st. john's UNIVERSITY

Teacher Education Accreditation Council | TEAC

Inquiry Brief 2010

Teacher Education Program

St. John's University
The School of Education

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St. John's University | Teacher Education Program | INQUIRY BRIEF 2010 | TEAC

1 | Program overview

St. John's University is a private, Catholic, doctoral/research intensive university comprised of six units: St. John's College of Liberal Arts and Sciences, The School of Education, 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. The University Organization Chart appears below as Figure 1.1.

The University offers programs at its New York City campuses in Jamaica (the Queens, or main campus), Staten Island, and Manhattan, as well as courses at its locations in Oakdale (Eastern Suffolk County, New York), and Rome, Italy. The School of Education (SOE) offers degree programs at the Queens and Staten Island campuses only, and offers coursework leading to degrees at Oakdale and Manhattan, and via distance learning.

This Inquiry Brief was ***discussed by The School of Education faculty at the Faculty Council on October 18, 2010 and approved by a unanimous e-mail vote on November 10, 2010.***

The School of Education consists of three departments: the Department of Administrative and Instructional Leadership (DAIL), the Department of Curriculum and Instruction (DCI), and the Department of Human Services and Counseling (DHSC). The School offers degrees at the bachelor's, master's, and doctoral levels. The Teacher Education Program (TEP) resides in the DCI and DHSC departments which offer bachelor's and master's degrees with initial New York State teacher certification, master's degrees with professional New York State teacher certification, and master's level course sequences that meet the requirements for several New York State teacher certificate extensions. A doctor of philosophy degree in literacy education is offered by DHSC.

To meet New York State Education Department (NYSED) accreditation and review requirements, two programs are associated with The School of Education: the Speech-Language Pathology & Audiology program accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), and the Master of Library Science program accredited by the American Library Association (ALA). Documentation for these program accreditations is provided in Appendix G. The DHSC Counseling programs are accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).The SOE Teacher Education Program earned Initial Accreditation status from the Teacher Education Accreditation Council (TEAC) on April 29, 2006 (Murray, 2006). To address stipulations and weaknesses from this initial accreditation decision, a new Inquiry Brief offered an expanded sample of student learning, submitted on April 29, 2008, and the TEAC Board unanimously voted to remove the stipulations (Murray, 2008). The current Inquiry Brief was authored by the SOE Accreditation Committee (AC) appointed by the dean in Spring 2009: Dr. Richard C. Sinatra, Associate Dean for Academic Affairs, Ms. Nancy Garaufis, Accreditation Coordinator, Dr. John Beach, Associate Professor of Literacy Education, Dr. E. Francine Guastello, Chair of DHSC and Associate Professor of Literacy Education, Dr. Smita Guha, Associate Professor of Early Childhood Education, Dr. Paul Miller, Associate Professor of Educational Measurement, Dr. Regina Mistretta, Associate Professor of Mathematics Education, and Dr. Barbara Signer, Chair of DCI and Professor of Mathematics Education, Instructional Technology, and Distance Learning. This committee was established as a standing committee of the SOE by Faculty Council (FC) vote on April 14, 2009 and is described in more detail in Appendix A.

Core Abbreviation Key:

AC = Accreditation Committee
FA = Faculty Auditors
FC = Faculty Council
QCS = Quality Control System
STJ = St. John's University
SOE = The School of Education
DCI = Department of Curriculum and Instruction
DHSC = Department of Human Services and Counseling
TEP = Teacher Education Program
TEAC = Teacher Education Accreditation Council
NYSED = New York State Education Department

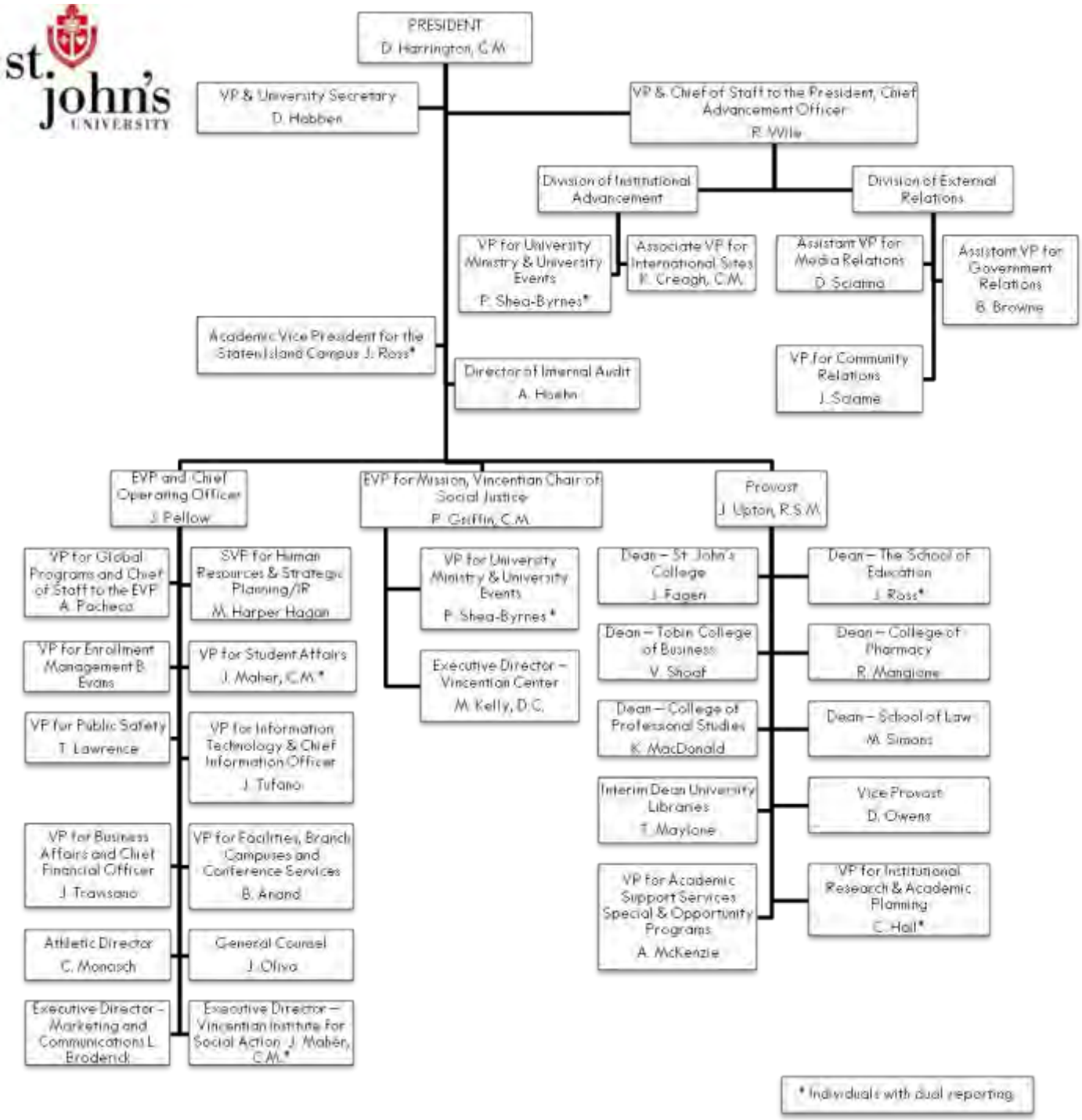

Figure 1.1 | St. John's University Organization Chart | August 2010

Inquiry Brief preparation was planned by the AC across academic year 2009-2010. An updated Quality Control System (QCS) and Internal Audit Plan were presented to and approved by the FC on April 12, 2010. An Internal Audit was conducted during Summer 2010 by three faculty volunteers comprising the Faculty Auditors team (FA): Dr. Michael Donhost and Dr. Judith McVarish (DCI, Queens campus), and Dr. Regina Mistretta (DCI, Staten Island campus). Appendix A provides a description of the QCS and the Internal Audit report prepared by the FA. The draft version of the Brief was distributed to all members of the SOE faculty for their review. Discussion of the Brief by the SOE Faculty took place at the Faculty Council meeting on October 18, 2010, and the Brief was approved for submission to TEAC by a unanimous e-mail vote of the faculty on November 10, 2010.

The organization of The School of Education is summarized in Figure 1.2. The Teacher Education Program is accredited by TEAC, the Counselor Education Program is accredited by CACREP, and the Educational Leadership Program is in the process of becoming accredited by TEAC.

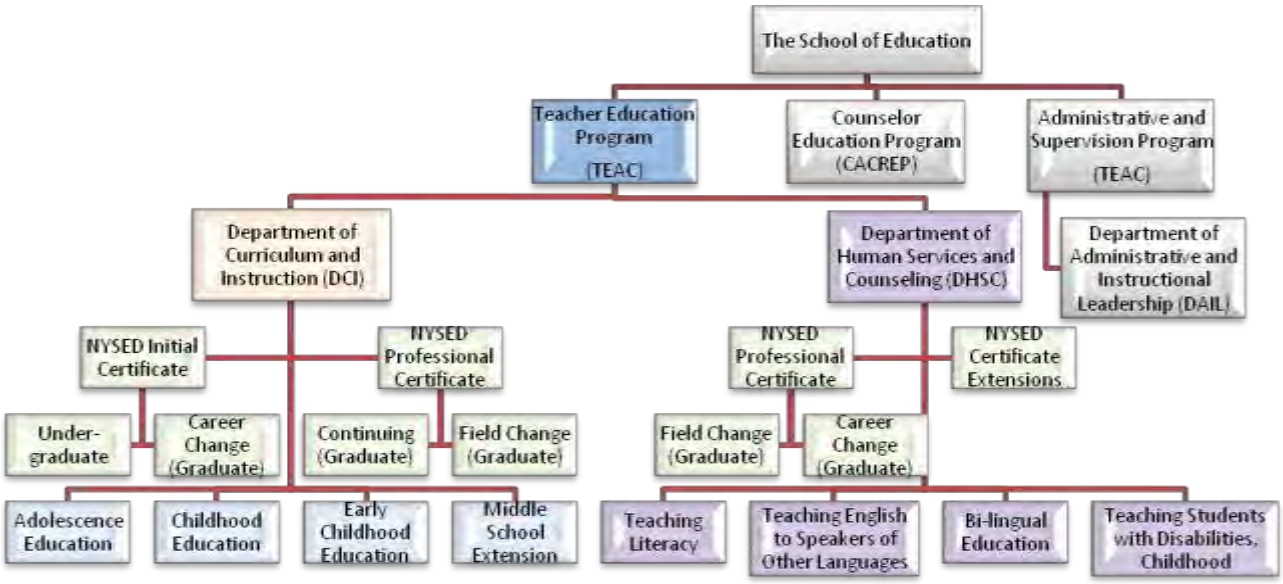

Figure 1.2 | SOE Organization Schematic: Programs, Departments, Certificates, and Domains

History of the Program

The following timeline offers a brief history of the St. John's Teacher Education Program. It is largely excerpted from the brochure *The School of Education: Teaching and Learning as a Higher Calling* (New York: St. John's University, no date [circa 2002]).

1870 – When it opened its doors in the independent City of Brooklyn [incorporated into New York City in 1898] St. John's University was the path to success for the children of immigrant families in the New York City area. While the European immigrants of the 19th century have been replaced today by families from the Caribbean, Latin America, and Asia, St. John's remains faithful to its original mission.

1908 – St. John's College establishes the School of Pedagogy specifically to improve the preparation of teachers. During this period when only a two-year course is required for state teaching certification, St. John's becomes the second institution of higher learning in New York State to introduce graduate courses for teachers.

1915 – The School is renamed the College Extension. The program expands and now includes courses in experimental education, educational philosophy, classroom management, educational psychology and principles of education. The 1922-23 course catalog mentions for the first time that courses are open to women, although women attended in prior years.

1924 – St. John's College establishes the Department of Education, which offers courses in teaching methods, educational history, philosophy and psychology.

1933 – St. John's is granted full University status, and the Graduate Division of the College Extension begins accepting doctoral candidates in education.

1935 – The College Extension becomes Teachers College.

1939 – The first Doctor of Education (Ed.D.) degrees are conferred.

1942 – The education program grows so large that Teachers College is divided into graduate and undergraduate divisions. The curriculum expands to reflect advances in education, psychology and educational philosophy.

1943 – By now it is possible to earn a degree in elementary education or secondary education, subject specified. Also available is a certificate course in Methods in Kindergarten and Nursery School Practice, a novel idea in the 1940s.

