings of candidate knowledge	1	5	4.34	0.97
College advisors ratings of student knowledge/skill	3	5	4.48	0.60

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

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Means ratings from the online surveys support the claims and evidence throughout the Brief. The 3.94 mean in Table A14 is similar to the 3.88 rating given by cooperating teachers in the same area, "ratings of candidate knowledge" in Audit Task A12.

Verified

Audit Task A15 (1.5)

Target: The validity of cooperating teachers' ratings.

Probe: Corroborate the program assertion of the validity of cooperating teacher s' ratings of candidates by determining that TEAC survey results reflect the raters' preparation for their role.

Finding: The results are given in **Table A15** below:

Table A15
Cooperating Teacher Ratings of Their Connections
With the Teacher Education Program

	Minimum Rating	Maximum Rating	Mean Rating	STD
Relationship with program faculty	2	5	3.71	1.01
Training for evaluation role	2	5	3.50	1.05
Understanding of program	1	5	3.61	1.05

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

Mean ratings are all above the "Adequate" range. Relationship with faculty, as perceived by the cooperating teachers in the online survey, is reflective of the on-site findings in A9 and a focus of the Brief as an area of improvement as outlined in B4.

Verified

Summary of Tasks Related to *Quality Principle I:* ***Evidence of Candidate Learning***

The auditors were able to verify the evidence in the Brief for the scores from assessments associated with the program's claims. In examining the areas cited by the program in the IB Proposal from 2007 there was evidence that action was taken on areas identified for improvement. Evidence of a robust data gathering and review system for program improvement was found to be as stated in the Brief and was verified.

Relationships between data and its use to critique individual candidate learning and performance was verified.

B. Tasks Related to *Quality Principle II:* ***Evidence of a Quality Control System***

This section of the audit report addresses targets that are associated with *Quality Principle II*, which has the following requirements:

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- 2.1 Rationale for the assessments.** There must be a rationale for the program's assessment methods that explains why the faculty thinks the assessments are valid and why the criteria and standards the faculty have selected as indicating success are appropriate.
- 2.2 Program decisions and planning based on evidence.** Where appropriate, the program must base decisions to modify its assessment systems, pedagogical approaches, and curriculum and program requirements on evidence of student learning.
- 2.3 Influential quality control system.** The program must provide evidence, based on an internal audit conducted by the program faculty, that the quality control system functions as it was designed, that it promotes the program's continual improvement, and that it yields outcomes specified in TEAC subcomponents 2.3.1 *Curriculum*, 2.3.2 *Faculty*, 2.3.3 *Candidates*, and 2.3.4 *Resources*.

Audit Task B1 (2.1)

Target: "The Praxis II test is required for teacher licensure in the state of NJ and serves as a measure of a candidate's competency in their area of certification. The TEDU Program requires that students enrolled in the Professional Education sequence of courses (Introductory and Intermediate semesters) earn the minimum licensure score set by the state prior to the student teaching semester" (page 29).

Probe: Review Curriculum Worksheets used by candidates to assure there is alignment in the curriculum with Praxis II content test objectives.

Finding: Four randomly chosen Curriculum Worksheets (Art, Biology, Chemistry and Math) all listed Praxis II requirements and a corresponding area for candidates to list planned courses, in consultation with their adviser, to take to provide content in tested areas. Candidates confirmed this process.

Verified – course content is aligned with Praxis II test objectives

Audit Task B2 (2.3)

Target: "The TEDU Program offers students personalized guidance from the time of admission to Stockton until graduation. All Stockton students participate in our unique General Studies Program, which focuses on interdisciplinary connections (School of General Studies, 2011). For this reason, the TEDU program has office staff available on a daily basis as well as designated faculty advisors, called 'preceptors,' to help our students navigate their way through their primary major, certification and general coursework" (page 1).

Probe: Auditors conducted a paper/pencil on-site survey and interviewed student teachers as it relates to advising.

Finding: Table B2 shows that all 10 student teachers interviewed found the level of support "Adequate" or better. Comments from students were, for the most part, positive with two citing some areas for improvement:

- "Wise and supportive faculty. Dr. Jeremy Ervin was the best Professor I had while here at Stockton."
- "Even though I am not on campus every day I can get help from the faculty members."
- "...I have professors and a faculty I can rely on if I am unsure of something."

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- “As a commuter and non-traditional student, student services were not either not needed or known they existed.”
- The professors here are very personal and supportive in our classroom environment, which only builds confidence in any individual.”
- “As for student support, more specifically course selection and Pre-cept [sic] meeting, I feel that the guidance and support was impersonal and was lacking. ...there were certainly some disconnects between some departments.

Table B2 Student Teachers 3-6-13 5:00-6:00 PM J228							
n=10	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items related to STUDENT SUPPORT							
The appropriateness and accessibility of classrooms, equipment, and supplies			2	3	5		100%
The helpfulness and accessibility of student support services, including technical and media support, financial aid, academic support, library, writing center, career center, and academic advising			2	4	4		100%

Verified – candidate receive guidance

Audit Task B3 (2.3) Tar

get: “One major change since the time of the IBP that has shaped many of our new practices is the adoption of Charlotte Danielson’s Framework for Teachers (FfT)” (page 65).

