

**Summary of the Case
Saint Martin's University
Teacher Education Program¹
March 25 – March 28, 2013**

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 members are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Dr. Joyce Westgard, Dean; Dr. Steve Siera, and Dr. Fumie Hashimoto. The *Inquiry Brief* was approved unanimously by the faculty and staff of the College of Education on February 6, 2013.

Introduction: Saint Martin's College, located in Lacey, WA, was founded in 1895 as a boys' school (ages 10-20) by the monks of the Roman Catholic Order of Saint Benedict. In 1940 the status of a four-year accredited, baccalaureate-granting institution was achieved. The institution became coeducation in 1965 and in the 1970's the Division of Education was established for secondary education. In 2005 Saint Martin's College became Saint Martin's University and currently offers bachelor's, master's, and specialist's degrees. In 2006 the College of Education, was established. The college became the College of Education and Professional Psychology in 2010. The college is one of four academic units at the University. The university offers 21 majors, 25 minors, and 7 graduate options. The main campus (Lacey, WA) is supported by extension locations at Joint Base Lewis McChord (JBLM) and Centralia College. In addition, the program provides an alternative route program called Secondary Teacher Alternate Route (STAR). All programs require the same methods and core courses; hence, the entire program is included in a single IB.

The mission of the university is based on Benedictine traditions and the core themes of faith, reason, service and community with the goal of making a difference in the lives of those they serve, along with a lifetime of learning; all while honoring the sacredness of the individual and the significance of the community. The teacher education program follows these tenets, as noted in the mission of the college:

When an education professional leaves the Saint Martin's Education Programs, we believe they take with them a core set of human, spiritual, and democratic values. They are ready to promote hospitality, scholarship, and education within the community of the school. The pluralistic and ever changing worlds of diverse candidates and knowledge will always be welcomed by our graduates.

The Saint Martin's University Teacher Education Program offers undergraduate, post-baccalaureate, and graduate options. Undergraduate candidates must complete a major in one of nine majors (each of which includes education coursework and meets endorsement requirements for one of the Washington State approved endorsements): elementary education; special education; English, theatre, music, biology, chemistry, mathematics, history. Post-baccalaureate certificates of advanced study include education coursework along with endorsement coursework in any of the 25 state

approved endorsements offered by the university: biology, bilingual education, chemistry, drama, early childhood education, early childhood special education, elementary education, English language arts, English language learner, French, health/fitness, history, Japanese, mathematics, middle-level humanities, middle-level math, middle-level science, choral music, instrumental music, general music, reading, science, social studies, Spanish, and special education. Master in Teaching candidates must take graduate foundations and research courses in addition to education and endorsement courses (in the above named endorsements). In all three options, candidates must complete two state approved endorsements (there is a process at the university to waive the second endorsement that can be granted if the state approved WEST-E exam for the second endorsement has not been passed after four tries). Opportunities for specific endorsement programs are often limited at the branch sites, and most endorsement course credit is at the undergraduate level for the two post-baccalaureate options. The Master in Teaching option is not offered at the Centralia Campus location.

In the three academic years 2009-2012, completers in all initial certification programs have totaled 53, 58, and 48. Around 28% of the students are male, while about 72% are female; with around 87% Caucasian, 4% Asian/Pacific Islander, 3% African American, 3% Hispanic, and most of the remainder Native American/Alaskan. There are 14 full and part time, 1 Dean, and 12 adjunct faculty members in the Teacher Education Program, with the support of 7 staff (full and part-time).

Program claims: The program makes three claims based on TEAC principles.

1. Subject Matter Knowledge: Individuals completing our teacher education program know the subject matter concepts of their endorsement areas
2. Pedagogical Knowledge and Skills: Individuals completing our teacher education program know pedagogical strategies and skills to recognize developmental needs of children, understand individual differences in learning abilities and styles and deliver effective lessons.
3. Caring Teaching Skills: Individuals completing our program have adopted the following principles: all children can learn, expect success from each child, and teach with caring, compassion and understanding of individual differences and needs.

The teacher education program presents the juxtaposition of its claims to the TEAC *Quality Principles* and cross-cutting themes in the following way:

TEAC requirements	Saint Martin's University Claims
QP1.1 – subject matter knowledge	Claim 1
QP1.2 – pedagogical knowledge	Claim 2
QP1.3 – caring and effective teaching skills	Claim 3
QP1.4.1 – learning how to learn	Claims 1, 2, & 3
QP1.4.2 – multicultural perspectives	Claims 1, 2, & 3
QP1.4.3 – technology	Claims 1, 2, & 3

Evidence supporting the claims:The program puts forward ten lines of evidence to demonstrate that candidates meet the claims. These measures differ between the pre-service program option leading to licensure and the professional certification programs for candidates who are already licensed. The three underlined measures are appropriate for both program options.

