

**TEAC Inquiry Brief
St. John's University
School of Education**

SECTION 1

Introduction

St. John's University is a private, Catholic, Doctoral/Research Intensive University comprised of six schools and colleges: St. John's College of Liberal Arts and Sciences; The School of Education (the second oldest school of the University); The Peter J. Tobin College of Business; The College of Pharmacy and Allied Health Professions; The College of Professional Studies; and The School of Law. With the exception of The School of Law, all these provide both graduate and undergraduate programs. The University offers programs on its main campus in Jamaica, New York (The Queens campus), Staten Island, Manhattan, and courses at the Oakdale (Eastern Suffolk) location, and Rome, Italy. The School of Education offers degree programs on the Queens and Staten Island campuses only and offers coursework leading to degrees at Oakdale and Manhattan and via distance learning.

The University's mission contains the following statement:

As a university, we commit ourselves to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

*Mission Statement of St. John's University, New York
Approved by the Board of Trustees, March 15, 1999*

In its early history the University addressed this mission primarily to the children of first generation Irish, Italian and German families. Today, as evidenced by demographics that follow, the University has become far more diverse, enrolling first generation college students of families from ethnic groups that include the newer populations of immigrants (African-American, Hispanic and Asian) that now constitute its primary market.

Program Rationale

The mission of the University has shaped the philosophy around which the teacher education program at St. John's has been developed. To serve the diverse and changing society of our nation, in general, and, more specifically, the target population of the University's mission, teachers need to develop multiple perspectives and instructional skills appropriate to bring to the social issues and educational needs of their students.

Large parts of the mission statement, above, reflect the same Quality Principles that characterize TEAC's expectations of teacher education programs it accredits. As examples:

(Quality Principle 1) Underscoring the program's core curriculum in liberal arts and sciences, the University affirms the position that these disciplines inform the professions all undergraduates seek to enter. Furthermore, the Statement draws attention to the need for the "...innovative application of knowledge...", consonant with Quality Principles 1.1 and 1.3, underlying the program's pedagogical components which stress the differentiation of instruction to address the needs of diverse populations.

Multicultural understandings (Q.P. 1.3) are reflected in the Statement's assertion that "...We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person.... Our community which comprises members of many faiths, strives for openness.... Thus, the University is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions."

Speaking to the component of "qualification" (Q.P. 1.1), the Statement opens with a commitment to "...academic excellence...and...an atmosphere in which scholarly research, imaginative methodology, global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning." This captures the essence of the School's approach in shaping the content area components of the teacher education program.

As a reflection of "caring", and based upon the Mission Statement, the teacher education program emphasizes providing excellent education especially "...for those lacking economic, physical, or social advantages...concluding with the creation of "...an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent." (St. Vincent, the founder of the Vincentian Community which created St. John's University.)

Additionally, in response to both New York State and national concerns which awakened in the 1990's over the quality of teacher education, many institutions including St. John's, undertook an examination of their teacher education program. Specifically, the faculty and the deans of St. John's School of Education reviewed and discussed the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), the standards and principles developed by other professional organizations including the

National Board for Professional Teaching Standards, and in particular, the standards of New York State and in particular, the New York State Teacher Education Standards (which, in turn, are also based upon INTASC and NBPT Standards).

First, in doing so, the faculty agreed with the national emphasis on curriculum standards, and that teachers need up to date knowledge of content to teach to those standards. Therefore, teacher candidates must have both breadth and depth of preparation in the liberal arts and sciences. This belief is congruent with Goodlad's (1994) recommendation that programs provide "ample, general liberal studies" and Darling-Hammond and Cobb's (1996) description of components of preparation programs for teachers given the context of our changing society.

Second, teacher's repertoire of knowledge includes not only content knowledge but also knowledge of other areas of teaching: general pedagogical knowledge; pedagogical content knowledge; and knowledge of context (Grossman 1990; Shulman 1986; Wilson, Shulman & Richert, 1987).

Finally, to complement their sound knowledge base, teachers must be prepared through extensive, supervised classroom experience. In order to serve a diverse population, especially in the New York metropolitan area, in congruence with the University's mission, it was felt that teacher candidates should participate in classrooms within high needs urban schools and should be frequently observed and interact with experienced teachers (Stallings, 1999; Wise et al 1987). Furthermore, field experience provides opportunities for prospective teachers to test and apply the knowledge they have acquired in the classroom. Through working with students, they begin to develop understandings of the different contexts within which they will teach, to become aware of differences in students' prior knowledge of topics in the curriculum, and to see which strategies work well with particular topics and/or particular students. (Feiman-Nemser & Buchman, 1987; Lanier & Little, 1986). This perspective is an underlying principle of the St. John's teacher education program and provides the basis of our claim relative to Q. P 1.3.

In these ways, the faculty's overall viewpoint of the need for teacher education which rests upon the components of content knowledge, pedagogical knowledge, and teaching skill (caring), is congruent with the New York State requirements for teacher education programs and the INTASC standards and corresponds to the quality principles put forth by TEAC.

Enrollment

Overall University enrollment in Fall 2003 was 19,777, situated on four campuses (Queens, Staten Island, Manhattan, and Rome, Italy.) To provide an accurate representation of our program, The School of Education will present evidence from two campuses, Queens and Staten Island since (1) the Oakdale location hosts only coursework that is part of a graduate specialization in educational administration;

students taking such courses are actually registered on the Queens campus (2) the School began offering courses toward an Adolescence/Career Change program in Manhattan in October 2003 and there are no measurable results yet; in addition, students enrolled in these courses are actually registered on the Queens campus and are required to take courses here as well and (3) there are no education programs in Rome.

Enrollment in the St. John's School of Education Teacher Education Program in Fall 2003 totals 1665, with a headcount of 682 undergraduate and 983 graduate students. FTE for the same period is 691 undergraduate and 455 graduate, totaling 1,146. Representing a cross-section of commuting students from New York City and the immediate surrounding region and a national student body now housed in five Residence Halls that have been built since 1998, the School and University are still committed to a diverse student group faithful to its Mission since 1870.

Table 1.1 identifies the ethnic composition of the entire University and the Teacher Education Program at both undergraduate and graduate levels.

Table 1.1

Numbers and Percentages of Students Enrolled in the University and in the Teacher Education Program by Non-Resident and Resident Ethnic Group in the Fall 2003

Ethnic Category	<i>St. John's University</i>						<i>St. John's Teacher Education Program</i>					
	Undergraduate		Graduate		Total Undergraduate + Graduate		Undergraduate		Graduate		Total Undergraduate + Graduate	
	Number =	%	N=	%	N=	%	N=	%	N=	%	N=	%
Non-Resident¹	416	3	377	8	793	4	8	1	12	1	20	1
Black	2,135	14	362	7	2,497	13	67	10	56	6	123	7
Native American	28	0	5	0	33	0	2	0	1	0	3	0
Asian	2,002	13	457	10	2,459	12	29	4	47	5	76	5
Hispanic	2,190	15	382	8	2,572	13	94	14	81	8	175	11
White	6,993	47	2,642	54	9,635	49	445	65	544	55	989	59
Unknown²	1,144	8	644	13	1,788	9	37	6	242	25	279	17
TOTAL	<i>14,908</i>	<i>100</i>	<i>4,869</i>	<i>100</i>	<i>19,777</i>	<i>100</i>	<i>682</i>	<i>100</i>	<i>983</i>	<i>100</i>	<i>1,665</i>	<i>100</i>

Racial/Ethnic categories in the chart above are in order and titled according to IPEDS classification.

¹**Non-Resident:** Non-Resident Aliens are described as persons who are not citizens or nationals of the United States and are in this country on a visa or temporary basis and do not have the right to remain indefinitely. They are reported here and not in any of the racial/ethnic categories, per IPEDS instructions.

²**Unknown:** This category is used for students who did not select a racial/ethnic designation and were unable to be classified by the university post-enrollment.

Reflecting its mission, today’s student population includes Hispanics (which has grown to be one of the largest such populations in the U.S.), African Americans, and students from other ethnic and racial groups from across the world. The University-wide freshman (undergraduate) class of Fall 2003 was composed of 47% minority students (16% Black, 16% Asian, 15% Hispanic) while incoming students in The St. John’s University School of Education Program (“Teacher Education Program”) included 31% minorities (11% Black, 5% Asian, 15% Hispanic), as seen in Table 1.2.