Probe: Auditors conducted interviews with program faculty, supervisor and NJ Department of Education personnel in addition to on-site documentation that the program has the capacity to implement the Danielson Framework in a consistent way.

Finding: NJDOE confirmed Danielson as an approved framework. Internal documents clearly outlined the alignment of Danielson to the NJ Professional Standards for Teachers which in turn mapped onto the program claims. All groups interviewed (faculty, university supervisors, cooperating teachers, adjuncts, student teachers) confirmed that Danielson is embedded in the program and referenced throughout the program in lesson planning and review of teaching.

Verified – Danielson Framework is used for candidate and program quality control

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Audit Task B4 (2.3)

Target: “At the time of the IBP, a separate set of ratings by the cooperating teachers was utilized. This was discontinued when the new evaluation tool, the FtT, was adopted due to the rigorous training recommended to assure reliability of findings using the FtT. With the new state legislation mandating an approved teacher evaluation model, cooperating teachers will become more versed in judging levels of performance. So the TEDU Program intends to reinstitute this mechanism for measuring student performance via stronger input from the cooperating teacher. Training data from the FtT of the college supervisors confirmed that they recognize and uphold performance standards for student teaching” (page 66).

Probe: Auditors interviewed cooperating teachers and program faculty as to the value of reinstating cooperating teacher ratings through the FtT.

Finding: Table B4, which is reflective of Audit Task A9, shows that 25% of the cooperating teachers interviewed feel disconnected with program faculty while reporting that they have confidence in the training and materials provided by the program. Cooperating teachers revealed that they are becoming better users of the Danielson Framework as their districts implement training which is, in most cases, delivered by faculty from Stockton’s School of Education. Program faculty interviews were consistent with the quoted text from the Brief as outlined in the Target above.

Table B4 Cooperating Teachers Survey 3-5-13 Stockton							
n=8	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items							
Your relationship with the faculty in the program		2	2	2	2		75%
The training and materials you received to guide you in your evaluation of student teachers			2	4	2		100%
Your understanding of the program's structure, goals and logic				6	2		100%

Verified – program faculty are systematically working to engage cooperating teachers with the framework

Audit Task B5 (2.2)

Target: Table 4.11 “Unsuccessful TEDU Program Attempters Grade Summaries” (pages 37-38).

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Probe: Review candidate files with Mr. Joyner, Assistant Director of Teacher Education- placements, to confirm decisions to exit candidates based on GPA were accurate.

Finding: All students listed in Table 4.11 were appropriately dismissed for GPA below the program's threshold.

Verified – GPA is used appropriately to dismiss candidates

Audit Task B6 (2.3)

Target: “The amount of the professional travel funds for the current 2012-13 school year are \$600 for each faculty, with Junior Faculty fund providing an additional \$1825. Beyond these SOE funds, there are numerous [internal college funds](#) available for research and professional development. For example, the [Provost's Faculty Opportunity Fund](#) for \$2,000 is available to support travel, supplies for research, or other expenses related to such activities. Another opportunity is the [R&PD](#) funding grant, which typically provides up to \$5,000 request in excess being considered for activities related to research and development of research. Several other funding opportunities are available for faculty” (page 97).

Probe: Auditors interviewed President Saatkamp, Provost Kesselman and Dean Keenan as to the level of financial commitment from the College for faculty to conduct research and advance their own learning in the field.

Finding: Interview with Stockton's Provost and Dean of Education indicated that allocations of budget exceeded that of all other Schools within the college by considerable allocations. Approximately \$6,400 per faculty member compared to \$4,800-\$5,000 for other schools within the institution. Additional allocations for the School of Education personnel are directed for travel and research for staff.

Additionally, Table B6 shows that full-time faculty were satisfied with administrative commitment to the program and their scholarship and professional development.

B6 Faculty Survey 3-6-13 Stockton							
n=13	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items							
The administrative commitment to the program				3	10		100%
Resources available to you to support your teaching and scholarship				6	7		100%
Facilities available to you to support your teaching and scholarship			1	2	10		100%

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Verified – faculty are supported financially to conduct research and advance their own learning

Audit Task B7 (2.1 & 2.2)

Target: “The TEDU Program is fieldwork service intensive. Candidates must complete a minimum of 200 hours of fieldwork service in a variety of school settings prior to student teaching. We believe that the positive synergy created between college-based coursework and field service leads to well-prepared teachers (Darling-Hammond, 2006)” (page 1).

Probe: Auditors reviewed field requirements for program and interviewed student teachers as to the value of their fieldwork and its purpose.

Finding: The program clearly identifies courses for fieldwork and requires fieldwork journals at the introductory and intermediate levels. These journals correlate to the evaluations completed in student teaching as reviewed by the auditors.

Student teachers used the phrase “200 hours of fieldwork” during the interview and several listed the 200 hours required without any prompting from the audit team members conducting the interview. All 10 of the student teachers interviewed rated their coursework connected to authentic classrooms as “More Than Adequate” or “Adequate” as evidenced by the on-site survey (Table B7). Beyond the ratings and requirement for the 200 hours, student teachers interviewed articulated the reason for the fieldwork stating that it allowed them to practice and to receive feedback on their teaching and work with children before they student teach. Comments such as, “I have found that I need to interact with other individuals in order to grow professionally” and “The program is also extremely progressive, therefore no students are thrown into anything without having a full knowledge and background of what you are doing” are representative of the themes that emerged from the interview.

