

SWARTHMORE COLLEGE
APPENDIX /ATTACHMENT C
Section II - Program Information Form

Provide the following as it relates to teacher preparation programs at your institution. Use attachment C for electronic submission

A. Number of students in teacher preparation programs at your institution:

Specify the number of students in your teacher preparation programs only during academic year 1999-2000 (September 1, 1999-August 31, 2000), including all areas of specialization.

1. Total Number of students enrolled during September 1,1999 to August 31, 2000. ___51___
Note: Count students only once for students gaining dual certification.

B. Information About Supervised Student Teaching

2. How many students were in programs of supervised student teaching from September 1, 1999-August 31, 2000? ___16___

Of this student total, provide a breakout by the dates listed:

--Number from September 1-December 31, 1999. ___12*___

--Number from January 1-August 31, 2000. ___5*___

*(1 double certification Spring and Fall student teaching)

3. Provide the numbers of supervising faculty who were:
--Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students. ___3___

--Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program. ___0___

--Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part-time university faculty or pre-K-12 teachers who supervise prospective teachers. ___4___

NOTE: The Numbers DO NOT include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this category is intended to reflect the growing trend of higher education institutions to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institutions regular faculty.

Supervising Faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching with an administrative link or relationship to the teacher preparation program.

--Total number of supervising faculty for the teacher preparation programs from September 1, 1999 to August 31, 2000(gained from three items in B3). _____7_*

Of this faculty total provide the following breakout by given timelines:

September 1, 1999 to December 31, 2000 _____5__

January 1, 2000 to August 31, 2000 _____3__

4. The student/faculty ratio during 1999-2000 was: 2.2/1 _____
(Divide the total given in item B2 by the total given for B3*.)
5. The average number of hours required per week of student participation in supervised student teaching in these programs was: 35-38 _____ hours.
-The total number of weeks of required supervised student teaching was 12 _____ weeks.
-The total number of hours required was 420 _____ hours.

C. Information about state approval of teacher preparation programs:

Note: All teacher preparation program(s) in Pennsylvania are approved by the Pennsylvania Department of Education.

6. Is your teacher preparation program currently under a designation as “low performing” by Pennsylvania’s state authority (as per Section 208 (a) of the HEA of 1998)?

_____ Yes
_____x_____ No

D. Information about recent graduates:

Note: This information will be collected annually with biannual updates also.

1. Total number of September 1, 1999 to August 31, 2000 graduates employed in instructional, educational specialist, supervisory or administration positions *in the Commonwealth*. ___10___

2. Total number of September 1, 1999 to August 31, 2000 graduates employed in instructional, educational specialist, supervisory or administration positions *outside of the Commonwealth*. ___3___

3. Number of September 1, 1999 to August 31, 2000 graduates employed in education related positions in locations *in the Commonwealth*. ___0___

4. Number of September 1, 1999 to August 31, 2000 graduates employed in noneducation related positions *in the Commonwealth*. ___0___

5. Number of September 1, 1999 to August 31, 2000 graduates employed in noneducation related positions in locations *outside of the Commonwealth*. ___2___

- Graduate School ___1___

6. List how this college/university will use this evaluation to enhance candidate achievement through the modification and improvement of the professional educator program.

The Swarthmore Education Program typically graduates 15-18 students a year who have completed the requirements for teacher certification in secondary and elementary education. Swarthmore College has approved programs in Biology, Chemistry, Physics, English, Modern Languages (French, German, Spanish), Mathematics and Social Studies. Swarthmore students seeking certification in Elementary Education may do so through a collaborative program between Swarthmore College and Eastern College in St. David's, Pennsylvania. Elementary certification is granted through Eastern College. While the numbers of students completing teacher certification in any one area in any year do not equal ten, and therefore the PRAXIS Exam scores are not reported for specific subject fields, it is important to emphasize that the pass rate for all students in all PRAXIS tests is 100%. Not only have all the Swarthmore graduates who have completed our teacher education program since Pennsylvania began using the PRAXIS series passed all the basic skills tests but they have also passed all of the subject matter tests and the appropriate Principles of Teaching and Learning test, often at much higher levels of performance than the required cut-off scores.

Because Swarthmore students have a 100% pass rate on all PRAXIS Exams and because all of the Swarthmore graduates during the past decade who wanted to teach have found teaching jobs by the end of the summer after they graduate, we use other measures to evaluate and modify our teacher education program. For example, students complete written evaluations of each Education course, which are then reviewed by the faculty member teaching the course and/or the Chair. Every five years we also do a comprehensive survey of our graduates (both those teaching and not teaching) in which they assess the strengths and weaknesses of the program. We also ask principals of the schools in which graduates of the last five years are teaching to complete a survey form to identify strengths and weaknesses. Finally, we are in individual contact with almost all of the teachers during their initial teaching positions and in some cases meet with groups of beginning teachers who remain in the local area for debriefing of their experiences. On the basis of this data, we continually fine-tune our program.