Table 1.2

Numbers and Percentages of Freshman 2003 Enrollment by Ethnic Group for University and Teacher Education Program with Minority Population Highlighted

Ethnic Group	<i>St. John’s University</i>		<i>St. John’s Teacher Education Program</i>	
	N=	%	N=	%
Non-Resident ¹	70	2	1	1
<i>Black</i>	<i>474</i>	<i>16</i>	<i>12</i>	<i>11</i>
<i>American Native</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Asian</i>	<i>475</i>	<i>16</i>	<i>5</i>	<i>5</i>
<i>Hispanic</i>	<i>437</i>	<i>15</i>	<i>16</i>	<i>15</i>
<i>(subtotal minority population)</i>	<i>(1388)</i>	<i>(47)</i>	<i>(33)</i>	<i>(31)</i>
White	1,268	43	70	63
Unknown ²	250	8	5	5
Total	2,976	100	109	100

Racial/Ethnic categories in the chart above are in order and titled according to IPEDS classification.

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²**Unknown:** This category is used for students who did not select a racial/ethnic designation and were unable to be classified by the university post-enrollment.

In a survey of percentages of minority students at major universities in the city of New York, St. John’s ranked second among private universities surveyed with 36% of the student population being African American, Asian, Native American and Hispanic.

Percentage of Black, Asian, Native American & Hispanic students enrolled in NYC universities surveyed

CUNY Baccalaureate Program	64.7 %
St. John’s University	36 %
Columbia University	28 %
New York University	27 %
Fordham University	23 %

(Survey conducted by the Daily News, based on 2002 enrollment, published March 9, 2003)

Table 1.3 identifies the enrollment and ethnic composition of the Teacher Education Program for the period 1999 to 2003..

Table 1.3

Numbers and Percentages of Students Enrolled in the Teacher Education Program (Undergraduate and Graduate) by Non-Resident and Resident Ethnic Group between 1999 and 2003

Year	Non-Resident ¹		Black		Native American		Asian		Hispanic		White		Unknown ²		Total	
	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%
1999																
Graduate	59	7%	34	4%	1	0%	19	2%	75	8%	508	56%	210	23%	906	100%
Undergraduate	2	0%	31	5%	3	0%	23	4%	82	13%	467	74%	32	5%	640	100%
Total	61	4%	65	4%	4	0%	42	3%	157	10%	975	63%	242	16%	1,540	100%
2000																
Graduate	74	8%	36	4%	0	0%	15	2%	72	8%	480	51%	268	28%	945	100%
Undergraduate	7	1%	25	4%	1	0%	28	4%	93	14%	447	67%	65	10%	666	100%
Total	81	5%	61	4%	1	0%	43	3%	165	10%	927	58%	333	21%	1,611	100%
2001																
Graduate	9	1%	45	6%	0	0%	20	3%	66	9%	404	53%	213	28%	757	100%
Undergraduate	5	1%	41	6%	2	0%	26	4%	104	15%	440	66%	53	8%	671	100%
Total	14	1%	86	6%	2	0%	46	3%	170	12%	844	59%	266	19%	1,428	100%
2002																
Graduate	48	5%	43	5%	1	0%	22	2%	94	10%	460	50%	255	28%	923	100%
Undergraduate	7	1%	59	8%	1	0%	27	4%	100	14%	463	65%	52	7%	709	100%
Total	55	3%	102	6%	2	0%	49	3%	194	12%	923	57%	307	19%	1,632	100%
2003																
Graduate	12	1%	56	6%	1	0%	47	5%	81	8%	544	55%	242	25%	983	100%
Undergraduate	8	1%	67	10%	2	0%	29	4%	94	14%	445	65%	37	5%	682	100%
Total	20	1%	123	7%	3	0%	76	5%	175	11%	989	59%	279	17%	1,665	100%
Graduate	202		214		3		123		388		2396		1188		4514	
Undergraduate	29		223		9		133		473		2262		239		3368	
Grand Total	231		437		12		256		861		4658		1427		7882	

Racial/Ethnic categories in the chart above are in order and titled according to IPEDS classification.

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²**Unknown:** This category is used for students who did not select a racial/ethnic designation and were unable to be classified by the university post-enrollment.

Table 1.4 shows degrees conferred for the past 5 years with a breakdown by ethnic group.

Table 1.4

Number of Degrees Conferred in Teacher Education Program from 1999-2003 for Graduate, Undergraduate and Total by Non-Resident and Resident Ethnic Group

Year/Level	Non-Resident ¹	Black	Nat. American	Asian	Hispanic	White	Unknown ²	Total
	N=	N=	N=	N=	N=	N=	N=	N=
1999								
Graduate	4	9	1	7	17	182	9	229
Undergraduate	0	16	0	5	27	163	7	218
Total	4	25	1	12	44	345	16	447
2000								
Graduate	7	16	2	4	28	201	31	289
Undergraduate	1	9	2	6	25	137	3	183
Total	8	25	4	10	53	338	34	472
2001								
Graduate	6	12	0	3	27	193	42	283
Undergraduate	0	10	1	6	22	129	7	175
Total	6	22	1	9	49	322	49	458
2002								
Graduate	2	15	0	7	31	191	53	299
Undergraduate	2	7	0	8	17	117	9	160
Total	4	22	0	15	48	308	62	459
2003								
Graduate	3	21	0	7	42	185	64	322
Undergraduate	0	12	2	11	39	140	15	219
Total	3	33	2	18	81	325	79	541
Total Graduate	22	73	3	28	145	952	199	1422
Total Undergrad	3	54	4	36	130	686	41	955
Grand Total	25	127	8	64	275	1638	240	2377

Racial/Ethnic categories in the chart above are in order and titled according to IPEDS classification.

¹**Non-Resident:** Non-Resident Aliens are described as persons who are not citizens or nationals of the United States and are in this country on a visa or temporary basis and do not have the right to remain indefinitely. They are reported here and not in any of the racial/ethnic categories, per IPEDS instructions.

²**Unknown:** This category is used for students who did not select a racial/ethnic designation and were unable to be classified by the university post-enrollment.

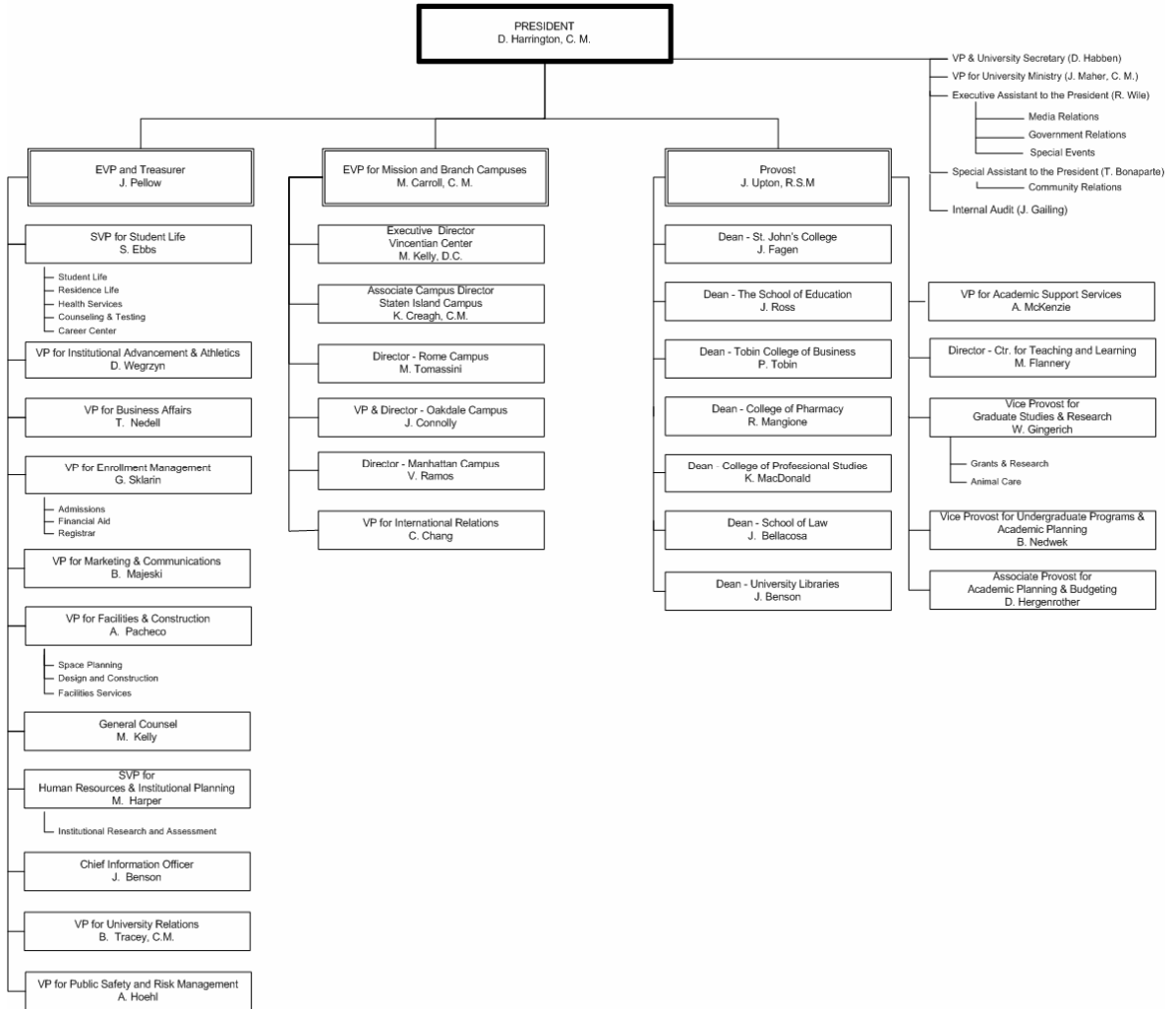
Recognizing the need to serve underrepresented minorities, The School of Education has housed the Teacher Opportunity Corps (TOC) within its regular undergraduate population since 1988. The purpose of TOC is to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure, or dropping out of school; and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.