Table B7 Student Teachers 3-6-13 5:00-6:00 PM J228							
n=10	Inadequate	Barely Adequate	Adequate	More Than Adequate	Excellent	NA	% Adequate, More Than or Excellent
Please rate the following items related to your COURSES							
Courses in which you learned about the subject(s) you will teach				6	4		100%
Courses in which you learned methods of teaching				2	8		100%

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Courses or experiences in which you learned how to teach					1	8	100%
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Verified – curriculum decisions for fieldwork based on program evidence

Audit Task B8 (2.1 & 2.2)

Target: “We believe strongly that caring also includes experiencing diversity in school settings. TEDU faculty sharpened this focus after a careful analysis following the 2007 TEAC visit” (Page 59).

Probe: Interview faculty and student teachers as to the rationale for this requirement.

Finding: Faculty discussions were consistent with the comments made in Section 5 of the Brief where faculty decided to implement a requirement for candidates to successfully complete fieldwork in at least one NJ designated District Factor Group (DFG) School that is in the A or B category. NJ identifies the following as factors:

- 1) Percent of adults with no high school diploma
- 2) Percent of adults with some college education
- 3) Occupational status
- 4) Unemployment rate
- 5) Percent of individuals in poverty
- 6) Median family income.

Candidate fieldwork journals document these factors and student teachers can articulate that this requirement exists so they are engaged with people who might be different from them as they have a responsibility to engage all learners and their families.

Verified – decision for requiring diverse school settings exists and is based on candidate evidence and evidence from previous TEAC self-study

Audit Task B9 (2.2)

Target: Throughout the Brief, claims are discussed in relation to data sets collected, analyzed and reviewed by program faculty.

Probe: Auditors recalculated data sets for District Factor Schools, Grades and Student Teaching Mid-Term and Final Evaluations to check for accuracy.

Finding: District Factor School identifiers are accurate according to the NJ Department of Education criteria and data sets and statistics used in the Brief related to Grades and Student Teaching Mid-Term and Final Evaluations are accurate.

Verified – data sets used for program decisions are accurate

Evidence of a Quality Control System

The auditors were able to verify that the program's quality control system is more or less as it is described in Appendix A and that the internal audit occurred also as described. The auditors were further able to confirm that the quality control system is supported by ongoing review of data and communication among program faculty, adjuncts, university supervisors, cooperating teachers and candidates. Program quality is articulated in a consistent manner through policy, curriculum and assessments. In addition, the program has taken purposeful actions to implement the NJDOE requirements and recommendations.

A rationale for the assessments exists and was confirmed. The Danielson Framework is the anchor for many of the measures and is aligned with NJDOE standards. The Framework is understood by those responsible for its use, analysis and review. The auditors were able to confirm that the program has its own standard for assessments and does not merely rely on the requirements of the NJDOE.

**C. Tasks Related to Quality Principle III:
Documentation of Program Capacity**

In **Table C.1** below, the auditors have indicated whether they have found evidence that satisfies each requirement for monitoring and control of program quality. Hyperlinked text refers to an audit task that explores the documentation further.

**Table C.1
TEDU Richard Stockton College
Quality Control of Capacity: Monitoring and Control (Component 2.3)**

Documents were *Found, Found in Part, Not Found, Not Checked* or *Not Available for Inspection* with regard to parity between the program and institution in each area of TEAC's Requirements

Finding	Target (choose at least one for each subcomponent—indicate chosen target in bold)	Auditors' Probe
2.3.1. Curriculum (Target #1)		
Verified	Formal notification from the state that it has approved the program.	Sampled one third of all programs for approval verified Approval Degrees listed www.nj.gov/highereducation/ProgramInventory/DegreeListings/R_Stockton.htm Lynne Gale directed auditors to state approval evidence on shared drive.
2.3.2 Faculty (Target #2)		
Verified	Minutes of a meeting show that the <i>Brief Proposal</i> was considered and approved by the faculty.	All faculty members approved by electronic vote on November 5, 2012 as evidenced by email records.
2.3.3 Candidates (Target #3)		
Verified	Admissions policy of the program is published.	In addition to hard copy in Teacher Ed Handbook, the policies and information listed at www.Stockton.edu for every program is complete with admission criteria brochures, program information and educational endorsements.
2.3.4 Resources (Target #4)		
Verified	Satisfactory TEAC survey results from faculty & students. Resources monitored and enhanced by the program's quality control system.	Survey results effectively aligned to inquiry Brief claims indicate satisfactory results.

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In **Table C.2** below, the auditors have indicated whether they have found evidence that satisfies each requirement for monitoring and control of program quality. Hyperlinked text refers to an audit task that explores the documentation further.