7. Are your teacher preparation program students required to pass all PRAXIS tests before student teaching?

Yes _____

No _____ x _____

8. Are your teacher preparation program students required to pass all PRAXIS tests before graduation?

Yes _____

No _____ x _____

Section III – Contextual Information (**OPTIONAL**)

Note: If responding, limit this section to the given 4 pages. If not responding, list N/A.

Provide responses/supplemental information or other content related to your college/university that you may want to include on your different requirements and practices in your teacher education program(s). Check (X) where appropriate.

1. Characteristics of Student Population:

This institution has large enrollments of underrepresented populations. x

Describe the underrepresented populations that you are serving and how this may affect program data, test data, or placement data.

Approximately 35% of the student body are students of color or international students. The class of 2004 includes 9% African American students, 11% Latino/a students, and 15% Asian and Pacific Islanders. Compared to other selective liberal arts colleges, these figures represent a very high percentage of the student body. In the classes of 2000 and 2001 combined, one-third of the students completing teacher certification have been students from these groups. The pass-rate on the Praxis Exams for students from these racial and ethnic groups in the classes of 1998-2000 has been 100%.

2. Characteristics of Programs:

- (a) Post-baccalaureate included x
- (b) Intern program included
- (c) Master's degree program included

1. 9th Semester Option: Students complete certification in either the regular four year undergraduate time frame or during a 9th semester. Swarthmore students who have completed all the requirements for teacher certification in their discipline and in Education, except for Student Teaching (EDUC 016) and Curriculum and Methods Seminar (EDUC 017) may apply to return after graduation to complete the teacher certification sequence during a 9th semester. During this semester they take EDUC 016 (two credits) and EDUC 017 (one credit), but they pay for a total of only one credit of regular tuition fees. In recent years, over one-half of the students completing teacher certification at Swarthmore have chosen this option. The 9th Semester Program enables students who might not be able to become fully certified in four years because of time constraints due to work in the Honors Program, study abroad, double majors, etc. to complete certification in a continuous program. The 9th Semester Program, and the much reduced costs for a semester of education, also evidences the College's objective "to make its students more valuable human beings and more useful members of society" and "to help its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern." (Swarthmore Catalogue, 2000-2001, p. 8)

3. Recruitment and Retention in the Program:

- (a) Special Programs/Services for underrepresented students offered __no__
- (b) Special services for teacher shortage areas offered __no__

Swarthmore College does not do any special type of recruiting of prospective teacher certification candidates. Most students enrolled in the teacher certification program make the decision after enrolling in the Introduction to Education, a multidisciplinary foundations course that also includes a weekly field placement in a school. Introduction to Education is one of the courses in the Social Sciences that can be used to fulfill the distribution requirements in the Social Science division of the College. Approximately one-third of each graduating class chooses to do this course, and as a result of their work in the course decide to continue with the certification sequence. Students do not formally enter the certification program until the middle of the second semester of their Sophomore year.

4. Program Admission Requirements

The Program Admission requirements include: Introduction to Education, which includes a field placement; completion of a Sophomore Plan of Study, evaluation from the Introduction to Education Cooperating Teacher; and an interview with an Education faculty member. Because of 100 % pass rate on the PRAXIS Exams and the entering SAT scores of Swarthmore undergraduates, the 3.0 grade point average for admission to the program can be waived, if necessary.

5. Student Teaching Admission Requirements

Student Teaching Admission Requirements include: successful completion of the following Education courses: Introduction to Education (plus practica), Educational Psychology (plus practica), Adolescence (secondary) or Teaching the Young Learner (elementary), and one of ten electives in Education (including Counseling, Environmental Education, Gender and Education, Urban Education) several of which also have a field placement. Prospective student teachers are interviewed by the Education Chair, and feedback from all of the Education faculty who have taught a particular student is also solicited as decisions are made about student teaching. In addition, letters from Cooperating Teachers in the pre-practicum placements are reviewed, and a letter from the Chair of the student's major department supporting the decision to student teach is requested. Before a student teaching placement is finalized, the Swarthmore student interviews with the prospective Cooperating Teacher and also observes one or more of his or her classes to ensure that there is a good "match" between them.

6. Graduation Requirements

Requirements for graduation from Swarthmore College include: a grade point average of C or better in 32 four-hour courses, including up to twelve in a departmental or interdisciplinary major and at least twenty courses outside of the major; completion of three Distribution courses in each of three divisions (Natural Science, Social Science and Humanities), two of which must be Primary Distribution courses, that are writing intensive and methodologically self-conscious; successful completion of the

Comprehensive departmental exam and/or Honors Exams in the student's major and minor fields.

7. Program Completion Requirements

Introduction to Education, Education 014; Educational Psychology; Education/Psychology 021; Adolescence; Education/Psychology 023; Practice Teaching, Education 016 (2 credits); Curriculum and Methods, Education 017; an additional elective course from the Education offerings numbered in the 20's-60's; Special Methods workshops in area of certification, academic major or equivalent in field of certification; observation by faculty member from student's major field; video tape of student teaching; competency checklist from Cooperating Teacher and College Supervisor; letters from Cooperating Teacher, College Supervisor, and departmental faculty observer; student teaching portfolio; written and oral exam at completion of student teaching and Curriculum and Methods Seminar.