In 2002, the TOC was comprised of 36 students, 52% African American and 48% Hispanic. In 2003, the student population of TOC was 51; 56% African American and 44% Hispanic. The number of participating students in the TOC program each year is determined by New York State Education Department in conjunction with New York State Legislative guidelines and appropriations.

In 1908 by opening the doors of The School of Education, the Trustees of the University moved St. John's forward with a vigorous leap, offering baccalaureate degrees for teachers when only a Normal School diploma was required for teacher certification in New York State. Only New York University preceded St. John's in the creation of its School of Pedagogy and in offering these degrees. *(See following page for organization chart of St. John's University.)*

Figure 1.5

St. John's University Organizational Chart



SECTION 2

Claims

Evidence presented in this Inquiry Brief will point to the fact that graduates of St. John's University Teacher Education Program are competent, caring, and qualified. Claims, common to all specializations and options, are based upon the New York State Standards:

1. Graduates of the Teacher Education Program have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach.
2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.
3. Graduates of the Teacher Education Program have demonstrated that they can promote the well-being of students by providing a supportive and nurturing learning environment for students of diverse backgrounds and varying abilities.

As the following tables show, our three claims encompass and are consistent with the New York State Standards and the program standards we have functioned with for many years.

Furthermore, as stated above, graduates of St. John's University Teacher Education Program satisfy the New York State Standards for Teacher Education Programs. Those standards are as follows:

Table 2.1

New York State Teacher Standards aligned with St. John’s Education Program Claims

Standard Number	Standard Narrative	St. John’s Teacher Education Program Claims
1	The teacher (candidate) promotes the well-being of all students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities and students of both sexes.	3. Graduates of the Teacher Education Program have demonstrated that they can promote the well-being of students by providing a supportive and nurturing learning environment for students of diverse backgrounds and varying abilities.
2	The teacher (candidate) has a solid foundations in the arts and sciences, breadth and depth of knowledge of subject to be taught, and understanding of subject matter pedagogy and curriculum development.	1. Graduates of the Teacher Education Program have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach.
3	The teacher (candidate) understands how students learn and develop.	2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.
4	The teacher (candidate) effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including education technology.	2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.
5	The teacher (candidate) uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.	2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.
6	The teacher (candidate) promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.	3. Graduates of the Teacher Education Program have demonstrated that they can promote the well-being of students by providing a supportive and nurturing learning environment for students of diverse backgrounds and varying abilities.
7	The teacher (candidate) maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.	1. Graduates of the Teacher Education Program have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach. 2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.
8	The teacher (candidate) is of good moral character.	3. Graduates of the Teacher Education Program have demonstrated that they can promote the well-being of students by providing a supportive and nurturing learning environment for students of diverse backgrounds and varying abilities.

Our rationale statement will demonstrate that in meeting these standards, our graduates are demonstrating subject matter knowledge, pedagogical knowledge, and teaching skill as required by Quality Principle 1.

Cross Cutting Themes

We have examined the liberal arts and general education dimension of our teacher education curriculum with specific focus on the cross-cutting themes of technology, learning to learn, and multicultural perspectives.

Additionally, each of the themes as it relates to the individual components of Quality Principle 1, (Subject Matter knowledge, Pedagogical Knowledge and Teaching Skills) is discussed below.

Claim 1 (Quality Principle 1.1) Subject Matter Knowledge

Multicultural Understandings: All teacher candidates must satisfy New York State Standard #2 for “a solid foundation in the liberal arts and sciences”, which is accomplished through coursework in the core curriculum (HIS 1000 - Global History) as well as the required EDU 1000 - Foundations of Education (undergraduate) and EDU 7000 - Sociological, Psychological Foundations of Learning (graduate) which focus on social, cultural and ethnic issues in education. All students are required to maintain a G.P.A. of 3.00 or better to be considered in good academic standing.

Technology: The University provides all incoming freshmen with laptop computers, as well as instruction (if necessary) in their use. Faculty are trained in on-line instruction and students are taught to utilize the digitized (as well as print) resources of the library. Student laptops are now equipped with a Personal Portable Library which includes a 2,000 e-Book collection, in the public domain, as well as a sophisticated search engine and adopted e-Textbooks.

Learning to Learn: All teacher candidates must satisfy New York State Standard #7 “the teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction”. Once again, students are taught to utilize both the digitized and print resources of the library. The undergraduate core curriculum emphasizes modes of inquiry (SCI 1000 - Scientific Inquiry, PHI 1000 - Philosophy of the Human Person). All graduate courses require the submission of a research paper or equivalent research project

Claim 2 (Quality Principle 1.2) Pedagogical Knowledge

Multicultural Understandings: All candidates must satisfy New York State Standard #1 which requires that the teacher be able to “form productive relationships with students with diverse characteristics and backgrounds...”

All undergraduate teacher candidates are required to take EDU 1000 - Foundations of Education and EDU 1011 - Human Relations in Inclusive Settings. In addition, Childhood Education students must take EDU 1005 - Language Arts, Social Studies and Multicultural Education. Graduate teacher candidates are required to complete either EDU 7000 - Sociological Foundations of Education, EDU 7290 - Human Relations and Communications in Inclusive Settings or EDU 9006 - Human Development in Cross Cultural Perspectives.

Technology: All teacher candidates must satisfy New York State Standard #4 for which teachers must be able to utilize various instruction methodology “including educational technology...” Once more, incoming freshmen students have been issued lap top computers, commencing with the Fall 2003 semester. Additionally, all undergraduate students are required to take EDU 1015 - Technology and Society: School, Community, Workplace. Graduate students are required to take either EDU 7266 - Technology for Teaching Literacy Applications in Regular and Special Education Settings; or EDU 7666 - Advanced Technology in Education.

Learning to Learn: All teacher candidates must satisfy New York State Standard #7, for which the teacher “...maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment...” Undergraduate candidates are required to take both EDU 1000 - Foundations of Education, for which the “concept of professional career development and of managing and developing personal and community resources” is a major component. Graduate students must complete a research paper related to the coursework, in each of their courses. Students in the Early Childhood, Childhood and Adolescent Education specializations must complete EDU 7585 - Assessment and Evaluation, in which they, “...develop knowledge of various approaches to education, assessment and research, and will analyze, synthesize and evaluate educational research in specific content areas...”

Students in the program must maintain a 3.00 or better G.P.A. in addition to passing the requisite New York State Teaching Examinations to be eligible for certification in New York State.

Claim 3 (Quality Principle 1.3) Teaching Skill

Multicultural Understandings: Teacher candidates must satisfy New York State Standard #1 which requires competency in working with diversified student populations. Fieldwork associated with all programs is carried out in partnership with New York City School Regions 3, 4, 5 and 7 located in Queens, Brooklyn and Staten Island as well as western Nassau County, all of which are highly diversified (see Table 2.2). Student teaching and internships are also carried out in these districts. Students must maintain a 3.00 G.P.A. or better, in this work.

Table 2.2
Ethnic Diversity of student enrollment in New York
City Public Schools Regions 3, 4, 5 and 7 combined, in 2003

White	22.5 %
Black	25.6 %
Hispanic	31.5 %
Asian & Other*	20.2 %
	99.8% (due to rounding)

* Other includes Pacific Islanders, Alaskan Natives, and Native Americans.
(www.nycenet.edu/daa/SchoolReports)

Technology: Teacher candidates must satisfy NYS Standard #4 which requires that they be able to utilize educational technology and instructional methodology. All educational technology courses, EDU 1015, EDU 7266, 7267 and 7666, require students to prepare and present lessons (and in some cases, units) utilizing educational technology as an instructional method. Because these courses utilize University classrooms equipped with Proximas and have the capacity to project accessed internet sites, students develop teaching skills as they demonstrate in the University classroom and implement their learning at field sites.