Table C.2
Parity Between the Program and the Institution (Component 3.1)

Documents were *Found, Found in Part, Not Found, Not Checked* or *Not Available for Inspection* with regard to parity between the program and institution in each area of TEAC's Requirements

Finding	Target (choose at least one for each subcomponent—indicate chosen target in bold)	Auditors' Probe
3.1.1 Curriculum (Target #5)		
Verified	The number of credits required for degree at the institution and program are comparable.	http://inraweb.stockton.edu/eyos/page.cfm?siteID=197&pageID=39 Completion of undergraduate degree at 128 credits then acceptance into post-baccalaureate program. Post-baccalaureate requires 30 credits for elementary cert. and 26 credits for secondary cert. 4 credit difference due to the required literature course for elementary certification.
3.1.2 Faculty (Target #6)		
Verified	The percentage of faculty with terminal degrees in program and in the institution shows parity.	All School of Education full-time faculty have terminal degrees. 94% of faculty college-wide have terminal degrees.
3.1.3 Facilities (Target #7)		
Verified	The space and facilities assigned to the program and to similar programs shows parity.	Interview with Stockton's Provost and Dean of Education indicated that the new space allocated and assigned to the School of Education is appropriate. On-site review of classroom and office space supports this claim.
3.1.4 Fiscal and administrative (Target #8)		

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Verified	The budget allocations per student in the program and in the institution show parity.	Interview with Stockton's Provost and Dean of Education indicated that allocations of budget exceed that of the other Schools within the college by considerable allocations. Approximately \$6,400 per faculty member compared to \$4,800-\$5,000 for other schools within the institution. Additional allocations for the School of Education personnel are directed for travel and research for staff to establish the School as a premier teacher preparation institution. Confirmed by faculty through on-site interviews.
3.1.5 Candidate support (Target #9)		
Verified	The program students have the same access to services as other students in programs at the institution.	Interview with Stockton's Provost and Dean of Education indicated that students have greater student support services than almost every other School within the College. Candidates confirmed support is consistent and above average.
3.1.6 Candidate complaints (Target #10)		
Verified	Candidate complaints proportionally no greater or significant than the complaints by candidates in the institution's other programs.	Interview with Stockton's Provost and Dean of Education indicated that no material complaints have ever reached the Provost during the tenure of the present or previous Dean of Students. The Handbook addresses the exhaustion of remedies for a complaint and appeal process. No deviations from protocol were noted by either party or in reviewed files.

In **Table C.3** below, the auditors have indicated whether they have found evidence that satisfies each requirement for sufficiency of program quality. Hyperlinked text refers to an audit task that explores the documentation further.

Table C.3

Quality Control of Capacity: Sufficiency (Component 3.2)

Documents were *Found*, *Found in Part*, *Not Found*, *Not Checked* or *Not Available for Inspection* with regard to parity between the program and institution in each area of TEAC's Requirements

Finding	Target (choose at least one for each subcomponent—indicate chosen target in bold)	Auditors' Probe
3.2.1 Curriculum (Target #11)		

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Verified	Credit hours required in the subject matter are tantamount to an academic major.	Based on a review of Stockton's website credit hours are clearly indicated in plans of study and are equivalent to an academic major. Post-bacc program; 30 credits elementary and 26 credits secondary – see 3.1.1. http://intraweb.stockton.edu/eyos/page.cfm?siteID=197&pageID=39
3.2.2 Faculty (Target #12)		
Verified	Full-time faculty selected at random have a terminal degree (major or minor) in the areas of course subjects they teach.	Overview of random Faculty Vitae review indicated the following: <ul style="list-style-type: none"> • Norma Boakes Teacher of Mathematics Cert. Ed.D. Curriculum and Instruction and Technology • Ron Caro Teacher of Mathematics Cert. Doctor of Education in Educational Technology • Shelly Meyers Teacher of Special Education Ed.D. Educational Administration • Ron Tinsley Instructor of English Ed,D, Supervision, Curriculum and Instruction in Secondary and Higher Education All TEDU faculty have K-12 experience as required.
3.2.3 Facilities (Target #13)		
Verified	Satisfactory TEAC survey results from program faculty.	See Table D1 where resources are rated in the Adequate to More than Adequate range by faculty.
3.2.3 Facilities (Target #14)		
Verified	Auditors' observations of at least two class sessions find that the rooms and equipment constitute adequate instructional settings.	Rm. F119 is equipped with technology which included computer and smart board which was adequate for the instructional setting. Rm. J228 is equipped with computer and smart board. Room spacious and conducive to a quality learning environment.
3.2.4 Fiscal and Administrative (Target #15)		
Verified	Statement from financial auditor attesting to the financial health of the institution.	The ParenteBeard Financial Audit Report for June 30, 2011 and 2012 reads that no material deficiencies or material weaknesses (pp.36) exist. Confirmed with President and Provost.
3.2.5 Candidate support (Target #16)		
Verified	Satisfactory TEAC survey results from students and faculty.	See Table D1 where resources are rated in the Adequate to More than Adequate range by students and faculty.