1955 – The School of Education is created, reuniting the graduate and undergraduate programs on the new Queens campus under a single administration.

1978 – The program in Human Services is approved and the institution is renamed The School of Education and Human Services.

1980 – The School of Education establishes the Reading Clinic to provide reading and writing instruction for children as a resource for the local community (renamed Reading and Writing Education Center in 2004).

1998 – With the incorporation of the program at the former Notre Dame College on the Staten Island campus (which merged with St. John's University in 1971), all of the University's education programs are brought under a single administration.

1999 – St. John's acquires the Oakdale location for graduate study.

2001 – The Human Services program is transferred to the College of Professional Studies and the University Trustees approve a return to the name The School of Education. A merger with The College of Insurance (TCI) in Manhattan creates the Manhattan campus.

2005 – The School of Education acquires its own building, Sullivan Hall, and begins the moving process. During the summer of 2006 renovations are carried out and the remainder of the School completes the move by the beginning of the Fall 2006 semester.

2006 – The Teacher Education Program earns initial accreditation by TEAC.

2008 – Centennial celebration of The School of Education. New York State Education Department approves the first Ph.D. program in The School of Education: the Ph.D. in Literacy with a research emphasis on underserved populations.

Guiding Philosophy and Orientation

The guiding philosophy of The School of Education's Teacher Education Program (TEP) is based on a humanistic, moral orientation revealed in the School's commitment to social justice issues and preparing educators to work with disadvantaged learners.

This philosophy and social justice orientation is shaped and nurtured by the University's vision and distinctive mission focus which rests on the four major pillars of academic excellence, Catholic, Vincentian and a metropolitan/global perspective. While evidence of all four may be observed and documented within the University's culture, it is the Vincentian orientation which strongly influences the guiding philosophy of the School's Teacher Education Program. The mission statement (St. John's University, 2008, p. 1) notes that inspired by St. Vincent de Paul's compassion and zeal for service, the University strives to provide excellent education to all peoples, including those lacking economic, physical or social advantages. The School, especially with its undergraduates, seeks out ways to provide community service programs to needy populations which connect to and enhance the classroom experience (SOE, 1998). The faculty seeks out ways to provide programs and services to school-aged disadvantaged youth while involving their teacher education program students in program implementation. School of Education faculty members also serve on university committees which plan ways to provide service to the poor and needy.

The arena in which the Vincentian spirit occurs for the School is in the metropolitan environs. The school benefits from the cultural diversity and population demographics of New York City and its surrounding counties. The School seeks and welcomes opportunities to partner with metropolitan communities and schools. We encourage these partners to use our intellectual resources and professional expertise to develop programs and solutions that address areas of mutual concern. To serve the nation's diverse and changing society, particularly evident in our metropolitan surroundings, and the target population of the University's mission, students trained and nurtured in the teacher preparation program develop a strong command of content and pedagogical knowledge, knowledge of multicultural perspectives, and instructional skills appropriate in addressing the social, cultural and educational needs of their students.

The humanistic orientation is also reflected in the University's and School's 2008-2013 Strategic Plans. The University's Strategic Plan calls for the institutional goal of developing an academic culture that is student centered and committed to life-long learning. The major goal of the School's Strategic Plan is to provide quality teacher education programs that graduate teachers who serve public and parochial schools especially in areas of high need (both academically and geographically). One way faculty have attempted to serve high-need concerns is through development of programs which provide graduates with dual New York Certification in critical teaching

areas, such as: Literacy/Teaching English to Speakers of Other Languages (TESOL); Literacy/Teaching Students with Disabilities, Childhood; Adolescence Mathematics/Teaching Students with Disabilities, Adolescence (Fellows Program requested by New York City Department of Education); Childhood/Childhood Teaching Students with Disabilities; Childhood 1-6/Teaching English to Speakers of Other Languages K-12; Early Childhood/Early Childhood Special Education.

The school's philosophical perspective is acknowledged by others to be a major goal of the teaching profession. The humanistic-moral perspective calls for social responsibility in which teaching is centered around people and community, around having care and respect for others (Lundenburg & Ornstein, 2008). Teachers should display the purpose of caring and showing respect for people and ideas of historical, multicultural, and diverse viewpoints (Noddings, 2005). Darling-Hammond (2010) notes that teacher educators not only need to continually access profession-wide knowledge of best practices but also must make a moral commitment to utilize this knowledge to meet the best interest of their students. Yet, Farkas and Duffett (2010) note in their study of 716 teacher educators in four-year institutes of higher learning that a conflict exists within the higher-education teacher ranks between perceptions of values and real-world expectations. They indicate that because higher education professors have such strong beliefs regarding fostering student engagement and love of learning, their views are often contradictory with modern-day policy trends and implementation of standards, tests, and accountability systems by states and districts. Ravitch (2010) advocates a return to core American educational values in that schools should inspire the cognitive and affective minds of our young people.

The School's commitment to social justice issues, close links with schools and community agencies, and fostering of student engagement is revealed in a number of ways. First, teacher candidates in our initial teaching program options begin their field experience work in metropolitan classrooms beginning in the freshman year (EDU 1000, and EDU 1001 or EDU 1002), continue with field experiences through coursework of the sophomore and junior years, and culminate with the traditional associate teaching (i.e., "student teaching") experience in the senior year. The School's belief is that teacher candidates should participate in actual teaching experiences with diverse populations in metropolitan schools through interaction and supervision from both their course instructors and experienced classroom teachers. Such field experience provides opportunities for prospective teachers to test and apply the knowledge they are gaining in the classroom. By working with school-aged children and youth over a four-year period, our prospective teachers develop understandings of the differing contexts they will face in their own classrooms, become aware of background knowledge differences among students, and begin to learn which strategies may work well with particular topics and/or particular students.

Second, prepared with information provided by the University Office of Grants and Sponsored Research, Table B.12 reveals collaborations that have occurred from 2008-2010 between School of Education faculty and metropolitan schools/community agencies. These collaborations provide outreach to the community and reveal concomitant concern for education and/or social enhancement of the disadvantaged. A sampling of these particular grant projects include Project TIE (Training Innovative Educators, No Child Left Behind), the Brooklyn Bridge Program, the Learn and Serve America Summer of Service Program, the Leadership and Career Academy for Homeless Children and Parents, the 21st Century Community Learning Center Program, the After School All-Stars for NYC Housing Development Children, and Jumpstart.

Third, TEP faculty have published and presented at professional conferences on topics related to social justice issues and education of the disadvantaged. From 2006 to 2010, faculty have published 36 books, book chapters, and peer-reviewed journal articles and have made 49 presentations at state, national, and international conferences on topics consistent with the school's and University's humanistic stance.

Finally, SOE faculty have been strongly committed to serving on the various mentorship levels for the Vincentian Institute for Social Action, a university-wide initiative which provides an educational experience for students and faculty to address the issues of poverty and social injustice. Twenty-one faculty members of the School have served as mentors and have advanced the mission and research initiatives of the Institute by serving as the Faculty Research Consortium-SOE Faculty Chair, Ozanam Scholar Junior-Year and Senior-Year Independent Research and Capstone Project Mentors, and as Community Partner Mentors with such agencies as The New York City Department of Homeless Services, Little Sisters of the Assumption, St. John's Bread and Life, Homes for the Homeless and The New World Charter School. In addition, programs such as GEAR Up and JUMPSTART are mentored by our faculty.

The philosophical stance of the Teacher Education Program aligns with current drafts of standards at the national level (InTASC, 2010; NBPTS 2010; NYSED 2010) that provide indicators of coming expectations and responds to current concerns both nationally (e.g., NAEP) and internationally (e.g., PISA):

- ☐ Broad and deep knowledge of the subject matter teachers are responsible for conveying to their pupils is one hallmark of effective teachers and the TEP strives to develop this quality in its graduates. Strong subject matter knowledge enables the teacher to maximize engagement and exercise creativity in curriculum delivery.
- ☐ Broad and deep knowledge of pedagogy based on both the scholarship of effective practice and the scholarship of current research is essential to the success of all teachers, and the TEP strives to develop this quality in its graduates. Given the diversity of learner backgrounds and needs, teachers need a variety of pedagogical strategies to meet the goal of assisting all pupils to achieve their learning potentials.
- ☐ Caring and effective teaching skill that meets the needs of all learners in a diversity of school settings is the hallmark of the effective teacher and the TEP strives to assist its graduates in achieving this goal. Establishing and sustaining an optimal learning environment and engaging pupils and parents in the learning process are goals our graduates must meet.
- ☐ Effective teacher preparation programs establish the habit of maintaining up-to-date knowledge of subject matter and pedagogy. Since a teacher preparation program has only a small window of time in which to establish the professional habits of a lifetime, the TEP strives to instill the skills of learning to learn in its graduates so they may continually update their knowledge of subject matter and pedagogy, and their skill set for effective practice in the real world. Learning from and with other professionals in the school community is a part of this process.
- ☐ Diverse pupil populations are an increasingly dominant fact of life in our schools, and in particular in the New York City area. Because pupil populations are becoming increasingly diverse, familiarity with multicultural perspectives and accuracy is an essential quality for effective teaching. The TEP strives to develop such familiarity in its graduates. This goal also addresses the Vincentian mission of the University.

Program Areas, Levels, Specialties, and Options

The New York State Education Department (NYSED) regulations for teacher education (§52.21of Commissioner's Regulations) stipulate two levels of preparation. Pre-service teacher preparation programs culminate in an **Initial Teacher Certificate** (before February 2, 2004 "provisional teacher certification") which requires the bachelor's degree, passing state mandated tests (Liberal Arts and Sciences Test or LAST, specific discipline Content Specialty Test or CST, and the Assessment of Teaching Skills-Written, or ATS-W) and success in the associate teaching experience (including fingerprinting and New York State mandated workshops in Violence Prevention and Child Abuse Prevention and Reporting). This certificate expires after five years unless the candidate completes the additional requirements of an in-service teacher preparation program leading to a **Professional Teacher Certificate** (prior to February 2, 2004 "permanent teacher certification") which requires the master's degree and documentation of full-time teaching experience as well as required professional development hours.

The St. John's TEP is offered in two general formats recognized by NYSED: an Approved Teacher Preparation Program (i.e., the program options for undergraduate, and master's degree "Career Change," "Field Change," "Continuing," and "Extension" sequences), and an Alternative Teacher Preparation (Transitional B) Program (i.e., the "New York City or Chancellor's Fellows" options in Mathematics 7-12, and English 7-12).

Table 1.1 lists the St. John's TEP program options, according to the New York State *Inventory of Registered Programs,* with HEGIS code numbers, the appropriate degrees, certificate levels, and tables in Appendix D where program option details are summarized, including alignment with New York State and TEAC standards.