Learning to Learn: Teacher candidates must satisfy NYS standard #7 that teachers be able to both maintain and update their knowledge and skills in what and how they are to teach. Candidates are required to analyze, reflect upon and refine their practice in student teaching and internship coursework and the associated seminars. In these program components, they are evaluated by both their respective University professor and the cooperating classroom teacher. Further commentary on candidates' teaching skills and abilities to relate to their students in the classroom may be found in the surveys of school principals and cooperating teachers and supervisors.

Admission to regular graduate specializations and options leading to professional certification requires that the student must have achieved initial New York State certification. Thus, the Pedagogical Core is also common to these specializations and options since admission to professional certification is predicated upon the successful

completion of initial certification. Students entering alternative certification programs are required to hold a baccalaureate degree with a major in an academic content area and a grade point average of 3.0 or better.

Rationale

The previous Claims section has provided a chart which aligns the program's claims with the New York State Standards. Table 2.3, which follows, demonstrates the links between TEAC Quality Principle 1, St. John's Teacher Education Program Claims, The New York State Standards for Teacher Education Programs and St. John's Program Requirements.

Table 2.4 shows the alignment of measurements of learning to TEAC Quality Principle 1, NY State Standards and Program Requirement

Table 2.3

QP's related to St. John's Teacher Education Program Claims , NY State Standards for Teacher Education, and Program Requirements

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements
<p>QP 1.1 Subject Matter Knowledge Candidates for the degree must learn and understand the subject matters they hope to teach. TEAC requires evidence that the program's candidates acquire and understand these subject areas</p>	<p>#1. Graduates of the Teacher Education Program have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach.</p>	<p>#2. The teacher candidate has a solid foundation in the arts and sciences, breadth and depth of knowledge of subject to be taught, and understanding of subject matter, pedagogy and curriculum development.</p> <p>- and -</p> <p>#7. The teacher candidate maintains up-to-date knowledge and skills in the subject taught and in methods of instructions and assessment</p>	<p>All undergraduate students must successfully complete the University's liberal arts and sciences core curriculum (breadth of knowledge) [as well as a minimum 30 credits in a content area (English, Social Studies, Mathematics, Science or Foreign Language) which has as its objective the "acquisition of knowledge in depth".] The objective of the core curriculum is to develop the following competencies: accessing and evaluating sources of information, both oral and written; assessing alternatives through data and evaluation; using print and digitized resources of the library for research and analysis; using appropriate computer applications; reading, understanding and evaluating primary texts; preparing and presenting literate, coherent and persuasive messages, both written and oral, to an audience; using quantitative methods appropriately; conversing and writing in a second language. The core curriculum seeks to foster the development of these competencies in the following courses required of undergraduate students:</p> <p>ENG 1000 – English: Composition; Critical Analysis in Reading and Writing ENG 1100 – English: Literature in a Global Context Speech 1000 – Speech: Public Speaking for the College Student DNY 1000 – Discover New York ART 1000 – Creativity and the Arts - <i>OR</i>- Music 1240 – History of Music in Film Foreign Language – 6 credits under advisement MTH 1000 – Mathematics for Liberal Arts MTH 1530 – Fundamentals of Mathematics BIO 1050 – Human Biology SCI 1000 – The Scientific Method HIS 1302 – U.S. from Civil War to Present HIS 1000 – Emergence of the Global Society PHI 1000 – Philosophy of the Human Person PHI 2200 – Ethics PHI 3000 – Metaphysics THE 1000 – Perspectives on Christianity: A Catholic Approach; plus an additional two courses from Theology offerings. All students must maintain a 3.00 overall G.P.A. and pass the New York State Liberal Arts and Sciences Test (LAST) as well as the Content Specialty Test (CST).</p>

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements
<p>QP 1.2 Pedagogical Knowledge The primary obligation as a teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program's degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p>	<p>#2. Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.</p>	<p>#3. The teacher candidate understands how students learn and develop.</p>	<p>Graduate students study these principles in <u>EDU 7000 – Sociological/ Psychological Foundations of Learning</u> – [Provides a comprehensive and balanced coverage of theories and basic concepts of human growth and development from birth through adolescence. It shows how these theories can be applied to a variety of learning situations, and gives concrete advice for planning and implementing instruction based on these development theories. The course is designed to help teachers understand the realities of teaching, to teachers. In addition, it situates resultant understandings within a broader sociocultural context through sociohistorical, critical ecological, multicultural feminist analyses. Specifically this course addresses: development and individual differences; learning and motivation; the teaching-learning model; preparing teaching; and classroom management. 3 credits.] and in <u>EDU 9711 – Education of Individuals with Exceptionalities</u> – [Presents an overview of issues involving exceptional learners, that is, students with diagnosed disabilities as well as gifted/talented pupils, English Language Learners, and children at risk for school failure. The entire age span from early childhood through and including young adulthood will be treated. Highlighted with key issues of demographics, characteristics of learners, pertinent laws, community resources and community adjustment, and instructional techniques and modifications of curricula. 3 credits.] Both courses are required for graduate education students.</p>

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements
<p>QP 1.2 Pedagogical Knowledge (continued)</p>	<p>#2. (continued)</p>	<p>#4. The teacher candidate effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including education technology.</p>	<p>As undergraduates, Childhood Education teacher candidates complete study in these areas across the program's curriculum. However, study in these areas is most concentrated in the following required courses:</p> <p><u>EDU 1003 –Observation Analysis and Creative Activities</u> –[<i>Introduction of students into schools; principles of classroom management; interaction with pupils, peers and teaching personnel. Major emphasis on developing systematic skills in observation and analysis of teaching. Each student will have opportunities to evaluate career choice, work with a cooperating teacher and university supervisor to explore creative experiences and alternative teaching methodologies, examine classroom materials, and respond to classroom management situations and techniques. Students will teach several university-supervised micro-lessons which will be video-taped for the student's self-analysis during viewing at the clinical setting. 3 credits</i>];</p> <p><u>EDU 1004 – Language Acquisition and Literacy</u> – [<i>Students gain an operational perspective on language acquisition and literacy development of native English language learners. Sociological, linguistic and developmental context of language arts learning is emphasized. Reading and language arts are approached; (a) as a cognitive developmental process; (b) as integrated and interrelated; (c) as occurring within a social context and; (d) as vital success in school and life. Students are exposed to curriculum development, and instructional planning using various teacher communication modes, as well as a variety of teaching and assessment methods that promote skills in listening, speaking, reading and writing. Appropriate field experiences are provided to integrate educational theory and practice. 6 credits</i>];</p> <p><u>EDU 1005 – Language Arts, Social Studies and Multicultural Education</u> –[<i>Curriculum and methods of teaching social studies (including an emphasis on New York City and New York State) and of developing literacy in elementary learners and middle school will be studied in the context of the impact of cultural differences on students' learning and experiences in multi- and monolingual urban school settings. Fieldwork required. 6 credits</i>];</p> <p><u>EDU 1006 – Methods of Teaching Mathematics</u> –[<i>Study of curriculum development, instructional planning, instructional strategies, and materials used in the teaching of mathematics for students within the full range of abilities. Special emphases on use of mathematical models, differentiating instruction to address pupils' needs, assessing pupils' progress and utilizing instructional technology. 3 credits.</i>],</p> <p><u>EDU 1007 – Methods of Teaching Science</u> –[<i>Study of curriculum development, instructional planning, instructional strategies and materials used in the teaching of science for students within the full range of abilities. Special emphasis on developing thinking strategies through the scientific method, assessing pupils' progress, differentiating instruction in response to assessments and utilizing instructional technology. Fieldwork required. 3 credits.</i>]</p>