1. **WEST-B Basic Skills** (Claim 1, QP 1.1) – all students must pass this math, reading, and writing basic skills exam created by Pearson at the level set by the state of Washington in order to be fully admitted to the teacher education program. After taking the test, candidates may take one semester of coursework prior to passing all three sections of the test.
2. **WEST-E Endorsement** (Claim 1; QP 1.1) – all students must pass two content specific endorsement exams to complete the Saint Martin's Teacher Education Program (since the State of Washington requires only 1 endorsement, there is a possibility to waive this requirement—since 2009, 4 students have completed the waiver requirements). Cut scores have been set by the state of Washington.
3. **Candidate GPAs** (Claims 1, 2, & 3, cross-cutting themes; QP 1.1-1.4.2) – no grade lower than a C is accepted in any program course. A cumulative GPA of 3.0 on a 4.0 scale must be maintained.
4. **Performance-based Pedagogy Assessment (PPA; through 2011)/Education Teacher Performance Assessment (edTPA, 2012 on)**(Claims 1, 2, & 3, cross-cutting themes; QP 1.1-1.4.2) – all candidates seeking licensure must meet PPA requirements through 2011; all candidates seeking licensure must be evaluated using the edTPA from 2012 forward, cut scores will be set in Spring 2014.
5. **Candidate (Phase I) Evaluation by Mentor Teachers and Supervisors** (Claims 1, 2, 3, Cross-cutting theme Multicultural Perspectives/Understandings; QP 1.1, 1.2, 1.3, 1.4.2) – all candidates are evaluated in the Phase 1 Evaluation done jointly by mentors and supervisors to determine readiness to assume full responsibility in the practicum classroom.
6. **Alumni EBI Surveys** (Claims 1, 2, & 3, cross-cutting themes; QP 1.1-1.4.2) – program completers from Fall 2007 through Spring 2012 were invited to participate in a 105 question survey that examined five factors—1 Develop Instructional Strategies; 2 Develop Reading Skills Strategies; 3 Develop Candidate Learning, and Factor; 4 Manage Learning Context and Environment; and 5 Overall Program Effectiveness.
7. **Principals/Supervisors EBI Survey** (Claims 1, 2, & 3, cross-cutting themes; QP 1.1-1.4.2) – principals and supervisors of program completers surveyed in 6 above were invited to participate in a 73 question survey that examined the same five factors listed in 6 above.
8. **Dispositions Evaluation Rating Scale**(Claim 3, & Cross-cutting themes Learning how to learn & multicultural perspectives/understandings; QP 1.3, 1.41, 1.42) – this evaluation is a self-report done at least twice by candidates at the beginning and end of their program participation. Results are primarily directed at informing candidates of their own dispositions.
9. **Program Evaluation by Candidates**(Claims 1, 2, & 3, cross-cutting themes; QP 1.1-1.4.2) – all candidates complete this evaluation at the end of the internship

experience. The *Evaluation* was directly aligned with the Washington State Knowledge and Skills Standard V.

10. **Placement Reports** (Indirect evidence for Claims 1, 2, & 3; QP 1.1, 1.2, & 1.3) – this report was required by the state of Washington through 2009 and has been continued as a self-study by the program since then. It provides information about trends in education and marketability of program completers.

Internal audit: The audit was conducted by the faculty and staff in small groups and individually. The audit starts with completers, in this case a 14% random sample (10 individual student folders) of students completing the program in the 2010-2011 academic year. Following the audit trail developed by the faculty, the files were reviewed for application materials, waiver/substitution documentation, candidate teaching application materials, Staffing documentation (as appropriate); independent study/practica documentation; endorsement paperwork; WA State program requirements; University and/or Education program requirements. Additional information was also reviewed as the trail expanded to include all program curriculum (including all education course syllabi), faculty, facilities, equipment, supplies, budgetary support for the program, candidate services, admissions/grading/publications, candidate feedback.

The faculty determined through the audit that there were no major issues with the program; and that the audit provided evidence of capacity and quality student learning. A number of issues were noted, including:

- The requirement for 2 endorsements was reviewed and retained.
- A need to develop procedures to ensure adjuncts are invited to participate in College meetings, program development, PEAB meetings, etc.
- The budget was found to be sufficient for program support, but resources are sometimes limited.
- Salaries for all employees are low in comparison to AAUP and local data.
- Candidate concerns are maintained in separate offices and according to the policy of individuals in those offices and there is no institutional policy/process for maintaining files for candidate concerns. A recent addition of an Early Warning System conducted by Student Affairs has improved this process/communication in the last few years.
- Institutional data is difficult, if not at times impossible, to obtain. Upgrades of the Power Campus software have allowed data gathering and record preparation availability, but it remains insufficient for data management for Education Programs.

Plans for program improvement: The program noted some areas in need of improvement:

1. Since the special education program is growing, they need to insure that some of the student files audited include files from that area and from the new JBLM BA Elementary Education program.
2. The program realizes the need to examine measures taken to address the at-risk behaviors, remediation, and outcome of the Staffing process/procedures for struggling candidates.

Improvements already made include: Integration of the edTPA as a tool for measuring teaching effectiveness, the minimum scores for this evaluation will be set in the Spring of 2014. Completer surveys revealed lower scores in questions related to classroom management, contacting stakeholders outside the school, and professional certification requirements. Faculty have taken steps to enhance these areas through the inclusion of seminars and adding a required class to the core block. In addition, they are constantly looking at ways to improve the collection of data regarding dispositions.

Statement regarding commitment and capacity:

The faculty concluded that Saint Martin's University is committed to the teacher education program and that there is sufficient capacity to offer a quality program. They believe they are on par or above parity regarding all TEAC QP 4.1.1 – 4.7.2.

¹Undergraduate and graduate program options:Initial certification is offered in 8 areas— elementary education; special education; and secondary education majors of English, theatre, music, biology, chemistry, mathematics, history. In addition, endorsements are offered in 26 state approved areas—biology, bilingual education, chemistry, drama, early childhood education, early childhood special education, elementary education, English language arts, English language learner, French, health/fitness, history, Japanese, mathematics, middle-level humanities, middle-level math, middle-level science, choral music, instrumental music, general music, reading, science, social studies, Spanish, and special education.