Table 1.1 – Inventory of Teacher Education Program Options at St. John's University

Name of Registered Program (according to NYSED Inventory as of 09//24/10)	SOE Major Code	HEGIS Code	Degree(s)	Certificate: I (initial) P (profess.)	Appendix D Table
Initial Teacher Certificate Options | Undergraduate:					
Childhood Education (1–6)	CED	0802.00	B.S.Ed.	I	D.1
Childhood Education (1–6) AND Teaching Students with Disabilities in Childhood	CEDS	0808.00	B.S.Ed.	I – I	D.2
Adolescence Education/Biology (7-12)	AEB	1902.01	B.S.Ed.	I	D.3
Adolescence Education/English (7-12)	AEE	1501.01	B.S.Ed.	I	D.3
Adolescence Education/Math (7-12)	AEM	1701.01	B.S.Ed.	I	D.3
Adolescence Education/Physics (7-12)	AEP	1902.01	B.S.Ed.	I	D.3
Adolescence Education/Social Studies (7-12)	AESS	2201.01	B.S.Ed.	I	D.3
Adolescence Education/Spanish (7-12)	AESP	1105.01	B.S.Ed.	I	D.3
Dual Degree/Certificate Options | Undergraduate and Graduate:					
Childhood Education (1–6) AND Teaching Students with Disabilities in Childhood	CED and TCD	0802.00 0808.00	B.S.Ed./ M.S.Ed	I – I/P	D.4
Initial Teacher Certificate Options | Graduate, Career Change:					
Early Childhood Education (B–2), Career Change	ECC	0823.00	M.S.Ed.	I/P	D.5
Early Childhood Education (B-2) AND Teaching Students with Disabilities, Career Change	ECTD	0808.00	M.S.Ed.	I/P	D.6
Childhood Education (1-6), Career Change	CEC	0802.00	M.S.Ed.	I/P	D.7
Childhood Education (1-6) AND Childhood Special Education (Internship), Career Change	CSPE	0808.00	M.S.Ed.	I/P – I/P	D.8
Childhood Education (1-6) AND TESOL, Career Change	CTES	1508.00	M.S.Ed.	I/P – I/P	D.9
Adolescence Education (7-12), Career Change	AEC	0803.00	M.S.Ed.	I/P	D.10
Initial Teacher Certificate Options | Graduate, Alternative:					
Alternative Certification Chancellor's Fellows: Adolescence Education, English (7–12)	AEET	0899.50	M.S.Ed.	I/P	D.11
Alternative Certification Chancellor's Fellows: Adolescence Education, Mathematics (7–12)	AMC	0899.50	M.S.Ed.	I/P	D.12
Alternative Certification in Adolescence Math (7-12) AND Teaching Students with Disabilities in Adolescence, Transitional B	AMSP	0899.50	M.S.Ed.	I/P – I/P	D.13
Initial/Professional Teacher Certificate Options | Graduate, Field Change (DCI):					
Early Childhood Education B–2, Field Change	ECF	0823.00	M.S.Ed.	I/P	D.14
Childhood Education (1-6), Field Change	CEF	0802.00	M.S.Ed.	I/P	D.15
Adolescence Education (7-12), Field Change	AEF	0803.00	M.S.Ed.	I/P	D.16
Initial/Professional Teacher Certificate Options | Graduate (DHSC):					
Teaching English to Speakers of Other Languages (TESOL)	TES	1508.00	M.S.Ed.	I/P	D.17
Teaching Literacy (B–6)	LTCB	0830.00	M.S.Ed.	I/P	D.18
Teaching Literacy (5–12)	LTC5	0830.00	M.S.Ed.	I/P	D.19
Teaching Literacy (B–12)	LTC	0830.00	M.S.Ed.	I/P	D.20
Teaching Literacy (B–6) AND TESOL	LTC7	0830.01	M.S.Ed.	I/P – I/P	D.21
Teaching Literacy (5–12) AND TESOL	LTC6	0830.01	M.S.Ed.	I/P – I/P	D.22
Teaching Literacy (B–6) AND Teaching Students with Disabilities in Childhood	LTC4	0830.01	M.S.Ed.	I/P – I/P	D.23
Teaching Students with Disabilities in Childhood	TCD	0808.00	M.S.Ed.	I/P	D.24
Professional Teacher Certificate Options | Graduate, Continuing:					
Childhood Education (1–6), Continuing	CED	0802.00	M.S.Ed.	P	D.25
Adolescence Education/Biology 7–12, Continuing	AEB	0401.01	M.S.Ed.	P	D.26
Adolescence Education/English 7–12, Continuing	AEE	1501.01	M.S.Ed.	P	D.26
Adolescence Education/Mathematics 7–12, Continuing	AEM	1701.01	M.S.Ed.	P	D.26
Adolescence Education/Social Studies 7–12, Continuing	AESS	2201.01	M.S.Ed.	P	D.26
Adolescence Education/Spanish 7–12, Continuing	AESP	1105.01	M.S.Ed.	P	D.26

Table 1.2 lists new program options, teaching certificate extensions, associated certificate programs, and inactive options also offered by the SOE. Details of these options are not specified in Appendix D since they are peripheral to the focus of this Inquiry Brief (i.e., they are on file and available if needed). The B.A. options enable graduates of Arts and Sciences programs in St. John's College to obtain initial teaching certificates in the specified adolescence education specializations by taking pedagogy courses in Education. The graduate programs in Library Science and Speech are accredited by other agencies (see Appendix G) but associated with the SOE. Teaching

certificate extensions are an option for certified teachers to add credentials for specialized areas (e.g., Bilingual, Gifted, Middle Level Education); their preparation for teaching has been addressed in their initial and/or professional certificate studies which may be from other institutions. The scope of the advanced graduate program, the Ph.D. in Literacy, is more appropriately addressed by its alignment with the professional organization standards of the International Reading Association (2010). In February 2011, St. John's University School of Education submitted a grant proposal in partnership with the New York City Department of Education to seek funding to pilot a Clinically Rich Adolescent Education major for a cohort of students to be placed in high-needs schools. The pilot program, if approved for funding, will be submitted to NYSED for registration. It is based on the same fundamental logic and assessments as the program options within the Teacher Education Program currently accredited. All documents related to the proposed pilot program are available for inspection in the Dean's office.

Table 1.2 – Inventory of TEP New, Inactive, Certificate Extension, and Non-SOE Options at St. John's University

Name of Registered Program (according to NYSED Inventory as of 09//24/10)	SOE Major Code	HEGIS Code	Degree(s)	Certificate: I (initial) P (profess.)	Appendix D Table
Undergraduate Initial Certification Program Options:					
Adolescence Education: Chemistry	Not SOE	1905.01	B.A.	I	N/A
Adolescence Education: English	Not SOE	1501.01	B.A.	I	N/A
Adolescence Education: French	Not SOE	1102.01	B.A.	I	N/A
Adolescence Education: Italian	Not SOE	1104.01	B.A.	I	N/A
Adolescence Education: Math	Not SOE	1701.01	B.A.	I	N/A
Adolescence Education: Social Studies	Not SOE	2201.01	B.A.	I	N/A
Adolescence Education: Spanish	Not SOE	1105.01	B.A.	I	N/A
New Program Options:					
Adolescence Education and Literacy, 5-12	-TBA-	0803.00	B.S.Ed./M.S.Ed.	I - I/P	N/A
Childhood Education and Literacy B-6	-TBA-	0802.00 0830.00	B.S.Ed./M.S.Ed.	I - I/P	N/A
Early Childhood and Special Education (Field Change)	ECDF	0808.00	M.S.Ed.	I/P	N/A
Inactive Program Options:					
Special Ed (Teaching Fellow/Childhood Disabilities) Transitional B	CHL	0889.50	M.S.Ed.	I/P	N/A
Alternative Certification Chancellor's Fellows: Childhood Education Middle School Mathematics 5-9, Transitional B	MDM	0899.50	M.S.Ed.	I/P	N/A
Teaching Certificate Extensions and Advanced Programs:					
Bilingual Education, Bilingual Extension	BILEXT	0899.00	Certificate	I/P	N/A
Gifted Certificate Extension	EDGT	0811.00	Certificate	I	N/A
Literacy, B-6, Advanced Certificate	LTC3	0830.01	Certificate	I/P	N/A
Literacy, 5-12, Advanced Certificate	LTC2	0830.00	Certificate	I/P	N/A
Literacy, Doctor of Philosophy	LTC1	0830.00	Ph.D.		N/A
Middle Childhood 5-6 Extension	MCE5	0802.00	Certificate	I/P	N/A
Middle Childhood 7-9 Extension	MCE7	0802.00	Certificate	I/P	N/A
Non-SOE Program Options:					
Library Science (School Library Media Specialists)	Not SOE	1601.00	M.L.S.	I/P	N/A
Teacher of Students with Speech and Language Disabilities	Not SOE	1220.00	B.S.Ed./M.A.	I/P	N/A

Distance Learning

One program option in the SOE's Teacher Education Preparation program, Teaching Children with Disabilities (TCD), MS level, 33 credits, is offered online. It has been registered with the NYS Education Department since November 2007. Students matriculating in the TCD program may opt to take coursework offered in the traditional manner at an on-campus classroom site when multiple sections of the same course are offered both off and online during a semester term. The SOE has the capacity to ensure timely delivery of the TCD distance education coursework and to accommodate student numbers and projected growth enrollment. Each full-time and part-time faculty member teaching online courses in the TCD Program must initially complete a six-week university distance learning course offered by the Office of Online Learning and Services. In Distance Learning Pedagogy 1, they learn essential methods to present interactive course content. In a series of online Blackboard tutorials, they become

familiar with courseware navigation tools. Faculty are also encouraged to take the six-week course, Distance Learning Pedagogy 2 which covers topics and materials that build upon the teaching techniques learned in the Distance Learning Pedagogy 1 workshop.

Besides meeting the several admissions requirements for all graduate students, prospective online students must meet rudimentary computer proficiency requirements, such as internet experience, logging on, cutting and pasting text using word processing software, and attaching documents as email attachments. Enrollment in online classes is usually lower than the cap for on-campus courses. This lower cap ensures that the online professor can interact in a timely way with students since written work is monitored on an individual basis. When the cap is exceeded, the SOE general procedure has been to offer an additional section if a sizeable number of students are waitlisted or to open the course for only a few students.

The university as a whole, similar to other Institutions of Higher Education, approaches the concern of verifying the identity of students taking distance education coursework. A university-wide task force composed of professors of distance learning, distance learning faculty training specialists, and the Associate Provost for Online Learning Services is continuing to examine this issue. In the distance-learning course completed prior to online teaching, professors are taught to build their student assignments around extensive writing tasks rather than assessing students through traditional midterm and end-of-term tests. Faculty are asked to require students to complete an initial, introductory writing assignment to use as a baseline for recognizing a student's writing style.

Students register for distance learning courses as they do regular courses and get on a class roster. After that, they sign into St. John's Central with their own personal password and Member ID, which allows them access to Blackboard/WebCT where they find instructions on how to enter the course online. This account is linked to the student's university account number so their identities are secure. Violations of someone other than the assigned student using the login information is a violation of the university's code of conduct.

The culminating project of the TCD program option is the comprehensive examination for which the student pre-registers in person with their photo-id card and pays the university fee, then sits for the 4-hour proctored, on-campus exam. The student has two opportunities to "pass" the examination to be eligible for the M.S. degree.

University and Program Demographics

According to the Office of Institutional Research's *Fact Book* for Fall 2009 (General Section, At a Glance, p. 5), St. John's University's Fall 2009 total enrollment was 20,352 students, including14,808 undergraduate and 5,554 graduate students; the freshman class totaled 3,108. Resident students numbered 3,385 in Queens housed in University supported residences, 241 in Staten Island, and 178 in Manhattan. Students represent 46 states, the District of Columbia, Puerto Rico, the US Virgin Islands, and 111 countries. International students total 1,295 from 94 countries. The average age of undergraduates was 20 and of graduate students was 28; 58% were female, and 42% male. Roman Catholic students total 47% of the student body. Financial aid was received by 95% of undergraduate students and 48% of 2009 freshmen were Pell-eligible/Very High Need. During the 2008-2009 academic year 4,036 degrees were conferred.

The School of Education presents evidence from two campuses, Queens and Staten Island, since Manhattan and Oakdale students are registered on the Queens campus and only take some of their courses at these locations, and there are no education programs in Rome. Faculty believe that program options offered on both campuses are comparable. About 90% of the data represented Queens campus students, the remainder were from Staten Island. We did a preliminary analysis of campus differences and for the majority of data, found it was appropriate to aggregate data across campuses. Where significant differences in data occurred, disaggregated results are provided.

Table 1.3 offers evidence about the incoming freshman class at St. John's University.

Table 1.3 | St. John's University Enrolled Freshman Count and SAT Scores for Fall 2007-2009

College or School	2007			2008			2009		
	N	SAT mean	SD	N	SAT mean	SD	N	SAT mean	SD
St. John's College of Liberal Arts & Sciences	**1157**	**1093**	**140.02**	**1107**	**1091**	**137.66**	**1017**	**1084**	**1083.93**
The School of Education	**122**	**1067**	**144.69**	**112**	**1042**	**98.74**	**128**	**1043**	**103.29**
The College of Professional Studies	1031	1019	120.63	1087	1013	117.44	1096	993	117.66
The Peter J. Tobin College of Business	381	1122	127.12	509	1117	130.44	484	1110	126.81
The College of Pharmacy and Allied Health Professions	417	1243	126.85	453	1229	127.64	439	1224	121.03
University Total	3108	1092	148.85	3268	1087	145.32	3162	1075	142.27

Prepared by: Office of Institutional Research (cmg)

For purposes of comparison, we feel that the St. John's College (SJC) freshman class is more comparable to the SOE than those of the other units of the University. In comparing means for 3 years against the School of Education (EDU) and SJC, the standardized effect sizes were –.18 (2009), –.36 (2008), and –.04 (2007). Across the 3 years, the average effect size is –.19 which is small according to Cohen (1962). Therefore the two groups appear to be basically comparable.