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements
<p>QP 1.2 Pedagogical Knowledge (continued)</p>	<p>#2 (continued)</p>	<p>#4 (cont.)</p>	<p>Undergraduate Adolescent Education teacher candidates study these principles in:</p> <p><u>EDU 1012 – Language Acquisition and Literacy/Adolescence</u> <i>[The sociological, linguistic and developmental context of language and learning are emphasized. Reading and language arts for grades 7-12 are approached as a cognitive developmental process; as integrated and interrelated; as occurring within a social context and; as vital for success in school and life. 6 credits</i></p> <p><u>EDU 1013 – Methods for Secondary Education</u> <i>–[Combines study of recognized subject matter teaching methods at the secondary level with practicum experience. Students are required to observe and analyze the environment, observe and participate in the teaching/learning process, and develop understanding and appropriate applications of classroom management. Fieldwork required. 6 credits.]</i></p> <p>Graduate students in the teacher education program receive instruction in these areas in</p> <p><u>EDU 7195 –Teaching and Learning: Childhood</u> <i>–[Course designed to provide prospective teachers of elementary school students with focused knowledge of learning and development as they relate to teaching strategies and techniques which relate to the standards. Classroom management and the rights of teachers and students and their communities will be included. Fieldwork required. 3 credits.]</i>,</p> <p><u>EDU 7295 – Teaching and Learning: Adolescent</u> <i>– [Course involves planning for instruction with a view toward differentiated instructional strategies for all students in the several content areas, paying special attention to current standards. Theories of learning and development and their relationship to teaching strategies will be included. A special focus on classroom management and the accompanying responsibilities and rights of teachers and students will be examined as the relationships between schools and their respective communities. A field component is required. 3 credits.]</i></p> <p><u>EDU 3200 – Language Acquisition and Literacy Development</u> <i>– [Examines theories of literacy development including but not limited to the construct of emergent literacy; focuses on early oral language development, second language acquisition, and relationship of oral to written language and other literacy's; investigates difficulties for diverse learner in acquiring literacy skills; presents instructional methodology for phonemic awareness; symbol-rich and print-rich environments, infusing literature in centers, language experience, use of picture and big books, and examines process-oriented procedures for assessment of early language/literacy development. Fieldwork required. 3 credits.]</i></p> <p><u>EDU 3220 – Approaches, Materials and Performance Evaluation in Literacy Development</u> <i>–[Study and analysis of approaches and materials for literacy instruction focusing on work identification, vocabulary development, comprehension, writing instruction, motivational aspects of instruction and creating effective and enriched teaching and learning environments for native-English speakers and English language learners; also provides instruction in the principles and practices of assessing student literacy performance including but not limited to the New York State Performance Evaluation and Standards. Fieldwork required. 3 credits.]</i></p>

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements												
<p>QP 1.3 Teaching Skill</p> <p>Teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for all their pupils. Caring is a particular kind of relationship between the teacher and the student that is defined by the teacher's unconditional acceptance of the student, the teacher's intention to address the student's educational needs, the teacher's competence to meet those needs and the students recognition that the teacher cares.</p>	<p>#3 Graduates of the Teacher Education Program have demonstrated that they can promote the well-being of students by providing a supportive and nurturing learning environment for students of diverse backgrounds and varying abilities.</p>	<p># 8 The teacher candidate is of good moral character</p> <p># 6 The teacher promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.</p>	<p>Undergraduate students acquire knowledge of teachers' rights and responsibilities, etc. and are expected to act upon that knowledge in a manner congruent with Quality Principle 1.3. This is evidenced in courses which included field work components. At St. John's, such coursework (with the integrated field experiences) begins in the freshman year in order that students may confirm their decision to enter the teaching profession. As students progress through the coursework, they assume increasingly greater levels of responsibility in the classrooms to which they are assigned and work under the collaborative supervision of both their University faculty member and the cooperating classroom teacher. Students' grades in these courses, their scores on the NYSTCE Assessment of Teaching Skills-Written, surveys of principals and collaborating teachers and their student teaching evaluations, recognize their intent, their competence, and their caring disposition.</p> <p>All undergraduates majoring in Childhood Education must <u>take EDU 1001 – Foundations of Learning/Childhood</u> [<i>Interdisciplinary study of human learning, growth and development, growth sequences as impacted by cultural, sociological, psychological and environmental factors through childhood; principals of motivation, communication, classroom management and learning processes; implications for and application to educational practice for the optimization of students' growth and learning. Fieldwork required. 3 credits.</i>] All undergraduate Adolescent Education majors must take <u>EDU 1002 – Foundations of Learning/Adolescent</u> [<i>Interdisciplinary study of human learning, growth and development focusing on the adolescent years. Study in Dynamics of cultural, sociological, psychological and environ-mental influences; implications for assessments and for selection of appropriate strategies to address pupil characteristics and content-area standards. Appropriate field experiences to integrate educational theory and practice. 3 credits.</i>]</p> <p>The following coursework incorporates field experiences:</p> <table border="0" data-bbox="766 1063 1921 1161"> <tr> <td>EDU 1001 – Learning and Development – Childhood (3 credits) -</td> <td>10 field hours</td> </tr> <tr> <td>EDU 1002 – Learning and Development – Adolescence (7-12) (3 credits)</td> <td>15 field hours</td> </tr> <tr> <td>EDU 1011 – Human Relations in Inclusive Settings (3 credits)</td> <td>10 field hours</td> </tr> </table> <p>Graduate education students take the following courses requiring field work:</p> <table border="0" data-bbox="766 1209 1921 1336"> <tr> <td><u>Early Childhood, Childhood, Adolescence</u></td> <td></td> </tr> <tr> <td>EDU 3200 – Language Acquisition and Literacy Development (3 credits)</td> <td>10 field hours</td> </tr> <tr> <td>EDU 3220 – Approaches, Materials and Performance Evolution in Literacy Development (3 credits)</td> <td>10 field hours</td> </tr> </table>	EDU 1001 – Learning and Development – Childhood (3 credits) -	10 field hours	EDU 1002 – Learning and Development – Adolescence (7-12) (3 credits)	15 field hours	EDU 1011 – Human Relations in Inclusive Settings (3 credits)	10 field hours	<u>Early Childhood, Childhood, Adolescence</u>		EDU 3200 – Language Acquisition and Literacy Development (3 credits)	10 field hours	EDU 3220 – Approaches, Materials and Performance Evolution in Literacy Development (3 credits)	10 field hours
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EDU 3200 – Language Acquisition and Literacy Development (3 credits)	10 field hours														
EDU 3220 – Approaches, Materials and Performance Evolution in Literacy Development (3 credits)	10 field hours														

TEAC Quality Principle 1	St. John's Program Claims	NY State Standards for Teacher Education	Links to Program Requirements
<p>QP 1.3 Teaching Skill (continued)</p>	<p>#3 (continued)</p>	<p>#8 and #6 (continued)</p>	<p><u>Early Childhood</u> EDU 7122 – Play, Social Learnings, and Early Childhood Environments (3 credits) 20 field hours EDU 7123 – Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings 20 field hours EDU 7126 – Observing and Recording the Behavior of Young Children in Early Childhood Settings (3 credits) 20 field hours EDU 7128 – Integrated Curriculum in Early Childhood (3 credits) 20 field hours <u>Childhood</u> EDU 7135 – Current Trends and Research in the Teaching of Social Studies (3 credits) 20 field hours EDU 7136 – Current Trends and Research in the Teaching of Science (3 credits) 20 field hours EDU 7137 – Current Trends and Research in the Teaching of Mathematics (3 credits) 20 field hours EDU 7195 – Teaching and Learning: Childhood (3 credits) 20 field hours <u>Adolescence</u> EDU 7107 – Methods and Strategies for Teaching Regular and Special Needs Middle School Students (3 credits) 20 field hours EDU 7702 – Innovative Strategies in Secondary Settings (3 credits) 20 field hours EDU 9704 – Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings (3 credits) 20 field hours EDU 7295 – Teaching and Learning: Adolescence (3 credits) 20 field hours <u>Associate Teaching</u> EDU 7114 – Early Childhood Education Associate Teaching (3 credits) 300 field hours EDU 7115 – Childhood Associate Teaching (3 credits) 300 field hours EDU 7117 – Adolescent Education Associate Teaching 300 field hours</p>

Table 2.4

Alignment of Measurements of Student Learning to TEAC Quality Principle 1, NY State Standards and Links to Program Requirements

TEAC Principle	NY State Standard	Measurement		Link to Program Requirements	
		External	Internal	Undergraduate Courses	Graduate Courses
QP1.1 Subject Matter Knowledge	2,7	Scores on the LAST	Course grades for aligned program requirements →	University Core Curriculum (ENG 1000, 1100, SPE 1000, DNY 1000, ART 1000, MUS 1240, MTH 1000, 1530, BIO 1050, SCI 1000, HIS 1000,1302, PHI 1000, 2200, 3000, THE 1000,	
QP 1.2 Pedagogical Knowledge	4,5,7	Scores on the ATSW	Course grades for aligned program requirements →	(UG) EDU 1000, 1003, 1004, 1005, 1006, 1067, 1007, 1012, 1013, 1015, 1016, 1021, 1022	(G) 3200, 3220, 3270, 7000, 7135, 7136, 7137,7195, 7295, 7115, 7117, 7585
QP 1.3 Teaching Skill	1,3,6,8	Ratings from Associate Teaching Evaluations by Cooperating Teachers	Ratings from Associate Teaching Evaluations by University Supervisors Course grades for aligned program requirements → Ratings from Caring self-rating scale	(UG) EDU 1001, 1002, 1011	(G) EDU 3200, 3220, 7107, 7122, 7123, 7126, 7128, 7135, 7136, 7137, 7000, 7114, 7115, 7117, 7195, 7290, 7295, 9700, 9704, 9006, 9711, 7195, 7702

Additionally, information on SAT math and verbal scores was used for teacher candidates in the sample.