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3.2.6 Policies and practices (Target #17)		
Verified	An academic calendar is published.	Academic Calendars are available in hardcopy as well as present http://intraweb.stockton.edu/eyos/page.cfm?siteID=30&pageID=1
3.2.6 Policies and practices (Target #18)		
Verified	Claims made in program website and catalogs are consistent with claims made in the <i>Brief</i> .	No inconsistencies in program Policies and practices were noted when reference to claims identified in the Brief. http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=1
3.2.6 Policies and practices (Target #19)		
Verified	Grading policy of the program is published and is accurate.	College Bulletin reflects and reads the accurate Grading Policy adopted by the College. http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=29
3.2.6 Policies and practices (Target #20)		
Verified	Transfer of credit policy and transfer of student enrollment policy are published.	Transfer of credit and transfer of student enrollment policy are identified in Stockton's College Bulletin (pp.48-50) http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=33
3.2.6 Policies and practices (Target #21)		
Verified	Program has procedures for student complaints.	Stockton's College Bulletin / Student Rights http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=3 Page 93 in Brief references the appeal process in the Teacher Education Handbook and on School's website. These are consistent with the web address for the College.
3.2.6 Policies and practices (Target #22)		
Verified	If the audited program or any option within the program is delivered in a distance education format, the auditors verify that the program has the capacity to ensure timely delivery of distance education and support services and to accommodate current student numbers and expected near-term growth in enrollment.	All courses are offered face-to-face. No TEDU distance education offered at the writing of the Brief. On-site for current semester EDUC courses 3515, 4605 and 5152 are offered via distance based on student request. Capacity exists to offer the courses well as observed and confirmed through interviews with faculty and candidates.


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In **Table C.4** below, the auditors have documented the results of the Call for Comment, which TEAC requires be distributed “to its communities of interest and to members of the public” according to Policy XXXVII (*Operations Policy Manual, 2012 edition, page 43*). Hyperlinked text refers to an audit task that explores the documentation further.

**Table C.4
Call for Comment**

Call for comment to third parties distributed as required by TEAC policy (Target #23)	# Positive Comments	# Negative Comments	# Mixed Comments
Verified			

Call for comment distributed. No written comments from the online surveys were received by the auditors.



D. Tasks Related to Quality Principle III: Auditors' Judgment of Institutional Commitment

TEAC auditors conducted a meeting with President Herman Saatkamp & Provost Professor Harvey Keselman on Wednesday, March 3, 2013 from 4:00 – 5:00 P.M. in President Saatkamp’s office, Room K-203.

Administration recognized the work the School of Education has done to improve and advance the mission of the School and the College since the last TEAC visit. The President stated the mission of the College is supported by the executives and that the trustees provide the resources and the atmosphere to make exceptional effort both possible and appreciated. The School of Education’s work in creating a “culture of assessment” at the College was emphasized.

The President and Provost both expressed strong support for the program and stated that they feel Stockton College has an exemplary program. They view the faculty at Stockton as autonomous units through each program’s designation as a School. Budgeting for the Schools has increased and resources are allocated based on proposals to the Provost. Proposals need to coincide with the mission of the School and the overall mission of the College.

The President and Provost highlighted the additional points as examples as they relate to the program’s success:

- a budget model that allocates resources around a strategic plan;
- 1% of operating budget for the College allocated to an Initiatives Fund;
- College foundation from 20 million in 2004 to 102 million in 2013;
- a faculty who exhibit leadership and serve as models for leadership; and
- a Dean who has worked with faculty and students to implement quality measures of teaching and learning.

TEAC also surveyed students and faculty regarding aspects of the institutional commitment to the program. Results are in **Tables D.1a and D.1b** below:

**Table D.1
On-Line Candidate and Faculty Mean Ratings on
Indicators of Institutional Commitment**

Survey item	Number Raters	Minimum Rating	Maximum Rating	Mean Rating	Standard Deviation
Candidate Ratings					
Appropriateness of Classrooms, Equipment, Supplies	66	3	5	4.20	0.81
Availability of Classrooms, Equipment, Supplies	67	1	5	4.13	0.90
Helpfulness of Candidate Support Services	67	2	5	4.06	0.89
Availability of Candidate Support Services	66	1	5	4.06	0.93
Faculty Ratings					
Institutional Commitment to Program	23	3	5	4.65	0.71
Resources for Teaching	23	2	5	4.35	0.93
Facilities for Teaching	23	3	5	4.43	0.66
Helpfulness of Candidate Support Services	23	2	5	4.57	0.73
Availability of Candidate Support Services	23	3	5	4.61	0.58

1=Inadequate, 2=Barely Adequate, 3=Adequate, 4=More than Adequate, 5=Excellent

Faculty and students rated services and resources more than adequate with all ratings for resources and services maxing out in the adequate range. Faculty more than adequately agreed the institution is committed to the program which is consistent with the findings in Audit Task B6.

**Summary of Tasks Related to Quality Principle III:
Auditors' Judgment of Institutional Commitment**

Based on the interviews with senior campus administration, auditors' observations, and the results of the TEAC survey of program faculty, students, and graduates, the auditors' judgment is that Stockton College is committed to the Teacher Education Program.

V. Audit Opinion

The scoring and meaning of the audit task findings.

Each audit task is scored in one of four ways:

- **Verified**, indicating that the auditors found that the target was accurately described or represented in the *Brief*
- **Verified with Error**, indicating that the auditors found some inaccuracy in the target, but the inaccuracy did not alter the basic meaning of the target
- **Not Verified**, indicating that the auditors found inaccuracy in the target that did alter its the basic meaning
- **Disclaimer**, indicating that the auditors were unable to undertake the task.