TEP enrollment in Fall 2009 totaled 1505, with a headcount of 623 undergraduate and 882 graduate students. FTE for the same period was 658 undergraduate and 470 graduate students, totaling 1128. Table 1.4 provides the breakdown by program option of undergraduate and graduate Teacher Education enrollment for Fall 2009.

Table 1.4 | Undergraduate and Graduate Teacher Education Enrollment by Program Option, Fall 2009

	Program Option		Queens campus	Staten Island campus	Total Enrollment
Undergraduate	**Childhood Education**		208	91	**299**
	Childhood/Teaching Students with Disabilities		81	12	**93**
	Adolescence Education (Total)		196	35	**231**
	Adolescence Education/Biology		21	N/A	**21**
	Adolescence Education/English		47	16	**63**
	Adolescence Education/Math		45	9	**54**
	Adolescence Education/Physics		4	N/A	**4**
	Adolescence Education/Spanish		14	N/A	**14**
	Adolescence Education/Social Studies		65	10	**75**
	Undergraduate Enrollment Fall 2009	**TOTAL**	**485**	**138**	**623**
Graduate	**Adolescence Education**		275	N/A	**275**
	Childhood Education		301	64	**365**
	Early Childhood Education		41	N/A	**41**
	Teaching Literacy		60	12	**72**
	Teaching Students with Disabilities, Childhood		29	N/A	**29**
	Teaching English to Speakers of Other Languages		100	N/A	**100**
	Graduate Enrollment Fall 2009	**TOTAL**	**806**	**76**	**882**

Source: Office of Institutional Research (cmg)

Table 1.5 identifies the ethnic composition of the entire University and the Teacher Education Program at both undergraduate and graduate levels.

Table 1.5 – Numbers and Percentages of Students Enrolled in the University and in the Teacher Education Program by Non-Resident and Resident Ethnic Group in Fall 2009

Ethnic Category[1]	St. John's University						St. John's Teacher Education Program					
	Undergraduate		Graduate		Total		Undergraduate		Graduate		Total	
	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%
Non-Resident[2]	586	3.96%	709	12.79%	**1295**	**6.36%**	4	0.64%	21	2.38%	**25**	**1.66%**
Black	2285	15.43%	433	7.81%	**2718**	**13.35%**	61	9.79%	103	11.68%	**164**	**10.88%**
Native American	31	0.21%	2	0.04%	**33**	**0.16%**	3	0.48%	0	0.00%	**3**	**0.20%**
Asian	2369	16.00%	648	11.69%	**3017**	**14.82%**	46	7.38%	36	3.97%	**81**	**5.44%**
Hispanic	2117	14.30%	500	9.02%	**2617**	**12.86%**	109	17.50%	131	14.85%	**240**	**15.98%**
White	6305	42.58%	2648	47.76%	**8953**	**43.99%**	369	59.23%	514	58.28%	**883**	**58.62%**
Unknown[3]	1115	7.53%	604	10.89%	**1719**	**8.45%**	31	4.98%	78	8.84%	**109**	**7.23%**
TOTAL	**14808**	**100%**	**5544**	**100%**	**20352**	**100%**	**623**	**100%**	**882**	**100%**	**1505**	**100%**

STJ data from *Fact Book 2009* (p. 14); TEP data from Office of Institutional Research (cmg)
[1]Racial/Ethnic categories in the chart above are in order and titled according to IPEDS (Integrated Post-Secondary Education Data System) classification.
[2]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.
[3]Unknown: This category is used for students who did not select or chose not to provide a racial/ethnic designation, and were unable to be classified by the University.

Table 1.6 presents a summary of TEP degrees conferred for the past three academic years with ethnic and gender composition of TEP program completers at both undergraduate and graduate levels; Table 1.7 shows the distribution of TEP majors.

Table 1.6 | TEP Degrees Conferred during Academic Years 2007-08, 2008-09, and 2009-10 for Undergraduate and Graduate Levels by Non-Resident and Resident Ethnic Group and Gender*

	2007-2008				2008-2009				2009-2010			
Ethnic Group [1]	UG	GR	Yearly Total		UG	GR	Yearly Total		UG	GR	Yearly Total	
Non-Resident [2]	1	9	10	2.54%	0	4	4	0.99%	0	11	11	2.43%
Black	15	19	34	8.65%	10	23	33	8.17%	8	42	50	11.04%
Native American	0	1	1	0.25%	0	0	0	0.00%	2	0	2	0.44%
Asian	6	19	25	6.36%	9	14	23	5.69%	8	11	19	4.19%
Hispanic	25	23	48	12.21%	14	35	49	12.13%	23	45	68	15.01%
White	83	154	237	60.31%	92	164	256	63.37%	92	162	254	56.07%
Unknown [3]	9	29	38	9.67%	12	27	39	9.65%	7	42	49	10.82%
TOTAL	**139**	**254**	**393**	**100.00%**	**137**	**267**	**404**	**100.00%**	**140**	**313**	**453**	**100.00%**
	2007-2008				**2008-2009**				**2009-2010**			
Gender	UG	GR	Yearly Total		UG	GR	Yearly Total		UG	GR	Yearly Total	
Male	15	57	72	18.32%	11	52	63	15.59%	20	60	80	17.66%
Female	124	197	321	81.68%	126	215	341	84.41%	120	253	373	82.34%
TOTAL	**139**	**254**	**393**	**100.00%**	**137**	**267**	**404**	**100.00%**	**140**	**313**	**453**	**100.00%**

*Data provided by Office of Institutional Research (cmg)
[1] Racial/Ethnic categories in the chart above are in order and titled according to IPEDS classification.
[2] 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.
[3] Unknown: This category is used for students who did not select or chose not to identify a racial/ethnic designation and were unable to be classified by the university post-enrollment.

Table 1.7 | TEP Degrees Conferred by Major for 2007-08, 2008-09, and 2009-10

Description of Major	Major Code	2007	2008	2009	Total
Adolescence Education/Biology	AEB	0	3	5	8
Adolescence Education/English	AEE	10	15	7	32
Adolescence Education/Math	AEM	12	5	16	33
Adolescence Education/Physics	AEP	0	0	1	1
Adolescence Education/Spanish	AESP	2	2	2	6
Adolescence Education/Social Studies	AESS	14	12	17	43
Childhood Education	CED	93	94	80	267
Childhood Education & Special Education	CEDS	8	6	12	26
	Undergraduate Total	**139**	**137**	**140**	**416**
Adolescence Education/Career Change*	AEC*	31	26	38	95
Adolescence Education/English/Continuing	AEE	2	1	4	7
Adolescence Education/English/Teaching Fellows	AEET	0	19	20	39
Adolescence Education/Field Change	AEF	5	3	1	9
Adolescence Education/Math/Continuing	AEM	0	1	0	1
Adolescence Education/Spanish/Continuing	AESP	1	0	0	1
Adolescence Education/Social Studies/Continuing	AESS	4	1	0	5
Adolescence Education/Math/Teaching Fellows	AMC	59	49	48	156
Childhood Education/Career Change	CEC	35	30	40	105
Childhood Education/Continuing	CED	6	2	5	13
Childhood Education/Field Change	CEF	6	1	1	8
Childhood Education and Special Education	CSPE	9	19	41	69
Childhood Education and TESOL	CTES	7	10	11	28
Early Childhood Education/Career Change	ECC	12	11	9	32
Early Childhood Education/Field Change	ECF	1	4	4	9
Elementary Education (renamed Childhood Education)	EDU	1	0	0	1
Description of Major	**Major Code**	**2007**	**2008**	**2009**	**Total**
Teaching Literacy B-12	LTC	2	0	0	2
Teaching Literacy B-6 and Childhood Special Education	LTC4			1	1
Teaching Literacy 5-12	LTC5	0	3	3	6
Teaching Literacy B-6	LTCB	21	35	22	78
Middle Childhood Math/Teaching Fellows	MDM	2			2
Teaching Children with Disabilities in Childhood	TCD	9	21	15	45
Teaching English to Speakers of Other Languages	TES	41	31	50	122
	Graduate Total	**254**	**267**	**313**	**834**
Grand Total		**393**	**404**	**453**	**1250**
*Content for Adolescence Education Career Change AEC	BIO1	5	2	5	12
	ENG1	8	9	18	35
	MTH1	7	7	5	19
	SPA	2	0	2	4
	SST1	9	8	8	25
	Total	31	26	38	95

Table 1.8 summarizes TEP faculty demographics by type (full-time or part-time), academic rank, tenure status, gender, and ethnicity, and offers a comparison with the same demographics for the university as a whole.

During academic year 2009-2010 the University responded to economic uncertainties by presenting a Voluntary Separation Offer (VSO) to tenured faculty members, administrators and staff with an incentive for early retirement. Six TEP faculty members accepted the VSO: four retired in June 2010, and two others will retire in June 2011 as their delayed departure was deemed necessary for program continuity. Of the four positions vacated in June 2010 through the VSO, one has been replaced as of September 1, 2010. In addition, one other faculty member was hired to fill a previously vacant faculty position.

Table 1.8 | TEP Faculty Demographics by Type, Rank, Tenure Status, Gender, and Ethnicity for Fall 2009

Demographic Factors	Type: Rank:	TEP Full-time Faculty					TEP Part-time	Entire University*
		Professor	Associate Professor	Assistant Professor	Instructor	TEP Total Full-time	Adjunct Instructor	
Status	Tenured	5 (100%)	15 (94%)	0 (0%)	0 (0%)	**20 (67%)**	N/A	**464 (67%)**
	Tenure Track	0 (0%)	1 (6%)	9 (100%)	0 (0%)	**10 (33%)**	N/A	**178 (26%)** **N/A 48 (7%)**
Gender	Male	2 (40%)	4 (25%)	1 (11%)	0 (0%)	**7 (23%)**	27 (49%)	**396 (57%)**
	Female	3 (60%)	12 (75%)	8 (89%)	0 (0%)	**23 (77%)**	28 (51%)	**294 (43%)**
Ethnicity	Asian	0 (0%)	2 (13%)	0 (0%)	0 (0%)	**2 (7%)**	0 (0%)	**76 (11%)**
	Black	1 (20%)	1 (6%)	1 (11%)	0 (0%)	**3 (10%)**	3 (5%)	**36 (5%)**
	Hispanic	0 (0%)	1 (6%)	2 (22%)	0 (0%)	**3 (10%)**	5 (9%)	**26 (4%)**
	White	4 (80%)	12 (75%)	6 (67%)	0 (0%)	**22 (73%)**	47 (85%)	**537 (78%)**
	Am. Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**	0 (0%)	**0 (0%)**
	Unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**	0 (0%)	**15 (2%)**
Totals		**5 (100%)**	**16 (100%)**	**9 (100%)**	**0 (0%)**	**30 (100%)**	**55 (100%)**	**690 (100%)**
Entire University*		**196 (28%)**	**294 (43%)**	**179 (26%)**	**21 (3%)**	**690 (47%)**	**776 (53%)**	**(Comparison)**

*Data for University from *Factbook 2009* (TEP data from Office of Institutional Research); includes distinguished and visiting professors

2 | Claims and rationale

Claims

The St. John's University Teacher Education Program makes the following four claims.

Claim 1 | Our Graduates Have Acquired Subject Matter Knowledge

Graduates of the Teacher Education Program have acquired a breadth of knowledge (foundation in the liberal arts and sciences) in the subjects they will teach.

Claim 2 | Our Graduates Have Acquired Pedagogical Knowledge

Graduates of the Teacher Education Program have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals.

Claim 3 | Our Graduates Are Caring Teachers

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.

Claim 4 | Our Program Satisfies the New York State Standards

Graduates of the Teacher Education Program satisfy the New York State Standards for Teacher Education Programs.

Alignment of Claims and TEAC Quality Principle 1.0 Components

Table 2.1 aligns New York State Teacher Standards (1998) with the accreditation claims of the St. John's Teacher Education Program.

Table 2.1 | New York State Teacher Standards (1998) Aligned with Teacher Education Program Claims

New York State Teacher Standards (1998)	St. John's Teacher Education Program Claims
The teacher (candidate):	**Graduates of the Teacher Education Program:**
1. …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. …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. 4. …satisfy the New York State Standards for Teacher Education Programs.
2. …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.	1. …have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach. 4. …satisfy the New York State Standards for Teacher Education Programs.
3. …understands how students learn and develop.	2. …have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals. 4. …satisfy the New York State Standards for Teacher Education Programs.
4. …effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including education technology.	2. …have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals. 4. …satisfy the New York State Standards for Teacher Education Programs.
5. …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. …have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals. 4. …satisfy the New York State Standards for Teacher Education Programs.