SECTION 3 - METHODS

3.1 Sample

In order to obtain our data from 955 students who completed the teacher preparation program at St. John’s University over the past five years (1999-2003), a sample of 75 randomly selected students was drawn from the 328 students (out of the 955) who continued at St. John’s and are currently enrolled in the graduate school. This sample yielded 58 usable cases after review. Scores were recorded and analyzed for each student on three external and five internal measures.

3.1.1 Representativeness of the Sample

In New York State, those individuals who obtain initial certification by completing undergraduate programs in teacher education are then required to complete a masters degree in education in order to obtain permanent (professional) New York State certification. Thus, all the 955 students who graduated from the undergraduate level are required to enter the graduate level and eventually complete that level in order to obtain their professional certification.

Graduate level specializations, in general, require a 3.00 or better GPA for admission. A convenience sample was used, at the suggestion of the TEAC staff.

Table 3.1

GPA’s of graduates in sample population vs. program population

Year of graduation	Sample Population			Entire Population		
	Number of graduates	Mean (0-4)	SD	Number of graduates	Mean (0-4)	SD
2000	1	3.50	--	183	3.25	.40
2001	7	3.43	.48	175	3.35	.37
2002	22	3.50	.27	160	3.38	.39
2003	28	3.60	.25	219	3.38	.34
Total	58			955		

3.2 Measures

External Measures

1. NY State Certification test (ATS-W) test score for pedagogy (Claims 1, 2) (NYS Standards 1-8)
2. NY State Certification test (LAST) test score – subject matter knowledge (Claims 1, 2) (NYS Standards 1-7)

3. Cooperating teacher evaluations of candidate student teaching. The evaluation forms were designed by Faculty and the Director of Field Experience and provide ratings on 5 point scales and as well as narrative comments. Each student teacher is evaluated by two cooperating teachers. Student teachers are evaluated with respect to: (1) providing supportive and nurturing environments; and (2) demonstrating an ability to provide instruction for students of diverse backgrounds and varying abilities. (Claim 3) (NYS Standards 1, 8)
4. SAT Math and Verbal Scores

Internal Measures

Grades in courses relevant to TEAC principles as shown in Table 2.3.

1. QP1.1 Content Knowledge: liberal arts and sciences course grades. (I) (Claim 1) (NYS Standards 2,7)
2. QP1.2 Pedagogical knowledge: course grades. (I) (Claims 2, 3) (NYS Standards 1-7)
3. QP1.3 caring courses grades. (I) (Claims 2, 3) (NYS Standards 1-7)
4. University supervisor evaluations of student associate teaching. This evaluation utilizes the same form as the form completed by the cooperating teachers, (Claims 3) (NYS Standards 1 and 8)
5. Teacher Preparation Survey. A 20 item self-rating questionnaire administered to individuals who completed the St. John's teacher preparation program. The questionnaire is a modified form of the "New Visions for Public Schools" survey (conducted in 1999).
 1. Pedagogy scale self-rating (Claim 1) (NYS Standards 1-8)
 2. Subject matter Knowledge scale self-rating (Claim 1) (NYS Standards 1-8)
 3. Caring self-rating scale (Claim 3) (NYS Standards 1 and 8)

The caring self-rating sub-scale was utilized to collect data relevant to Q.P.1.3 (caring).

SECTION 4 - RESULTS

The results of the faculty’s analysis of the reliability and validity of its measures supporting these claims follows:

Reliability Evidence

Claim 1 - Subject Matter Knowledge. OP 1.1

Graduates subject matter knowledge was measured by scores on the New York State Liberal Arts and Sciences Test (LAST) scores (reliability estimates obtained from NES are typically in the range of .91 to .95) as well as grades in liberal arts and sciences courses as depicted in table 4.1.

**TABLE 4.1
SUBJECT MATTER KNOWLEDGE
Mean and SD, Minimum and Maximum for SAT, LAST and GPA for sample**

	SAT Math	SAT Verbal	LAST SUBJECT MATTER	GPA SUBJECT MATTER
MEAN	488.42	480.00	237.98	3.38
STD. DEV.	70.07	83.08	16.55	.63
MINIMUM	360	350	205	2.00
MAXIMUM	650	690	283	4.00
N=	57	57	58	58

Claim 2 – Pedagogical Knowledge O.P.1.2

Graduates pedagogical knowledge was measured by scores on the New York State Assessment of Teaching Skills/Written as well as grades in pedagogical coursework as depicted in Table 4.2.

**TABLE 4.2
PEDAGOGICAL KNOWLEDGE
Mean and SD, Minimum and Maximum for ATSW and GPA for sample**

	ATSW	GPA PEDAGOGY
MEAN	244.71	3.76
STD. DEV.	19.98	.25
MINIMUM	182	2.78
MAXIMUM	285	4.00
N=	58	58

Reliability (Total Test Decision Consistency) of the ATSW obtained from NES is typically in the range of .91 to .95. Additionally, a study of the stability over time of mean GPA’s in pedagogical courses was conducted.

Table 4.3 below displays the results of that study. Data was available for two or more semesters for each course, depending upon the dates when courses were phased in. As seen in Table 4.3, the mean grades in pedagogical courses display stability over time.

TABLE 4.3

MEAN GPA'S from Spring 2001 to Spring 2003 in Undergraduate Program Courses

Semester	EDU 1000		EDU 1001		EDU 1002		EDU 1003		EDU 1004		EDU 1005		EDU 1006		EDU 1007	
	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA
Spring 01									73	3.49						
Fall 01									114	3.38			26	3.21	28	2.95
Spring 02									47	3.44			64	3.46	63	3.68
Fall 02	187	3.15	45	3.48	14	3.36	65	3.35	107	3.39	18	3.71	41	3.30	40	3.63
Spring 03	33	3.67	90	3.42	51	3.4	57	3.59	31	3.51	61	3.57	73	3.76	72	3.80

TABLE 4.3**MEAN GPA'S from Spring 2001 to Spring 2003 in Undergraduate Program Courses
(Continued)**

Semester	EDU 1008		EDU 1009		EDU 1011		EDU 1012		EDU 1013		EDU 1015		EDU 1016	
	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA	N	Mean GPA
Spring 01	84	3.53			32	3.53								
Fall 01	117	3.51			93	3.51							55	3.58
Spring 02					104	3.63							*	
Fall 02	144	3.46			108	3.58	25	2.86	10	3.67	104	3.64	41	3.63
Spring 03	99	3.39	28	3.49	112	3.44	21	3.45	15	3.51	124	3.68	43	3.55

* EDU 1016 was not offered in the Spring 2002 semester

Reliability , continued

Claim 3 Teaching Skill (O.P. 1.3)

In examining the reliability of our evidence for Claim 3, Teaching Skill, we elected to analyze the two raters' content analysis of the three ratings in Student Teaching Evaluations (University Supervisor/Internal Measure; Cooperating Teacher 1/External Measure; Cooperating Teacher 2/External Measure) as indicators of the degree of candidates' abilities to teach in caring ways "... to promote the well-being of students by providing a supportive and nurturing learning environment and by demonstrating an ability to form productive connections with students of diverse backgrounds and varying abilities." (Claim 3).

Each teacher candidate (Student Teacher) spends an entire semester student teaching. During that semester the student works in two different classrooms and is supervised by each of the respective cooperating teachers. During the first half of the semester, the teacher candidate works and is supervised by Cooperating teacher 1, in that teacher's classroom. Cooperating Teacher 1 provides a written evaluation of the student's work in his/her classroom at the end of the first half of the semester.

During the second half of the semester the teacher candidate works with and is supervised by Cooperating teacher 2, in that teacher's classroom. Cooperating Teacher 2 provides a written evaluation of the students' work in his/her classroom at the end of the second half of the semester. It should be noted that New York State Education Department regulations required that during student teaching, teacher candidates have experience at both the lower and upper level.

A University Supervisor works with each teacher candidate for the entire semester of student teaching. The teacher candidate is visited and observed at both levels (as well as attending weekly seminars) throughout the entire semester, by his/her University Supervisor. The University Supervisor provides a final, written evaluation of the teacher candidate's skill at the end of the semester.