Table V: Audit Findings and Audit Opinions for the *Brief*

<i>TEAC Element</i>	1. Number of targets	2. Number of verified targets*	3. Number of targets with errors**	2/1 %	3/1 %	Audit Opinions
1.0 Evidence of Student Learning	15	15	1	100	7	Clean
2.0 Institutional Learning and Quality Control	9	9	0	100	0	Clean
Overall totals	24	24	1	100	5	Clean

* Targets scored as **Verified** or **Verified with Error**

** Targets scored as **Verified with Error** or **Not Verified**

Audit Opinion:

The *Inquiry Brief* overall received a clean audit opinion, indicating that the program operates as described in the brief. Since 100% of the targets were verified, the *Brief* was found to be acceptably accurate and trustworthy.

The auditors are initially guided in their award of *clean*, *qualified*, *adverse*, or *disclaimer* audit opinions by the following considerations: an element receives a *clean* opinion if at least 90% of its associated targets are confirmed. An element is given a *qualified* opinion when at least 75%, but less than 90%, of its targets are confirmed; or if more than 25% of the targets reveal misstatements of any kind (that is, if the associated audit tasks are scored as either *Verified with Error* or *Not Verified*). If less than 75% of the targets can be verified, the element or component receives an *adverse* opinion if the

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examined evidence did not support the target or a *disclaimer* opinion if the audit tasks could not be performed or completed.

These guidelines are not strict rules, because a simple counting of outcomes of probes may be misleading with regard to the trustworthiness of the *Brief*. Some audit tasks may be more revealing than others. For example, some may have targeted only minor points, and some may be merely following up on other audit tasks on a single point. Others may probe significant and central targets in the case for accreditation. The guidelines may prove unreliable in cases where the number of audit tasks is small. The auditors therefore do not treat the guidelines or heuristics as rules that can be mechanically applied. If the findings suggest anomalies that make the heuristic unworkable, the auditors rely on their good judgments, explaining in their audit report the difficulties they experienced and the reasons for their opinions.

The auditors are also alert to evidence that is at variance with how the program is represented in the *Brief*, and report events and experiences during the audit that were not fully consistent with the manner in which the program is portrayed in the *Brief*.

Finally, it must be emphasized again that the audit opinion is not an opinion about the quality of the program or the degree to which the evidence in the *Brief* satisfies TEAC's quality principles and capacity standards. It is solely an opinion about whether the *Brief* is accurate as written.

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VI. Audit Schedule

Date/Time	Planned meetings	Room	Notes	Teaching ops					Available personnel
				Course	Name	Time	Instructor	Room	
Monday 3/4									
	Arrive and check-in at Seaview								
7:00 p.m.	Dinner at Gourmet with Dr. Robert Previti		Dr. Keenan, Dr. Lebak and Dr. Boakes to greet.						
Tuesday 3/5									
9-9:15	Meet with Dean Keenan and Assistant Dean Vaughan	J-201							
9:15-10:15	Meet with Dr. Norma Boakes and Dr. Kimberly Lebak	J-230							
10:15-12	Work session	J-230							
12:00-1	Working lunch	J-230							
1:00 p.m.-3	Working session	J-230	College personnel available	EDUC 4105	LITERACY DEVELOPMENT	1230PM-0155PM	CYDIS	J202	Offices of: <ul style="list-style-type: none"> Registrar Academic Advising Human Resources Student Rights and Responsibilities Affirmative Action Arts and Sciences Coordinators
				EDUC 4610	CURRICULUM & METHODS IN ELEMENTARY EDUCATION	1230PM-0155PM	LEBAK	J228	

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Date/Time	Planned meetings	Room	Notes	Teaching ops					Available personnel
				Course	Name	Time	Instructor	Room	
				EDUC 4150	METHODS OF TEACHING ELEMENTARY MATH	0230PM-0420PM	BOAKES	J228	
				GIS 4662	DIGITAL STORYTELLING	0230PM-0420PM	LEE	D019	
3-4	Student teacher Supervisors	J-202	Coffee break to follow						
4-5	Coop teachers adjuncts	J-202							
5:00-6	MAED students	J-202							
6 p.m.				EDUC 4110	METHODS OF TEACHING ELEM LANGUAGE ARTS LITERACY	0600PM-0750PM	DUFFY	J228	
				EDUC 5920	CAPSTONE PROJECT	00430PM-0730PM	LEBAK	F119	
	Dinner								
Wednesday 3/6									
9:00 – 11:00	Working session	J-230	10:00 a.m. – 2 p.m.: NJDOE shadowing: Mamie Doyle and Eric	GSS 3360	SCHOOLS OF THE FUTURE	0955AM-1110AM	DELLA BARCA	F212	
11:00 – 12:00	Fulltime Faculty	J-228							

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Date/Time	Planned meetings	Room	Notes	Teaching ops					Available personnel
				Course	Name	Time	Instructor	Room	
12:00 – 1:00 p.m.	Working Lunch	J-230							
1:00 – 3:30	Working session	J-230		GNM 2138	SCIENTIFIC INQUIRY	0210PM-0325PM	ERVIN	J202	
3:30 – 4:00	Coffee break	J-230							
4:00- 5:00	Meeting with President Herman Saatkamp and Provost Harvey Kesselman	K-203 office							
5:00 – 6:00	Student Teachers	J-228							
6:00 – 7:00	Meet with Dr. Norma Boakes and Dr. Kimberly Lebak	J-230							
	Dinner								
Thursday 3/7									
	Work session if needed								

Auditors will choose classrooms for observation.