New York State Teacher Standards (1998) The teacher (candidate):	St. John's Teacher Education Program Claims Graduates of the Teacher Education Program:
6. …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. …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. 4. …satisfy the New York State Standards for Teacher Education Programs.
7. …maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.	1. …have acquired a breadth of knowledge (foundation in the liberal arts and sciences) and the subjects they will teach. 2. …have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals. 4. …satisfy the New York State Standards for Teacher Education Programs.
8. … is of good moral character.	3. …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. 4. …satisfy the New York State Standards for Teacher Education Programs.

Appendix D provides tables for each program option/specialization which indicate the alignment of TEAC Quality Principles (1.1, 1.2, 1.3, 1.4), state (and where appropriate, professional organization) standards, and TEP courses, field work, admission and exit requirements, as well as the program measures used by St. John's University for Middle States accreditation (Weave Online measures).

Quality Principle 1.1 Subject Matter Knowledge

General knowledge of the liberal arts and sciences is addressed by undergraduate TEP candidates through the University's core curriculum and their achievement is assessed with the New York state Liberal Arts and Sciences Test (LAST) as well as the TEP analysis of selected core courses (see Findings section below). Career change candidates must take the LAST for certification. Field change and continuing certificate candidates have satisfied this requirement during their baccalaureate studies which is evaluated in the admissions process to the SOE. Because these studies are often addressed at other institutions, it is not feasible to include evidence of subject matter knowledge for graduate student candidates.

Knowledge of the subject matter to be taught is addressed by undergraduate TEP candidates through the subject concentration (30 credit hours for childhood, and 36 hours for adolescence education candidates). Career change, field change, and continuing certificate candidates typically satisfy this requirement as part of their baccalaureate studies, which may be taken at other institutions. Graduate TEP candidates may take some subject knowledge courses that are specified for each program option/specialization in the tables of Appendix D. Subject matter knowledge coursework is verified for compliance with NYSED requirements during the admissions process by the dean's office at each campus. If coursework is lacking, students are advised in their admissions letter of deficiencies and are required to show proof of satisfying these before graduating. Subject matter knowledge is assessed with the CST in each area as well as analysis of a subset of ratings of student teacher performance in the field. Self-assessment of subject matter knowledge is also provided by program completers in the Exit Survey. Additionally, a survey of Principals provides their perceptions of subject matter knowledge of working teachers who are graduates of our program.

Quality Principle 1.2 Pedagogical Knowledge

Pedagogical knowledge is analyzed using Education course GPA's (see Table 2.2) as well as analysis of a subset of ratings of student teacher performance in the field. For undergraduate and graduate initial certificate candidates, passing the state test, Assessment of Teaching Skills-Written (ATS-W), is required. Many graduate continuing students may have satisfied requirements for initial teacher certification during their baccalaureate studies at other institutions. Self-assessment of pedagogical knowledge is also provided by program completers in the Exit Survey. Additionally, a survey of Principals provides their perceptions of pedagogical knowledge of working teachers who are graduates of our program.

Quality Principle 1.3 Caring Teaching Skill

Teaching skill performance is analyzed using Associate Teaching ratings for initial certificate candidates (by university supervisor and cooperating teacher, Danielson, 1996). For graduate student candidates in continuing and field change program options (who already hold a first initial teaching certificate), the measure of teaching skill used is the practicum course and comprehensive examination questions (DHSC: EDU 3250/55, 9702, 9014), and course grades (DCI: EDU 7290, 9711, 9737).

Cross-cutting Themes

We have also examined our teacher education curriculum with specific focus on the cross-cutting themes of learning to learn (1.4.1), multicultural perspectives and accuracy (1.4.2), and technology (1.4.3), and how each of these themes relates to the program as a whole. Appendix D provides details of how the TEP addresses TEAC's cross-cutting themes in tables for each program option/specialization.

Cross-cutting Theme 1.4.1 Learning to Learn

All teacher candidates must satisfy New York State Standard # 6: "the teacher promotes parental involvement and collaborates effectively…for the benefit of all students."

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." 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, equivalent research project, or case study analysis. As delineated in Appendix D for the individual program options, graduate students address Learning to Learn in either EDU 7585 (DCI), EDU 7297 or 3200 (after Fall 2010, EDU 9013 replaces 3200, see Appendix D) (Literacy), EDU 9013 (TESOL), or EDU 9700 (Special Ed).

Undergraduate candidates are required to take 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 in the Early Childhood, Childhood and Adolescence Education specializations must complete a capstone thesis in 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 Literacy, TESOL, and Special Education complete a comprehensive examination capstone in their final semester of study synthesizing research and learning from across the TEP program.

Candidates are required to analyze, reflect upon and refine their practice in associate 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. Graduate candidates in Human Services and Counseling are required to analyze, reflect upon and refine their practice in practicum courses where they are evaluated by their respective University professors. 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.

Cross-cutting Theme 1.4.2 Multicultural Perspectives and Accuracy

All candidates must satisfy New York State Standard #1 (1998) 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 1011 – *Human Relations in Inclusive Settings*. Graduate teacher candidates are required to complete either EDU 3240 – *Literacy and Assessment Strategies for Diverse Learners,* EDU 7000 - *Sociological Foundations of Education*, EDU 7127 – *School, Family and Community Partnerships for Early Childhood Professionals*, EDU 9006 – *Research in Language, Culture and Communication K-12*, or EDU 9711 – *Education of Exceptional Individuals*.

Field work associated with all program options is carried out in partnership with New York City Schools located in Queens, Brooklyn and Staten Island, formerly known as Regions 3, 4, 5 and 7 (see website: http://schools.nyc.gov/AboutUs/data/stats/Register/JFormbyDistricts/default.htm) as well as independent school districts in western Nassau County, all of which are highly diversified (see Figure 2.2). Associate teaching and

internships are also carried out in these districts (see Table B.11). Graduate practicum courses are carried out in school or clinical settings as appropriate. Students must maintain a 3.00 G.P.A. or better, in this work.

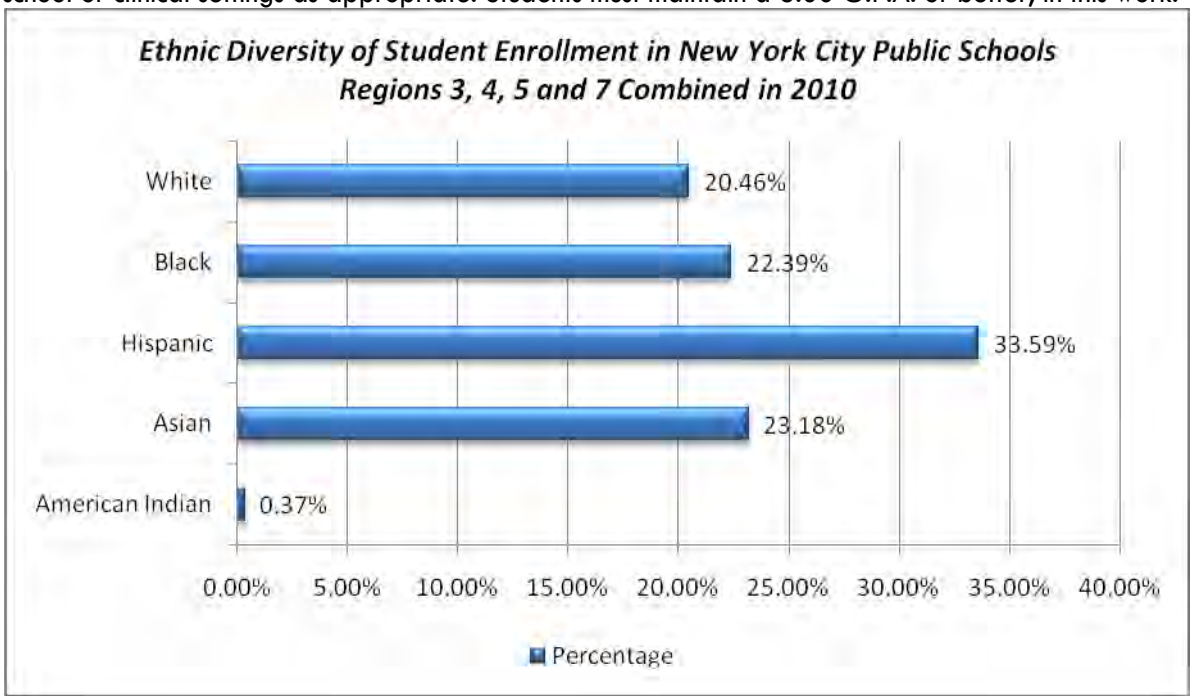

Figure 2.1 | Ethnic Diversity of Student Enrollment in New York City Public Schools Regions 3, 4, 5 and 7

Cross-cutting Theme 1.4.3 Technology

The University provides all incoming freshmen with notebook computers, as well as instruction (if necessary) in their use. Students are taught to utilize the digitized (as well as print) resources of the library. Student computers 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. Many courses at both the undergraduate and graduate levels use supplemental course web sites through Blackboard (formerly Web/CT) that link students to online resources through the University libraries and the Internet. Faculty members are trained in on-line instruction. As of Fall 2010 65% of all SOE faculty have been certified by the University to teach Distance Learning courses.

All TEP teacher candidates must satisfy New York State Standard #4 (1998) which stipulates that teachers must be able to utilize various instructional methodologies "including educational technology." All undergraduate students are required to take EDU 1015 *Technology and Society: School, Community, Workplace*. Graduate students (except for Early Childhood Field Change students who have completed this requirement in their initial certificate program but take EDU 7129 where a significant technology assignment is required) are required to take either EDU 7266 *Technology for Teaching Literacy Applications in Regular and Special Education Settings*; or EDU 7666 Developing Curriculum Materials for the Web.

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.

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 endorsement for 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 for the Assessments

The assessments used to determine the quality of the St. John's Teacher Education Program are reasonably and credibly linked to the above claims and program requirements. We believe these to be both reliable and valid. Appendix E inventories the evidence used in this Inquiry Brief. Table 2.1, above, provides an alignment of TEP

claims with the New York State Standards. Table 2.2, below, summarizes the candidate learning analysis specifications (ratings, courses, and GPA calculations) that address TEAC 1.0 categories.

Table 2.2 | Candidate Learning Analysis Specifications: Ratings, Courses, and GPA Calculations for TEAC 1.0 Categories

TEAC Principle or Theme		1.1 Subject Matter Knowledge	1.2 Pedagogical Knowledge	1.3 Caring Teaching Skill	1.4.1 Learning to Learn	1.4.2 Multicultural Awareness	1.4.3 Technology
NYS (1998)*		NYS 2	NYS 3, 5	NYS 1, 4	NYS 6, 7, 8	NYS 1	NYS 4
Test Scores		LAST, and CST for subject taught	ATS-W				
Associate Teaching Ratings**		Items: 1, 2, 3, 4, 6, 19 (Danielson, 1996)	Items: 15, 17, 36, 26, 37, 31, 38, 45	Items: 8, 10, 11, 24, 25, 54, 58	Items: 12, 57	Items: 7, 21	Item: 18
Program Option Codes		Subject Matter Courses:	Education Courses (all EDU) :				
DCI Undergraduate Majors	CED†	UG core: DNY 1000, ENG 1000C, ENG 1100C, HIS 1000C, SCI 1000C, PHI 1000C, PHI 3000, THE 1000C, SPE 1000	1001, 1004, 1005, 1006, 1007	1008	1000	1011	1015
	CEDS†	UG core: DNY 1000, ENG 1000C, ENG 1100C, HIS 1000C, SCI 1000C, PHI 1000C, PHI 3000, THE 1000C, SPE 1000	1001, 1004, 1005, 1006, 1007, 1009	1008	1000	1011	1015
	AEB†	Biology Content	1002,1012, 1013,1014	1008	1000	1011	1015
	AEE†	English Content	1002,1012, 1013,1014	1008	1000	1011	1015
	AEM†	Math Content	1002,1012, 1013,1014	1008	1000	1011	1015
	AEP†	Physics Content	1002,1012, 1013,1014	1008	1000	1011	1015
	AESS†	Social Studies Content	1002,1012, 1013,1014	1008	1000	1011	1015
	AESP†	Spanish Content	1002,1012, 1013,1014	1008	1000	1011	1015
DCI Graduate Majors	ECC†	7122, 7128	7123, 7124, 7126	9711 OR 9737	7585	7127	7266 OR 7666
	ECF†	7122, 7128	7123, 7124, 7126	9711 OR 9737	7585	7127	7129
	CEC†	7222	7135, 7136, 7137 (all taken)	7290	7297, 7585	7000	7266 AND 7666
	CEF†	7222	7135, 7136, 7137 (all taken)	7290	7297, 7585	7000	7266 OR 7666
	CED†	7222	7135, 7136, 7137, 7138, 7129 (choice of 4)	7290	7297, 7585	7000	7266 AND 7666
	AEC†	7222	7107, 7702	9711	7297, 7585	7000	7666
	AEE†	7222 + 12 cr English Content	7410 OR 9006	7290	7297, 7585	7000	7666
	AEF†	7222	7107, 7702	9711	7297, 7585	7000	7666
	AEB†	7222 + 12 cr Biology Content	7410 OR 9006	7290	7297, 7585	7000	7666
	AESS†	7222 + 12 cr Social Studies Content	7410 OR 9006	7290	7297, 7585	7000	7666
	AESP†	7222 + 12 cr Spanish Content	7410 OR 9006	7290	7297, 7585	7000	7666
	AEM†	7222 + 12 cr Math Content	7410 OR 9006	7290	7297, 7585	7000	7666
	AMC†	MATH 403 MATH 404 2001	2000, 3270, 7137	7290	7585	9711	7666