The University Supervisors and Cooperating Teachers utilize the "Final Evaluation of Associate Teacher" form (which is attached in **Appendix G**) in providing their evaluations of teacher candidates' student teaching. The content analyses of these forms, which was conducted by Rater 1 and Rater 2, focused on teacher candidates' ability to (1) provide supportive and nurturing environments and (2) demonstrate an ability to provide instruction for students of diverse backgrounds and varying abilities.

Reflecting the Supervisors' and Cooperating Teachers' comments, a five point scale was used where 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Unsatisfactory

We examined the correlation between rater 1’s and rater 2’s evaluations on the themes of providing supportive and nurturing environments and demonstrating ability to provide instruction to diverse populations in ratings of the University Supervisor; Cooperating Teacher 1; Cooperating Teacher 2 for each student. The correlation was .90.

Additionally, we calculated the inter-item reliability of the 5 questions on the Teacher Preparation Survey Caring Subscale (CARAV5Q) and found the alpha coefficient to be .86.

Validity Evidence

Claim 1 Subject Matter Knowledge. *In examining the validity of our evidence for Claim 1, Subject Matter Knowledge, we analyzed the correlation between the scores on the New York State Teacher Certification Liberal Arts and Sciences Test (LAST) and the grades in courses aligned with this claim (GP1) [See Table 2.3]: The coefficient was found to be .296.*

Claim 2 Pedagogical Knowledge. *In examining the validity of our evidence for Claim 2, Pedagogical Knowledge, we analyzed the correlation between the scores on the New York State Teacher Certification Examinations Assessment of Teaching Skills Written (ATSW) and the grades in courses aligned with this claim (GP2) [See Table 2.3]: The coefficient was found to be .470.*

Claim 3 Teaching Skill. *We examined the correlation between the ratings of the University Supervisor evaluations of each student and the ratings of Cooperating teacher 1; between the ratings of the University Supervisor and Cooperating Teacher 2; and between Cooperating Teacher 1 and Cooperating Teacher 2.*

**Table 4.4
Means and SD’s of Student Teaching Evaluation Ratings**

	Mean	SD	N=
University Supervisor	4.58	.63	51
Cooperating Teacher 1	4.71	.55	56
Cooperating Teacher 2	4.71	.43	50

We also examined the correlation between the averages of the grades of the courses aligned with Claim 3 (GP3...providing a supportive and nurturing environment for students of varying abilities...”) and the average of the student teaching ratings for our sample.

Table 4.5
Correlations of Student Teacher Evaluations

	University Supervisor	Cooperating Teacher 1	Cooperating Teacher 2
University Supervisor	1	.111	.305*
Cooperating Teacher 1	.111	1	.435
Cooperating Teacher 2	.305*	.435**	1

We also examined the correlations between the averages of the grades in courses aligned with this claim (GP3) and the averages of the student teacher evaluation ratings (CARAVTOT).

Table 4.6
Means and SD's of GP3 averages and Student Teacher Evaluation Ratings Averages

	Mean	SD	N=
GP3	3.65	.51	55
CARAVTOT	4.66*	.51	58

*It should be noted that student teacher evaluations ratings ranged from 1(unsatisfactory) to 5(outstanding) whereas the GP3 figures reflect the standard GPA calculations of 0.00-4.00

Table 4.7
Correlations of GP3 Averages and Student Teacher Evaluations Ratings Averages

	GP3	CARAVTOT
GP3	1	.062
CARAVTOT	.062	1
N=	55	58

As indicated, the correlation coefficient was found to be .062.

Additionally, as described above in Measures, the Teacher Preparation Survey was administered to students who completed the St. John's teacher preparation program to obtain feedback about the degree to which those students felt the program had prepared them to function as professional educators.

Responses were given on a scale of 1-5 (with 5=very well; 4=well; 3=adequately; 2=minimally and 1=poorly) for each question. Table 4.8 below shows the results of this student self-assessment for the 5 questions related to "caring". (See Appendix G for all survey results of students in sample population.)

Table 4.8
Means, Medians and SD's of Caring Subscale Questions from the
Teacher Preparation Survey

	<i>Range 1-5</i>		
	MEAN	MEDIAN	SD
2. Develop curriculum that builds upon students' experience, interests and abilities.	3.92	4	.87
5. Understand how students' family and cultural backgrounds may influence learning	4.18	4	.84
7. Comfort in working with parents and families to create and sustain mutually supportive relations to support student engagement and achievement	3.67	4	.98
8. Identify and address special learning needs and/or difficulties	3.85	4	.91
10. Create and maintain a classroom environment that promotes social development, collaboration and social responsibility	4.12	4	.77

We conducted an analysis of the correlations between the average of students' responses to the caring subscale and the average of the student teacher evaluation ratings.

Table 4.9
Means and SD's of Average of Responses to Caring Subscale (CARAV5Q) and
Average of Student Teacher Evaluation Ratings (STUAVRAT)

	Mean	SD	N=
Caring Subscale Responses (CARAV5Q)	3.91	.70	55
Student Teacher Evaluation Ratings (STUAVRAT)	4.65	.50	58

Table 4.10
Correlations of Caring Subscale Responses (CARAV5Q) and Student Teacher
Evaluation Ratings (STUAVRAT)

	CARAV5Q	STUAVRAT	N=
CARAV5Q	1	.09	55
STUAVRAT	.09	1	58

The correlation coefficient was .09.

Table 4.11 below, summarizes these analyses.

Table 4.11

Pearson Correlations among the Standardized Tests (SATv, SATm, LAST,& ATS-W) and GPA's in Subject Matter and Pedagogy for the Sample

	SATv	SATm	GP1 Subject Matter	LAST Score	GP2 Pedagogy	ATS-W Score
SATm	.586** (n=57)					
GP1 Subject Matter	.182 (n=57)	.129 (n=57)				
LAST Score	.647** (n=57)	.509** (n=57)	.296* (n=58)			
GP2 Pedagogy	.414** (n=57)	.187 (n=57)	.386 (n=58)	.444** (n=58)		
ATS-W SCORE	.543** (n=57)	.443** (n=57)	.178 (n=58)	.685** (n=58)	.470** (n=58)	
GP3 Caring	.362** (n=55)	.190 (n=55)	.358** (n=55)	.352** (n=55)	.744** (n=55)	.361 (n=55)

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

SECTION 5 - DISCUSSION

General Conclusion

Analysis of the evidence we gathered suggests that graduates of the St. John's Teacher Preparation Program reflect the claims we have made, and that they meet the New York State Teacher Education Standards. Because these Standards align with Quality Principle 1, it follows that our graduates also meet the TEAC goal.

Reflections on our Findings

The School of Education carries out regular program evaluation as part of the University's academic review processes. Data gleaned in these processes and for the preparation of the Inquiry Brief revealed several areas in which we wish to make improvement.

Claims 1 and 2

In examining the correlations between the New York State Teacher Certification Examination Liberal Arts and Sciences Test (LAST) and grades for our sample of teacher candidates in courses aligned with our Claim 1 (Q.P 1.1) the faculty were not surprised at the results of this analysis in which the correlations coefficient was very low.

First, this claim is aligned with the required courses of the University's mandatory liberal arts and sciences curriculum which is comprised of 57 credits of coursework including English, mathematics, social studies, science, information retrieval/technology, philosophy, theology, speech, art and a course (Discover New York) which draws upon the resources of New York City as a lens through which to view work in the various disciplines.

St. John's has always required students to have strong preparation in the liberal arts and sciences and traditionally required students to meet those requirements by area, rather than fulfilling them with specific courses. **However, as of 2001, following more than five years of the collaborative efforts of faculty representatives from each of the University's schools and colleges, a University Core Curriculum was delineated and implemented. It is this Core Curriculum which is aligned with Q.P. 1.1 and our Claim 1.**

Although subjects in our sample who undertook these studies prior to the institution of the Core Curriculum have satisfied the University's liberal arts and sciences requirements, many of them were permitted to do so with varied courses and substitutions and by "testing out" through CLEP exams and other means. The end results is that we are missing data on some students and feel this has affected our correlation coefficient.

The subsequent institution of the Core Curriculum and the more rigorous advisement procedures (specific courses on program advisement sheets – See Appendix D)

implemented to ensure its satisfaction will improve the coherence of our data relative to our Claim 1.

Most importantly, Table 4.1 reports that the mean score for the sample on the LAST was 237.98 out of a possible 300, and above the passing score of 220. This, although the correlation between LAST scores and GPA's in courses aligned with our Claim 1 (see Table s2.4) is .30, students' grade point averages and passing test scores substantiate our meeting this goal.