Appendix C – TEAC Panel Recommendation



May 15, 2013

TO: Mark LaCelle-Peterson, President, Teacher Education Accreditation Council

FROM: James Shuman, Accreditation Panel Chair

RE: TEAC Accreditation Panel Recommendation for the Richard Stockton College Teacher Education Program

On Thursday, May 9, 2013, the TEAC Accreditation Panel met in Philadelphia, PA at the Doubletree Hotel to consider the *Inquiry Brief* submitted by Richard Stockton College for accreditation of its Teacher Education Program.

Members of the TEAC Accreditation Panel participating in the deliberation and making this recommendation included:

- James Shuman, Chair, Department of Education, and Coordinator, Graduate Program in General Studies in Education, St. Lawrence University, Canton, NY
- Donna Cooner, Director, School of Teacher Education & Principal Preparation, Colorado State University, Fort Collins, CO
- Jo Anne Deshon, Teacher, Christina School District, Newark, DE
- Kurt Geisinger, Director, Buros Center for Testing and W. C. Meierhenry Distinguished University Professor of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE
- Mara B. Huber, Special Assistant to the President for Educational Initiatives, University at Buffalo, Buffalo, NY
- Joseph Lubig, Associate Professor, School of Education, Northern Michigan University, Marquette, MI (lead auditor and non-voting member of the panel)

Kim Lebak, Norma Boakes, and Claudine Keenan, representing the Richard Stockton College Teacher Education Program, observed the deliberations and answered questions from the Panel about the program's case for accreditation.

TEAC staff members Diana Rigden and Christine Carrino Gorowara also observed the Panel's deliberations.

1. Recommendation. The Accreditation Panel reviewed the *Inquiry Brief*, the Audit Report, and the Case Analysis and confirmed by a vote of five (5) in favor and zero (0) opposed, with zero (0) abstaining, to forward the following recommendation to the TEAC Accreditation Committee:

Richard Stockton College should be granted Accreditation (7 Years) for its Teacher Education Program.

2. Weaknesses.

None

3. Stipulations.

None

4. Justification for the accreditation status recommendation. In reaching this conclusion and recommendation, the Accreditation Panel evaluated the *Inquiry Brief* and Audit Report and assessed whether the evidence presented in the *Brief* satisfied TEAC's requirements for accreditation as outlined in TEAC's *Guide to Accreditation*.

The panel found that the program's faculty members are deeply involved in an on-going culture of assessment and program improvement. The types of data used by the program to monitor program effectiveness, both for student learning and for faculty learning, were impressive. In addition, essentially all of the concerns raised by the panelists were topics that the faculty was already investigating; many were listed in the program's future plans in the *Inquiry Brief*. The panel was particularly impressed that the faculty had chosen to limit use of the Danielson rubric only to its supervisors, a seemingly counterintuitive decision. The faculty representatives explained that the supervisors had completed the extensive training needed to understand and use the rubric in the manner in which it was constructed, but the cooperating teachers had not. The decision demonstrated both the faculty understanding of the sophistication of the rubric as well as the importance of proper training in its use. The faculty representatives highlighted their plans for extending the training to cooperating teachers in the coming years, at which point they planned to correlate ratings on the rubric between supervisors and cooperating teachers.

5. Feedback about the program's performance with respect to student achievement.

Section §602.17(f) of the U.S. Department of Education's recognition of accreditors regulations requires that each accreditor recognized by the Secretary of Education, as TEAC is, provide the program with a detailed written report that assesses—

- (1) *The institution's or program's compliance with the agency's standards, including areas needing improvement; and*
- (2) *The institution's or program's performance with respect to student achievement.*

TEAC complies with the first requirement through the citation of weaknesses and stipulations below as well as its recommendation for an accreditation status.

TEAC complies with the second requirement with the TEAC Case Analysis, previously sent to the program, that gave a detailed account of the evidence in the *Brief* and audit report that was consistent and inconsistent with the program claims of student achievement in the areas of subject matter knowledge, pedagogical knowledge, and caring teaching skill and the embedded themes of learning to learn, multicultural understanding and technology, as well as any alternate accounts of the evidence.

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TEAC also conducts an independent survey of the students, faculty and cooperating teachers with regard to their assessment of the adequacy of the program students' understanding of the topics above. The results of these surveys were provided to the program in the TEAC Audit Report.