	AEET†	3220	2000, 3270, 7138	7290	7585	9711	7266
		1.1 Subject Matter Knowledge	**1.2 Pedagogical Knowledge**	**1.3 Caring Teaching Skill**	**1.4.1 Learning to Learn**	**1.4.2 Multicultural Awareness**	**1.4.3 Technology**
DHSC Graduate Majors	LTC†	3200, 3268	3217, 3220, 3270, 3230	3250, 3255	7297 OR 9013	3240	7266 OR 7267
	LTCB†	3200, 3264	3210, 3220, 3270, 3230	3250	7297 OR 9013	3240	7266 OR 7267
	LTC4†	3200, 3264	3210, 3220, 3270, 3230	3250	7297 OR 9013	3240	7266 OR 7267
	LTC5†	3200, 3265	3215, 3220, 3270, 3230	3255	7297 OR 9013	3240	7266 OR 7267
	CSPE†	9707	9712, 9716, 9718, 9719	9702	9700	9711	7266
	TCD†	9707	9712, 9716, 9718. 9719	9702	9700	9711	7266
	CTES†	9001, 9010, 9015	9003/5, 9004/9, 9012	9014	9013	9006	7266
	TES†	9001, 9010, 9015	9003/5, 9004/9, 9012	9014	9002, 9013	9006	7266

* NYS (1998) – See text for New York State Teacher Standards in Table 2.1 above.

** Danielson (1996) – See Table 3.2 below for item descriptions.

†Major code titles for Teacher Education Program Options are specified above in Table 1.1

The following assessment rationales cover the spectrum of measures employed by the Teacher Education Program for the current Inquiry Brief. We have established 3.0 as the criterion for a proficiency benchmark for students in the Teacher Education Program. Additionally, 3.0 is the normal requirement for admission into graduate programs. While the university undergraduate benchmark is 2.0 for students to be considered in "good academic standing" (Undergraduate Bulletin, p. 11), the School of Education requires a 3.0 overall cumulative average to be considered non-probationary (Undergraduate Bulletin, p. 11). We've carried that logic over to our surveys and questionnaires where a rating of 3.0 on a scale of 4.0 is considered to be the proficient level.

- ☐ Student Grades and Grade Point Averages (GPA): Grades in individual courses represent the evaluations of individual members of the faculty, who are experienced professionals in the field of teacher education. Many TEP faculty members have considerable experience as teachers or administrators in the K-12 schools (see Appendix C), and their professional judgment is considered a major means of assessment of our students. GPAs are a standard means of summarizing a student's performance (N.B. Pass/Fail grading is used in Associate Teaching and Internships consistent with recommendations of the Association of Teacher Educators/ATE). Through a series of meetings of the TEAC Steering Committee and with input from Program Coordinators and faculty who teach the targeted courses, consensus was reached for identifying these courses. The selections were based on an examination of course content, objectives, and outcomes for courses that were common across programs options.
- ☐ Scores on Standardized Tests for Teacher Licensure: The following standardized tests are used statewide in New York, as mandated by the New York State Education Department. These tests have undergone extensive field testing and professional review prior to implementation (Massa, 2005).
    - Content Specialty Test (CST): These standardized tests are specific to the subjects our graduates are responsible for teaching in the field. They offer a measure of content knowledge that should demonstrate that our graduates are prepared to teach in their chosen content area. New York has a CST for childhood education, specific subject specialties for adolescence education, and specialized certification categories (e.g., literacy, special education, TESOL, etc.).

- Assessment of Teaching Skills-Written (ATS-W): This assessment of pedagogical skills is required by NYSED for teacher certification in New York.

☐ Ratings:

- Ratings by University Supervisors and Cooperating Teachers for Associate Teaching: The TEP faculty has adopted a rubric from Danielson (1996.). The TEP faculty has augmented the Associate Teaching Rating Rubric (see Appendix F) following the submission of our last Brief in 2008 to include a Technology rating (number 18). University Supervisors and Cooperating Teachers use this rubric to evaluate candidates enrolled in associate teaching and internships. Initially, we intended to use only ratings provided by University Supervisors for this Brief because we feel this gives us a larger number of observations by the same set of twenty-four observers over the past three years, whereas Cooperating Teachers rate only a few students individually. However, to provide a different perspective, we have added Cooperating Teacher ratings in this Brief, as well.

☐ Surveys:

- Ratings by local School Principals who have employed our graduates in the last five years (see Table 4.29).
- The SOE Exit Survey was conducted by the School for program completers in 2008 through 2010 to gather student perceptions of the program. Results are reported in Tables 4.26, 4.27, and 4.28.
- The Graduating Student Survey (GSS) was conducted prior to commencement by the Office of Institutional Research to gather the opinion of program completers. Results for SOE students are reported in Table B.10 because we feel that they more closely deal with issues of capacity.

3 | Methods of assessment

General Approach

The TEP Accreditation Committee (8 members) developed the plan for measurement and analysis of data pertinent to candidate learning that is presented in this Brief. Initially, beginning with a faculty retreat on August 26, 2008, the faculty embarked on a two-year exploration of using rubrics as a local measure of candidate learning in the TEP. Two analyses of inter-rater reliability were conducted and yielded mixed results. It was ultimately concluded that many of the rubrics were of limited value for the TEP QCS. The rubric for the DHSC Comprehensive Examination, Capstone requirement had a rather strong reliability coefficient of .79 and will be used going forward. Components of the Technology rubric and the Capstone Thesis rubric, which have suitable reliability, will also be used going forward. These results are not included in this Brief as they are still undergoing development. The Teaching Plan rubric and Reflective Essay rubric will continue to be explored as possible measures for future use. The rubrics in use are reproduced in Appendix F.

The general approach taken to assess candidate learning was to:

1. Attempt to utilize at least two (2) measures for each of our TEAC Quality Principles (i.e.: QP 1.1 Subject Matter Knowledge, QP 1.2 Pedagogical Knowledge, and QP 1.3 Caring Teaching Skill) and Cross-Cutting Themes (i.e., 1.4.1 Learning to Learn, 1.4.2, Multicultural Perspectives and Accuracy, and 1.4.3 Technology).

2. Develop a methodology for assessing evidence of the reliability and validity of these measurements. The committee determined that to accomplish this goal, two types of evidence were required:

    a. Evidence of Reliability of GPA and AT (university supervisor mean ratings) and CT (cooperating teacher mean ratings) scores: assessed using coefficient alpha.

    b. Evidence of Validity: assessed using a multitrait-multimethod approach (MTMM, Campbell & Fiske, 1959) which involves comparing correlations between multiple measures of one QP with correlations of multiple measures of another QP.

3. Revise measures for subsequent reporting periods based on results of current analyses.

Table 3.1 provides the TEP Accreditation Committee's division of program options for data analysis in the Brief. Program completers for three years (i.e., 2007-08, 2008-09, and 2009-10) were clustered into five major areas based on teacher certification categories for New York State: Undergraduate Childhood Education, Undergraduate Adolescence Education, Graduate Childhood Education, Graduate Adolescence Education, and Graduate Continuing. Data analysis was performed on all program completers (overall) as well as for each cluster group.

Representativeness of Sample

Because our "sample" is a three-year census (i.e., the entire population), concerns about representativeness are irrelevant.

Table 3.1 | TEP Degrees Conferred by Major for 2007-08, 2008-09, and 2009-10 in Analysis Clusters

Cluster Undergraduate Childhood	Major Code	2007	2008	2009	Total
Childhood Education	CED	93	94	80	267
Childhood Education & Special Education	CEDS	8	6	12	26
	UG Childhood Total	**101**	**100**	**92**	**293**
Cluster Undergraduate Adolescence	**Major Code**	**2007**	**2008**	**2009**	**Total**
Adolescence Education/Biology	AEB	0	3	5	8
Adolescence Education/English	AEE	10	15	7	32
Adolescence Education/Math	AEM	12	5	16	33
Adolescence Education/Physics	AEP	0	0	1	1
Adolescence Education/Spanish	AESP	2	2	2	6
Adolescence Education/Social Studies	AESS	14	12	17	43
	UG Adolescence Total	**38**	**37**	**48**	**123**
Cluster Graduate Childhood	**Major Code**	**2007**	**2008**	**2009**	**Total**
Early Childhood Education/Career Change	ECC	12	11	9	32
Childhood Education/Career Change	CEC	35	30	40	105
Childhood Education and Special Education	CSPE	9	19	41	69
Childhood Education and TESOL	CTES	7	10	11	28
	GR Childhood Total	**63**	**70**	**101**	**234**
Cluster Graduate Adolescence	**Major Code**	**2007**	**2008**	**2009**	**Total**
Adolescence Education/Career Change*	AEC*	31	26	38	95
Adolescence Education/Math/Teaching Fellows	AMC	59	49	48	156
Adolescence Education/English/Teaching Fellows	AEET	0	19	20	39
	GR Adolescent Total	**90**	**94**	**106**	**290**
Cluster Graduate Continuing	**Major Code**	**2007**	**2008**	**2009**	**Total**
Adolescence Education/English/Continuing	AEE	2	1	4	7
Adolescence Education/Field Change	AEF	5	3	1	9
Adolescence Education/Math/Continuing	AEM	0	1	0	1
Adolescence Education/Spanish/Continuing	AESP	1	0	0	1
Adolescence Education/Social Studies/Continuing	AESS	4	1	0	5
Childhood Education/Continuing	CED	6	2	5	13
Childhood Education/Field Change	CEF	6	1	1	8
Early Childhood Education/Field Change	ECF	1	4	4	9
Teaching Literacy B-12	LTC	2	0	0	2
Teaching Literacy B-6 and Childhood Special Education	LTC4			1	1
Teaching Literacy 5-12	LTC5	0	3	3	6
Teaching Literacy B-6	LTCB	21	35	22	78
Teaching Children with Disabilities in Childhood	TCD	9	21	15	45
Teaching English to Speakers of Other Languages	TES	41	31	50	122
	GR Continuing Total	**98**	**103**	**106**	**307**
*Content for Adolescence Education Career Change AEC	BIO1	5	2	5	12
	ENG1	8	9	18	35
	MTH1	7	7	5	19
	SPA	2	0	2	4
	SST1	9	8	8	25
	Total	31	26	38	95

Measures

Our initial measurement plan was to obtain three measures for each Quality Principle. We defined three (3) types of measures for QP 1.1 and QP 1.2:

1. GPA for selected required sets of courses (see Table 2.2 in previous section).
2. NY certification test scores (i.e., CST, ATS-W). LAST scores were not used as the faculty believes them to be a general assessment of common knowledge of all program completers. Also, since St. John's students at both the Queens and Staten Island campuses consistently scored 99% or better on the LAST over the past two years (from data reported by New York State) and the statewide average is 99%, there is little useful information this statistic might provide. The CST was chosen instead as it measures the specific subject matter content by certification area.
3. Associate Teacher ratings of associate teaching performance by university supervisors (AT) and cooperating teachers (CT) (Danielson, 1996).