Similar circumstances prevail with reference to the correlation coefficient between scores on the ATSW (Assessment of Teaching Skills – Written) and courses aligned with our Claim 2 – Pedagogical Knowledge.

While the University was developing and instituting the Core Curriculum, the New York State Education Department called for the re-registration of all teacher education programs in New York and published a new set of Commissioner's regulations with very specific requirements. Program graduates were required to satisfy these requirements as of February 1, 2004. Once again, although the St. Johns Teacher Preparation program has always been registered with the New York State Education Department and has aligned its curriculum with the Commissioner's regulations, the changes in those regulations entailed several years of our faculty's discussions and reorganization of the curriculum. Because the curriculum was restructured, courses deleted and new courses added, many subjects in our sample (who graduated prior to 2004) have completed variations of coursework somewhat different from those courses aligned with Claim 2 (Q.P. 1.2).

We are missing some of these data which we feel affects our ability to report a true assessment of correlation. As in the case of the data relevant to Claim 1 (courses aligned with Q.P. 1 and Claim 1), stabilization of the pedagogical curriculum coupled with rigorous advisement procedures will, we feel, result in more complete data.

Furthermore in both cases of data (relevant to Claim 1 and Claim 2) we are missing some student scores on the LAST and/or the ATSW, because students must specifically request to have their scores reported to the University. To remedy this situation we have now required students to report their scores on the NYSTCE tests as part of their regular academic advisement and filing for graduation.

However in the face of all this, the calculated coefficient of the correlations between the courses aligned with our Claim 2, Q.P 1.2 and the ATSW scores of our sample is .470. (We feel this correlation coefficient is stronger than that between the LAST and the respective aligned coursework because students are not permitted to substitute the CLEP examinations for required education courses and because there is less variation in the number of courses offered in pedagogy as compared to the University's course offerings across the liberal arts and sciences.) An inspection of Table 4.2 reveals that the mean

score on the ATSW is 244.71, well above the passing score of 220, and the mean GPA in the respective aligned courses 3.76, thereby substantiating our meeting this goal.

We found it very interesting to discover that the strongest correlations were between the standardized tests. Although we did not indicate SAT mathematics and verbal scores as measure of our program's outcomes, data on file for our sample showed a mean SATm of 488 and a mean SATv of 480 (see Table 4.1). As indicated in Table 4.11, the SATv score correlation coefficient is .65 with the LAST and .54 with the ATSW. The SATm correlation coefficients are : .59 with the SATv; .51 with the LAST; and .44 with the ATSW. The correlation coefficient between the LAST and the ATSW is .685. This suggests to us that these tests, two of which are taken prior to admission, may measure much the same thing – perhaps test-taking skill. The faculty make this suggestion particularly because students informally report (verbally to their advisors) greater success on the LAST and ATSW when they have taken a test-taking skills preparation course.

Additionally, the strong correlations of the two NYSTCE tests (the LAST and the ATSW) with the SATv is of particular interest since it suggests that much of students success may be related to verbal ability. Indeed, although the New York State tests purport to measure two distinct constructs, their strong correlation with each other and with the SATv suggests that there may be a large component of verbal ability in addition to test-taking skills assessed by these measures. Early pass rate (when students did not take prep courses) were in the low 80's. The current pass rate on the NYSTCE test is 93%.

These results validate concerns the faculty have had for some time regarding the need to improve the quality of students' writing. Across the University in grading papers, faculty have expressed concern about students' deficiencies in basic writing components – spelling, punctuation, structure, etc. This led to the University's establishment of the Writing Center to coach students and improve their writing skills. In addition, in Fall 2000, faculty elected to raise the admission requirements from 2.75 to 3.00 and to require that students achieve and maintain a 3.0 GPA throughout their academic program. Faculty have also required written (rather than multiple choice) examinations across courses.

Currently, the quality of students' writing is being closely monitored. Informal surveys of faculty and anecdotal evidence indicates some improvement in this area. In order to formalize and codify this, the faculty will address the use of a writing skills assessment in departmental meetings this Fall. Previous discussions have suggested use of such an assessment in a formative evaluation process.

Claim 3 – Teaching Skill

Tables 4.4 and 4.5 depict the results of our analyses of student teaching evaluation ratings. As in the case of data relevant to Claims 1 and 2, we lack some of the evaluations of student teachers as is evident from the reported N's in Table 4.4. Files may not contain the same information: that is while File A may be missing a supervisor's rating, Files C & D may be missing one of the cooperating teacher's ratings. When we

began the review of the files, we had assumed all these files were complete. Since it is necessary to have this information intact, the Director of Field experiences, whose responsibility it was to maintain these files, has been replaced by a new Director. Beginning with the files of students who were associate teachers during the 2004-2005 academic year, these records are now complete.

In establishing the validity of our student teacher evaluation ratings, a team of experts reviewed the evaluation instrument and attested to the faculty that the instrument did request evaluation of the caring behaviors of our associate teachers as those behaviors are articulated in our Claim 3. The reported correlation coefficient between the University Supervisor's evaluation ratings and the ratings of the respective cooperating teachers was .111 (Cooperating Teacher 1) and .305 (Cooperating Teacher 2). Because of the problem of missing evaluations affecting the results of our analysis, we feel a more accurate view may be obtained from the means of these evaluations as they are reported in Table 4.4. On a scale of 1 to 5 (with 1 being unsatisfactory and 5 being outstanding) the mean evaluation ratings for both Cooperating Teacher 1 and Cooperating Teacher 1 is 4.71. The mean for the evaluation ratings of the University Supervisor is 4.58. We feel these mean ratings substantiate our Claim 3 that program graduates are caring teachers, able to develop a supportive learning environment for students of diverse backgrounds and abilities.

Furthermore, although the evaluations of associate teaching by university supervisors and cooperating teachers are reviewed by the Director of Field Experiences and referred to the Student Teaching Committee, should concerns over student performance or discrepant ratings occur, we feel that we wish to codify the evaluation of student teaching, utilizing a rubric, which therefore, promotes the use of common vocabulary among the raters, better standardization of ratings and more efficient data review. After considering several possibilities, the faculty have selected Charlotte Danielson's work *Enhancing Professional Practice; A Framework for Teaching*. We have conducted two workshops for University Supervisors, who will, in turn, share the rubric with cooperating classroom teachers in order that there is consistency in the method of evaluation. This strategy was approved by the faculty during the Fall 2004 semester and is being implemented in the Spring 2005 semester.

We will also convene focus groups of principals to both introduce this rubric and to provide us with feedback on the performance of our student teachers and of St. John's graduates whom they have hired.

Additionally, we examined the correlation of the averages of students' grades in courses aligned with our Claim 3, Q.P. 1.3 (see Table 2.4). We averaged across the student teaching evaluations for each student but faced the difficulties of missing data for the grades in courses aligned with Claim 3 due to the program changes described above in Claim 3. Since grades are assigned on a four-point scale while student teaching evaluations are assigned on a scale of 1-5, we converted each mean to a "grade" on a scale of 1-100 for ease of comparison. In that case, each mean converts to a grade of 91%, certainly strongly correlated.

In reviewing the results of the teacher preparation survey we were struck by an apparent difference between the way students perceived themselves with relevance to their ability to teach children of diverse backgrounds and the perceptions of university supervisors and cooperating teachers (See Table 4.9). The supervisors' and cooperating teachers' ratings of students' performance were consistently high (4.66), as discussed above. However, students saw themselves as only moderately competent (a 3.91 rating out of a possible 5) with respect to assuring the academic achievement of new English Language Learners.

The faculty immediately called attention to the demographics of the schools in which St. John's students carry out their student teaching and prior field work experiences. These are highly diverse. The percentage of students in these settings eligible for free lunch is (in most cases) more than 60 percent with twenty percent or more of the total student population being new English Language Learners and approximately 75 percent of students being classified as non-white. Clearly, such intensely diverse settings offer an extremely high degree of challenge to a new teacher. In fact, experienced teachers themselves are challenged in such circumstances. Considering these factors the faculty will survey the students in greater detail during the Spring 2005 semester to attempt to determine more specifically student need in this area. The TESOL faculty has volunteered, once the survey is completed and the results analyzed, to conduct professional development for University faculty in order that the appropriate material is infused in teacher preparation coursework. Because this survey was administered immediately prior to graduation, it may also be true that students are experiencing "stage fright" or separation anxiety. The faculty are considering administering the survey at a different point, perhaps midway through the second half of the student teaching semester. Parenthetically, we also hope these student self-ratings indicate some degree of modesty concerning themselves as teachers and the complexity of that role.

Ultimately the energy being devoted to this area of concern reflects our strength and our commitment to our Mission - to develop teachers who are able to "provide excellent education to all people, especially those lacking economic, physical or social advantages".

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