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Appendix D- TEDU Program Meetings & Actions Summary

9/12 TEDU/MAED Meeting

- Review of School of Education Blackboard site and master TEAC folder set up
- **Voted to accept the timeline for the internal audit timeline- unanimous**
- Reviewed the TEAC Inquiry Brief and discussed results of probes from TEAC visit committee
- Report on audit progress by team
 - 2.3.1- Curriculum- Darrell, Priti, Ron T
 - 2.3.2- Faculty- Rita & John
 - 2.3.3- Candidates- Lois, Ron C, Susan & Pam
 - 2.3.4- Resources- Jeremy & Shelly
- Review of Alumni Survey results for MAED
- Worked on establishing inter-rater reliability of Capstone for MAED Program

9/19 TEDU/MAED Meeting

- Review of the typical student audience in MAED and statistics related to program completers
- Discussion about goals in our courses and how we gear courses to that type of student
- Presentation on action research by Jeremy Ervin
- Discussion of Capstone courses- objectives and how they link to Mission and TEAC claims
- Review of MAED Capstone rubric

9/21 TEDU/MAED TEAC Retreat- Audit work

9/26 TEDU/MAED Meeting

- Discussion on the alignment of Quality Principle 1 with TEDU program claims, New Jersey Professional Standards for Teachers, Danielson's Framework for Teachers, and Evidence gathered. The recommendation was made to remove the common themes of Danielson from the alignment chart.
- Faculty report on audit tasks.
- The faculty reviewed the Exit Survey results. Faculty determined acceptable report rates of preparation. Questions assigned to faculty member for review.
- Discussion of candidate self-assessment based upon Danielson and their practice teaching within the TEDU Program.

10/10 TEDU/MAED Meeting

- Discussion and vote of approval on updated "Blue Sheet" for program use.
- Review of TEDU admission for students holding a Master's Degree. Clarification of admission policy needed in future. Faculty voted to uphold past practice of waiving testing requirement for admission.
- TEAC audit teams met to work on audit tasks.

10/24 TEDU Meeting

- Completion of student teaching audit task (reported in TEDU Inquiry Brief)
- Review of evidence for main TEDU Program Claims and TEAC QP1 Cross Cutting Themes
- Presentation by Academic Advising and Assistant Dean on revised precepting process

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11/1 TEDU/MAED Retreat

- Review of TEDU Inquiry Brief- Motion made and passed to do final review of report electronically by November 9.
- Review and acceptance of the MAED Inquiry Brief for formative feedback by TEAC

1/15 TEDU Taskforce (Boakes- chair, Haria, Cydis, Caro, Cleveland, Tinsley, Ervin)

- Review of new expedited degrees and presentation prepared for Faculty Senate
- Goals for future discussed related to expedited degrees
 - Short-term- Need approval at Senate level and speak to other programs about additional paths. Review of program course number designations to reflect level of study (3000,4000).
 - Long-term- Consideration for how to do a full revamp of TEDU Program including curriculum and structure.

12/17 College Supervisor training by TEDU Program Coordinator on Danielson 2011 FfT. Online training module taped and produced by SRI-ETTC for future use with cooperating teachers.

1/24 TEDU/MAED Meeting

- Review of expedited TEDU degrees to be brought to Faculty Senate in February.
- Review and approval of renumbering of TEDU program coursework in light of expedited degrees:
 - EDUC 3241 Educating Students with Special Needs- shift to 2000 level
 - EDUC 3515 Diversity in Families, Schools, and Communities- shift to 1000 level
 - INTC 3610 Instructional Technology for K-12 Teachers- shift to 2000 level
 - EDUC 4101 Introductory Fieldwork- shift to 3000 level
 - EDUC 4200 Practices and Techniques- shift to 3000 level
 - EDUC 4105 Literacy Development- shift to 3000 level
- Review of TEDU and MAED Inquiry Brief feedback received from TEAC. Faculty asked to prepare and submit a revision of audit tasks.

1/27 TEDU Program Expedited Degree Presentation to Committee on Academic Programs & Planning- see Committee's End of Year report under "Teacher Education Collaborative Program Partnership Summary (http://loki.stockton.edu/~assembly/committees/ac_programs/)

2/19 TEDU Program Expedited Degree Presentation at Faculty Senate- see Faculty Senate meeting minutes (<http://loki.stockton.edu/~assembly/meetings/>)

4/4-4/7 TEAC Audit Team visitation for TEDU and MAED Programs

4/18 TEDU Program approval of final Inquiry Brief approved for audit by TEAC

5/9 TEAC Panel Meeting attended by TEDU Program Coordinator, MAED Director, and Dean of Education

5/16 TEDU Program Introductory & Intermediate Semester Faculty meeting held to review and align courses and requirements

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5/20 SOE Retreat & TEDU Taskforce Meeting

- Discussion on preparations for Appreciation Reception for K-12 Constituents- June 5
- TEAC update- Results of the Panel Report presented
- Review and electronic vote to approve proposed 13-14 goals for TEDU Program
- Review of Spring 13 Exit Survey results. Areas were targeted for improvements where means were below established cut-off (*see original minutes from 5/20*)
- Discussion of revision to advising practices
 - New designations and faculty responsibilities- Preceptor 1 and preceptor 2
 - Timing for the assigning of preceptors earlier in degree work
 - CAPPs for new tracks and LIBA
 - Revision of information workshop
 - Discussion to consider revision to the “gateway course”, Ed Psyc and Fieldwork
 - Plans for the eventual use of pre- and co-requisites to discontinue “permitting” into sequence coursework
- Discussion regarding adjunct monitoring within Program (tabled and set for 13-14 agenda)
- Discussion and planning for creation of template syllabi for certification and professional requirement courses (tabled and set for 13-14 agenda)

6/5 Appreciation Reception for K-12 Constituents held and focus groups completed by TEDU Faculty and administration

6/24 TEAC Accreditation Committee accepted TEAC Panel recommendations for accreditation of TEDU Program for 7 years with no weakness or stipulations