For the measurement of QP 1.3, we have no test score available, so we are using the Mean AT and CT Ratings and the grade in the course identified by the faculty for QP 1.3:

1. Mean Associate Teacher (AT and CT) QP 1.3 ratings of associate teaching performance (Danielson, 1996).
2. Grade for course (see Table 2.2).

For Cross-Cutting Themes we identified two methods of assessment (course grades and AT and CT ratings) for each of the three themes (i.e., 1.4.1 Learning to Learn, 1.4.2, Multicultural Perspectives and Accuracy, and 1.4.3 Technology):

1. Grades for a course associated with each of the three themes (see Table 2.2 above), and
2. Two additional Associate Teacher (AT and CT) rating items (Danielson, 1996) associated with Learning to Learn and Multicultural Perspectives and Accuracy and one item for Technology.

Definition and Development of Measures

Mean Associate Teacher Ratings of Associate Teaching

In the previous Brief we developed a set of items associated with the different QPs on the Associate Teacher Rating scale based on Danielson (1996). We implemented these measures during 2007 to 2010.

Table 3.2 – Associate Teacher Rating Items Comprising Scales used for AT and CT Ratings

St. John's Claims and TEAC Quality Principles 1.0	#		Rating Items Used (Danielson, 1996; N = 23)
Claim 1: Our graduates have acquired subject matter knowledge.	1	AT and CT 1	Knowledge of Content
	2	AT and CT 2	Knowledge of Prerequisite Relationships
	3	AT and CT 3	Knowledge of Content Related Pedagogy
QP 1.1: Qualified in Content Knowledge	4	AT and CT 4	Knowledge of Characteristics of Age Group
	5	AT and CT 6	Knowledge of Students' Skills and Knowledge
	6	AT and CT 19	Criteria and Standards
Claim 2: Our graduates have acquired pedagogical knowledge.	7	AT and CT 15	Instructional Materials and Resources
	8	AT and CT 17	Lesson and Unit Structure
	9	AT and CT 36	Oral and Written Language
QP 1.2: Competence in Pedagogy	10	AT and CT 26	Management of Instructional Groups
	11	AT and CT 37	Quality of Questions
	12	AT and CT 31	Monitoring of Student Behavior
	13	AT and CT 38	Discussion Techniques
	14	AT and CT 45	Quality: Accurate, Substantive, Constructive and Specific
Claim 3: Our graduates are caring teachers.	15	AT and CT 8	Value: Goals represent high expectations for students; and reflect learning and conceptual understanding,
QP 1.3: Caring Teaching Skill			curriculum standards, and frameworks.
	16	AT and CT 10	Suitability for Diverse Students: Goals reflect needs of all students in a class
	17	AT and CT 11	Balance: Goals represent opportunities for different types of learning
	18	AT and CT 24	Student pride in Work
	19	AT and CT 25	Expectations for Learning and Achievement
	20	AT and CT 54	Relationships with Colleagues
	21	AT and CT 58	Service to Students
TEAC Cross-Cutting Themes			**Rating Items Used (Danielson, 1996)**
QP 1.4.1: Learning to Learn	22	AT and CT 12	Demonstrating Knowledge of Resources for Teaching
	23	AT and CT 57	Enhancement of Content Knowledge and Pedagogical Skill
QP 1.4.2: Multicultural Perspectives and Accuracy	24	AT and CT 07	Knowledge of Student Interests and Cultural Heritage
	25	AT and CT 21	Teacher Interaction with Student
QP 1.4.3: Technology	26	AT and CT 18	Use of Technology

New York State Teacher Certification Examination (NYSTCE) Scores

For this analysis composite scores are used from the CST, and ATS-W.

QP 1.1 Subject matter knowledge test – CST Total score

QP 1.2 Pedagogy knowledge test – ATS-W Total score

Reliability and validity information for the New York State Teacher Certification Examinations, CST and ATS-W, are unknown, but in our request for information to the New York State Education Department, they are reported to be in the range of .91 to .95 (Massa, 2005).

GPA Computation

Separate sets of courses are used to compute GPA for QP 1.1 and QP 1.2 for each student. For GPA 1.1, which is the computed GPA for QP 1.1, the nine (9) required courses from the undergraduate core curriculum (see Table 2.2) were used for Childhood Education majors; for Adolescence Education majors we used the student's content major courses (e.g., Math, English).

For GPA 1.2, the computed GPA for QP 1.2, required Education courses for each student's major, were employed. There are three undergraduate majors, Childhood Education (CED), Childhood Education & Special Education (CEDS), and Adolescence Education (AE), each with its own set of required Education (EDU) courses. To simplify the analysis by major, CEDS majors were merged with CED majors. Education course requirements are shown in Table 2.2. Each student's GPA 1.2 score was computed using the required courses for that student's major.

One difficulty with GPA computation was that many students transferred credits or presented PASS/FAIL, Advanced Placement® (AP), College Level Examination Program® (CLEP), or other examination credits for core curriculum and major courses. For purposes of computation, these could not be computed as course grades, so they were excluded from the computation of GPA. For GPA QP 1.1 the average of liberal arts core courses was used for Childhood Education majors. GPA QP 1.1 for Adolescence Education majors consisted of an average of their content specialty area (e.g., Math, Biology, English, etc.) only. Also, New York State mandates a GPA of 3.0 or better in these subject matter courses for certification.

Reliability Methodology

Reliability was estimated using coefficient alpha for the QP 1.1 and QP 1.2 GPA's and AT and CT measures, and for the Multicultural/Diversity and Learning to Learn cross-cutting themes AT and CT measures. Inter-rater correlation was used for the cross-cutting theme Technology

Reliability could not be measured for the GPA's for QP 1.3 and cross-cutting themes because only one course was appropriate for each measure. The reliabilities for the CST and ATS-W were provided by the New York State Education Department (Massa, 2005).

Table 3.3 presents the reliability estimates.

Table 3.3 – Reliability Estimates for Measures – OVERALL

Measure	Reliability
GPA 1.1	.66
GPA 1.2	.79
GPA 1.3	*
AT QP 1.1	.92
AT QP 1.2	.93
AT QP 1.3	.92
AT Learning to Learn	.73
AT Diversity	.58
AT Technology	*
CT QP 1.1	.92
CT QP 1.2	.94
CT QP 1.3	.92
CT Learning to Learn	.80
CT Diversity	.65
CT Technology	*
CST	.91
ATS-W	.91

* Could not be estimated because only one course or item was used.
N.B.: Reliability information for ATS-W and CST was provided by the New York State Education Department. All other estimates were derived from data using coefficient alpha.
Legend: GPA = Grade Point Average, QP = TEAC Quality Principle, AT = University Supervisors mean ratings of associate teachers; CT = Cooperating Teachers mean ratings of associate teachers, CST = Content Specialty Test, ATS-W = Assessment of Teaching Skills-Written

Validity Methodology

A multitrait-multimethod (MTMM, Campbell & Fiske, 1959) approach was adopted for validity assessment.

Comment on validity issues

The MTMM analysis yielded moderate evidence of validity for the QP GPA measures and test measures. The AT and CT measures (i.e. from the Danielson scale) were problematic, however, for both the QP and CCT domains. Although the three AT and CT QP scales showed high internal consistency (i.e., .90 or higher), correlations between the 3 scales were also high (i.e., .80 or higher) but were very low (i.e., less than .3) between different ratings of the same domain. This suggests a validity issue for the AT and CT measures as the raters were consistently rating some characteristic but disagreed on what the characteristic was. Additionally, the AT and CT ratings were not correlated strongly with the GPA or test scores indicating further evidence of lack of convergent validity.

Unit of Analysis Considerations

One consideration in reporting results is the level of aggregation. For example, should results be aggregated across the entire school or be broken out into smaller units for analysis? We started with the aggregated data for the school. We conducted a number of statistical analyses using three independent variables (Level of student, Major option, and Campus) to assess the appropriate unit of analysis. Our question was, "Are there significant means differences among the 20 dependent variables on the independent variable?"

We used a three-step procedure to assess each independent variable. Because a large number of significance tests were conducted, we used a Type I error rate of .001 on all tests to control the experiment-wise error rate (see Kirk, 1995, p. 16). First, we conducted a one-way MANOVA of the 20 dependent variables using the independent variable. If the result was not significant at $p < .001$ we concluded that responses were homogenous with respect to the independent variable and there was no need to disaggregate. If the result was significant, we proceeded to step 2. In step 2 we conducted individual one way ANOVAs of the 20 dependent variables to determine the sub-set for which there was a significant difference on the independent variable ($p < .001$). For the sub-set of significant dependent variables we proceeded to step 3. In step 3 we computed Cohen's d' measure of standardized mean difference for each of the significant dependent variables. We used the criterion of a large effect size ($d' \geq 0.8$) to determine differences, which indicated a practical mean difference. If any of the dependent variables met this criterion we considered the data to be heterogeneous with respect to the independent variable and disaggregated on this variable. The results of the analyses of the three independent variables are summarized below. Supporting results are presented in Appendix H.

Level of Student Differences

The first and most obvious variable for consideration was the level of students – undergraduates vs. graduates. We performed a multivariate analysis of variance (MANOVA) of the 20 dependent measures using level of student as the independent variable. The multivariate test was significant ($p < .001$) but follow up tests revealed a significant difference in favor of graduate students for only one dependent variable – GPA1-1. An analysis of the effect size indicated that it exceeded the criterion of .8, indicating results should be disaggregated on that variable. The decision was made to disaggregate the data on the basis of level of student, and also into similar major areas. There were two of these clusters for undergraduates (childhood and adolescent areas) and three clusters for graduate students (childhood, adolescent, and continuing areas).

Major Options Differences

We tested the appropriateness of aggregating the various major options into the clusters by conducting separate MANOVAs of the 20 dependent variables for each cluster with major option as the independent variable. None of the MANOVA's yielded significant results so we concluded that the clusters constituted homogenous units.

Campus Differences

About 90% of the data represented Queens campus students, the remainder were from Staten Island. So we tested the appropriateness of aggregating students from the two campuses. Using campus as the independent variable, the MANOVA yielded no significant results.

4 | Results

Results of the analysis of candidate learning are reported in Table 4.1.

Table 4.1 | Summary of Results for Measures of Candidates' Learning of TEAC 1.0 Principles

Outcome claims*	Categories of evidence and range of scores *In all the rating scales below based on a 1-4 scale, a mean of 3.0 is considered the desired level of proficiency ("cut score").*														
	Grade point index		Standardized Tests					Faculty University Supervisor (AT) & Cooperating Teacher (CT) evaluation[1]				Student self-report Exit (SR)	Survey of graduates (Grad) and principals (Prin)		
The program's graduates have acquired …	**GPA** Score range: 0-4	**SD**	**LAST** (score range and cut score)	**ATS-W** (score range 100 to 300 and pass score is 220)	**SD**	**CST** (score range 100 to 300 and pass score is 220)	**SD**	**AT** (score range 1 – 4; 3 = Pro-ficient)	**SD**	**CT** (score range 1 – 4; 3 = Pro-ficient))	**SD**	**SR** (score range 1-4; 3= Pro-ficient))	**Grad**	**Prin** (score range 1-4; 3= Pro-ficient)	**SD**
Subject matter	3.66	.41	N/A	N/A	N/A	242	20.58	3.44	.50	3.44	.57	N/A	N/A	3.31	.49
Pedagogy	3.79	.26	N/A	259	17.59	N/A	N/A	3.43	.50	3.42	.56	N/A	N/A	3.28	.55
Teaching Skill	3.74 [3]	.45	N/A	N/A	N/A	N/A	N/A	3.55	.47	3.56	.49	N/A	N/A	3.33	.56

[1] Based on Danielson (1996), this form is reproduced in Appendix F.
[2] Pupil scores on work samples have not been collected for analysis as this measure has been left to the discretion of the individual university supervisor to discuss with the student teacher. During Fall 2010 a new form that reports pupil performance for formally observed lessons (see Appendix F) was implemented for inclusion in associate teaching folders.
[3] Associate Teaching uses only Pass/Fail grading; GP is based on one course identified by faculty (e.g., graduate practica).

Overall descriptive statistics are summarized in Table 4.2.