8. Other Contextual elements:

Mission of Education Program and Overview of Curricular Organization and Options

The Program in Education has three purposes: to expose students to issues in education from a variety of disciplinary perspectives, to provide a range of field experiences for students who wish to explore their aptitude and interest in teaching, counseling or research in an educational setting, and to prepare students to be certified for entry into public school teaching. Courses in the Program in Education are intended to be integral to the College's academic offerings. The goal of the Education Program is to help students learn to think critically and creatively about the process of teaching and learning and the relationships between education and society. The Swarthmore Education program is highly integrated with other academic departments at the College. Several Education courses are cross-listed in other Social Science departments. In addition to offering teacher certification, the Program offers Special Majors in conjunction with another discipline, such as Psychology, Sociology/Anthropology, Political Science, Linguistics, English, or Biology. Students may also complete Honors Special Majors or Minors in Education. Approximately one-third of each graduating class takes the Introductory Education course, which also serves to fulfill a Primary Distribution Course requirement in the Social Sciences. All of our courses, except for Student Teaching and Curriculum and Methods (which are taken only by certification candidates), are taken as well by students not pursuing certification, often in conjunction with majors in the Social Sciences. (See Course Catalogue for a listing of offerings.) Almost all of the courses offered in Education include a field component, such as doing research or evaluation in schools, observing and assisting in classrooms, tutoring individual children, or doing policy internships in education-related organizations. Placements are made in both public and private urban and suburban schools. In a typical year about 200-250 students do field placements in 35-40 area schools. Public transportation to these placements is paid for by the Program.

Facilities

In addition to pleasant, well-equipped faculty and staff offices, the Education Program also has a research laboratory space with 5 Macintosh computers and a spacious

Educational Materials Center, which is used for seminars and small classes. The EMC houses a large collection (over 3,000 items) of curricular materials and books on a wide range of educational topics; six state of the art Macintosh computers; a collection of computer software; and audiovisual equipment such as projectors, video cameras, transcribing machines and tape recorders. The Educational Materials Center is open during regular school hours, in the evenings and on Sunday and is heavily used by students in our courses and by those doing student teaching.

Student Teaching

During student teaching, twelve weeks of which is required though many students opt to teach for thirteen weeks, College Supervisors observe each practice teacher in one or more classes per week. After each observation, they have a lengthy feedback conference with the student and with the Cooperating Teacher as well, if his or her teaching schedule permits. In addition, the College Supervisor also typically discusses teaching plans and curricula with the student teacher at another session during the week. Two times during the semester there is a formal three-way conference in which the College Supervisor, the Cooperating Teacher and the student teacher meet to discuss the student's teaching performance and progress, using the Swarthmore College Competency Checklist as a guide. Student teaching supervision is done by both regular Swarthmore faculty and by part-time supervisors. Part-time supervisors, usually have Masters Degrees (or higher) and past teaching experience at the elementary and/or secondary level. College Supervisors typically supervise between two and four student teachers each semester. Supervision of four student teachers per semester equals a course equivalent. In addition, a faculty member from the academic discipline in which the student is being certified (e.g. math, English) also observes the student once near the end of student teaching. Departmental faculty also serve on the Teacher Education Committee which grants final approval for certification. Students being certified in elementary education through a cooperative program with Eastern College are also supervised by Swarthmore faculty.

Employment

All Swarthmore College graduates who want to teach either "in state" or "out of state" have been successful in finding jobs. Graduates of the class of 2000 were employed by several school districts in the Philadelphia area, including Haverford, Sun Valley, Tredyffrin-Easttown, and Wallingford-Swarthmore, in several Quaker schools, including Friends Select, Delaware Valley Friends and Stratford Friends, and at the Masterman School (top ranked) in the Philadelphia District. Recent graduates have also found teaching jobs all over the United States, including in California, Connecticut, Florida, Illinois, Iowa, Maryland, Massachusetts, Michigan, New Jersey, New Hampshire, New Mexico, New York, North Carolina, Oregon, Rhode Island, Texas, and Virginia. Most of our graduates stay in close contact with Education Program faculty and keep us up-dated on their teaching.

Section IV Certification

I certify that, to the best of my knowledge, the information in this 1999-2000 Title II, Section 207 of the Higher Education Act of 1998 and General Standards for the Institutional Preparation of Professional Educators—Chapter 354 report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

_____	(Signature)
Eva F. Travers	Name of responsible institutional representative for teacher preparation program
Professor and Chair	Title

Certification of review of submission:

_____	(Signature)
Alfred Bloom	Name of President/Chief Executive (or designee)
President	Title

Return this form, (paper copy required) no later than April 9, 2001 to:

Title II Coordinator
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education
Third Floor, 333 Market Street
Harrisburg, PA 17126-0333

Other sections can be returned by electronic mail to mblaze@state.pa.us.