Table 4.2 | QP Descriptive Statistics for all completers combined for 3 years OVERALL

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	1105	3.66	1.82	4.00	.41	–1.31
GP 1.2	1189	3.79	2.00	4.00	.26	–2.03
GP 1.3	1145	3.74	1.30	4.00	.45	–2.22
AT 1.1	878	3.44	1.00	4.00	.50	–.72
AT 1.2	819	3.43	1.00	4.00	.50	–.72
AT 1.3	776	3.55	1.00	4.00	.47	–.91
CT 1.1	492	3.44	1.00	4.00	.57	–.89
CT 1.2	453	3.42	1.00	4.00	.56	–.91
CT 1.3	421	3.56	1.29	4.00	.49	–1.07
CST 1	921	242.28	153	298	20.58	–.17
ATS-W	883	258.55	202	300	17.59	–.31

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.3 | Correlations for all TEP Program Completers Combined for 3 Years OVERALL

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	1105										
AT 1.1	Pearson Correlation	.062	1									
	Sig. (2-tailed)	.081										
	N	796	878									
CT 1.1	Pearson Correlation	.115*	.359**	1								
	Sig. (2-tailed)	.014	.000									
	N	460	484	492								
CST score	Pearson Correlation	.367**	.081*	.113*	1							
	Sig. (2-tailed)	.000	.032	.015								
	N	817	699	465	921							
GP 1.2	Pearson Correlation	.372**	.167**	.167**	.318**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
	N	1079	855	478	877	1189						
AT 1.2	Pearson Correlation	–.016	.826**	.358**	.074	.214**	1					
	Sig. (2-tailed)	.664	.000	.000	.059	.000						
	N	740	807	437	650	799	819					
CT 1.2	Pearson Correlation	.070	.393**	.901**	.069	.123**	.410**	1				
	Sig. (2-tailed)	.147	.000	.000	.157	.010	.000					
	N	426	444	442	426	442	404	453				
ATS-W score	Pearson Correlation	.369**	.079*	.078	.587**	.272**	.062	.007	1			
	Sig. (2-tailed)	.000	.025	.091	.000	.000	.089	.880				
	N	813	808	475	720	858	755	438	883			
GP 1.3	Pearson Correlation	.382**	.069*	.075	.191**	.308**	.049	.080	.237**	1		
	Sig. (2-tailed)	.000	.048	.109	.000	.000	.176	.101	.000			
	N	1049	831	462	849	1124	772	426	830	1145		
AT 1.3	Pearson Correlation	–.010	.755**	.272**	.076	.150**	.863**	.337**	.058	.032	1	
	Sig. (2-tailed)	.791	.000	.000	.060	.000	.000	.000	.122	.395		
	N	704	764	425	613	757	732	388	710	731	776	
CT 1.3	Pearson Correlation	.106*	.343**	.882**	.061	.153**	.368**	.902**	-.019	.062	.288**	1
	Sig. (2-tailed)	.035	.000	.000	.224	.002	.000	.000	.699	.215	.000	
	N	392	413	414	399	410	380	383	409	399	368	421

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Results

Because of the large number of correlations, and more specifically because of the very large number of subjects [in the aggregated analysis] we decided to use $p < .001$ as our standard for statistically significant correlations for interpretations in order to avoid a large number of false positive results. Preliminary analyses indicated that it is appropriate to aggregate data across campuses, majors, and level of students for all variables, with two exceptions: (1) aggregating graduate and undergraduate students is inappropriate for GPA1.1; and (2) aggregating the Exit Survey across campuses is inappropriate. Therefore it is appropriate to focus on clusters for GPA1.1 and campuses for the Exit surveys.

For the aggregated data in Table 4.3, evidence of convergent validity is assessed by examining the correlations within Quality Principles while evidence of discriminant validity is assessed by examining cross-principle

correlations. Within Quality Principle 1.1, GPA1.1 is significantly correlated with CST ($r = .36$, $p < .001$) and AT1.1 was significantly correlated with CT1.1 ($r = .35$, $p < .001$). Within Quality Principle 1.2, GPA1.2 is significantly correlated with AT1.1 and ATSW ($r = .21$ and $.27$ respectively, $p < .001$). In addition, AT1.2 is significantly correlated with CT1.2. Finally within Quality Principle 1.3, AT1.3 is significantly correlated with CT1.3 ($r = .28$, $p < .001$). These correlations provide evidence of convergent validity between GPA 1.1 and CST, and GPA 1.2 and the ATS-W.

In assessing discriminant validity, we would expect to see lower cross-principle correlations compared to within-principle correlations. Generally this was the case except for ATs and CTs. AT1.1 is significantly correlated with AT1.2 and AT1.3 ($r = .82$ and $.75$ respectively, $p < .001$). Also, AT1.2 is significantly correlated with AT1.3 ($r = .86$, $p < .001$). We observed the same pattern with CTs. CT1.1 is significantly correlated with CT1.2 and CT1.3 ($r = .90$ and $.88$ respectively, $p < .001$), and CT1.2 is significantly correlated with CT1.3 ($r = .90$, $p < .001$). Not only are these correlations very large, they are substantially larger than the correlations of ATs within their respective Quality Principles (e.g., the AT1.1 correlations with GPA1.1, CT1.1, and CST are all substantially lower than the correlation of AT1.1 with AT1.2 and AT1.3). Thus the AT and CT correlations do not provide evidence of convergent or discriminant validity for student teaching observations. The within-principle correlations between AT (university supervisor) and CT (cooperating teacher) are relatively low, suggesting that they are rating different constructs. On the other hand, cross-principle AT ratings are highly correlated, as are CT ratings. This suggests that the raters are assessing the same construct rather than different Quality Principles.

Because our preliminary analysis indicated that there was a potential problem with aggregating analysis across graduate and undergraduate students for GPA1.1, we decided to analyze the data by cluster (UG Child, UG Adol, GR Child, GR Adol, GR Contin) because clusters were organized by level of student (graduate and undergraduate) as well as by major options. In the aggregated analysis we found evidence of convergent validity for GP1.1 and CST ($r = .36$, $p < .001$) as measures of Quality Principle 1.1. We needed to determine whether this pattern of correlation was replicated in the individual clusters.

An examination of the correlation of GPA1.1 with CST in Tables 4.5, 4.7, 4.9, 4.11, and 4.13 found correlations of .40, .40, .25, .23, and .31. All except the .23 correlation were significant at the .001 level, and the .23 correlation was significant at the .01 level. We concluded that the evidence of convergent validity for GPA1.1 and CST was consistent with the evidence from the aggregated analysis. In addition, inspection of the cluster correlation for the AT and CT measures showed the same lack of convergent and discriminant validity as shown in the aggregated analysis. In sum, the results of the cluster analysis were consistent with the aggregated analysis.

All cluster group descriptive statistics and correlations are found in the following tables.

Undergraduate Childhood Education descriptive statistics are disaggregated in Table 4.4.

Table 4.4 | QP Descriptive Statistics Undergraduate Childhood Cluster for 3 Years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	262	3.30	2.09	4.00	.42	–.46
GP 1.2	293	3.75	2.14	4.00	.24	–2.47
GP 1.3	277	3.60	1.30	4.00	.54	–1.73
AT 1.1	281	3.47	2.00	4.00	.48	–.57
AT 1.2	268	3.50	2.00	4.00	.48	–.76
AT 1.3	249	3.66	2.14	4.00	.45	–1.23
CT 1.1	261	3.45	1.00	4.00	.57	–1.08
CT 1.2	249	3.46	1.00	4.00	.57	–1.12
CT 1.3	221	3.59	1.29	4.00	.49	–1.28
CST 1	274	241.48	153	284	18.27	–.26
ATS-W	285	253.87	211	293	16.06	–.17

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Correlations for the Undergraduate Childhood group are in Table 4.5, below.

Table 4.5 | Correlations for UG Childhood Cluster for 3 Years

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	262										
AT 1.1	Pearson Correlation	.052	1									
	Sig. (2-tailed)	.414										
	N	251	281									
CT 1.1	Pearson Correlation	-.004	.357**	1								
	Sig. (2-tailed)	.949	.000									
	N	232	257	261								
CST score	Pearson Correlation	.402**	.177**	.149*	1							
	Sig. (2-tailed)	.000	.004	.020								
	N	243	265	246	274							
GP 1.2	Pearson Correlation	.415**	.212**	.211**	.373**	1						
	Sig. (2-tailed)	.000	.000	.001	.000							
	N	262	281	261	274	293						
AT 1.2	Pearson Correlation	.028	.813**	.369**	.181**	.197**	1					
	Sig. (2-tailed)	.662	.000	.000	.004	.001						
	N	238	264	243	253	268	268					
CT 1.2	Pearson Correlation	.011	.405**	.920**	.123	.194**	.408**	1				
	Sig. (2-tailed)	.872	.000	.000	.061	.002	.000					
	N	223	245	241	233	249	231	249				
ATS-W score	Pearson Correlation	.343**	.171**	.121	.547**	.406**	.203**	.091	1			
	Sig. (2-tailed)	.000	.004	.054	.000	.000	.001	.159				
	N	258	276	256	268	285	263	244	285			
GP 1.3	Pearson Correlation	.379**	.087	.074	.053	.329**	.103	.095	.120*	1		
	Sig. (2-tailed)	.000	.157	.243	.400	.000	.103	.145	.050			
	N	260	266	247	258	277	253	235	269	277		
AT 1.3	Pearson Correlation	.063	.714**	.275**	.163*	.235**	.856**	.344**	.195**	.069	1	
	Sig. (2-tailed)	.351	.000	.000	.012	.000	.000	.000	.002	.295		
	N	222	244	227	236	249	237	215	244	235	249	
CT 1.3	Pearson Correlation	.021	.327**	.885**	.094	.241**	.366**	.917**	.048	.053	.274**	1
	Sig. (2-tailed)	.774	.000	.000	.174	.000	.000	.000	.479	.449	.000	
	N	193	217	216	209	221	207	207	216	208	197	221

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Undergraduate Adolescence descriptive statistics are in Table 4.6, below.

Table 4.6 | QP Descriptive Statistics Undergraduate Adolescence Cluster for 3 Years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	123	3.40	1.82	4.00	.42	–1.02
GP 1.2	109	3.69	2.60	4.00	.34	–1.39
GP 1.3	122	3.56	1.30	4.00	.54	–1.57
AT 1.1	113	3.29	1.00	4.00	.52	–.89
AT 1.2	98	3.30	1.00	4.00	.55	–1.06
AT 1.3	94	3.39	2.14	4.00	.46	–.30
CT 1.1	78	3.38	2.00	4.00	.55	–.64
CT 1.2	67	3.33	1.88	4.00	.56	–.66
CT 1.3	69	3.54	2.14	4.00	.45	–.74
CST 1	112	227.30	156	286	21.48	–.59
ATS-W	118	250.67	205	291	17.16	–.22

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Undergraduate Adolescence Correlations are in Table 4.7, below.

Table 4.7 | Correlations for UG Adolescence Cluster for 3 Years

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	123										
AT 1.1	Pearson Correlation	.030	1									
	Sig. (2-tailed)	.751										
	N	113	113									
CT 1.1	Pearson Correlation	.238*	.321**	1								
	Sig. (2-tailed)	.036	.005									
	N	78	75	78								
CST score	Pearson Correlation	.401**	.050	-.060	1							
	Sig. (2-tailed)	.000	.616	.621								
	N	112	105	71	112							
GP 1.2	Pearson Correlation	.476**	.198*	.135	.354**	1						
	Sig. (2-tailed)	.000	.046	.272	.000							
	N	109	102	68	100	109						
AT 1.2	Pearson Correlation	.038	.869**	.423**	.017	.243*	1					
	Sig. (2-tailed)	.712	.000	.001	.874	.021						
	N	98	97	61	92	90	98					
CT 1.2	Pearson Correlation	.097	.333**	.868**	-.157	-.018	.452**	1				
	Sig. (2-tailed)	.437	.007	.000	.232	.891	.001					
	N	67	64	67	60	58	53	67				
ATS-W score	Pearson Correlation	.263**	.184	-.085	.595**	.377**	.125	-.279*	1			
	Sig. (2-tailed)	.004	.055	.470	.000	.000	.223	.025				
	N	118	109	75	109	105	96	64	118			
GP 1.3	Pearson Correlation	.280**	.199*	.041	.212*	.428**	.199	.051	.275**	1		
	Sig. (2-tailed)	.002	.035	.722	.026	.000	.051	.684	.003			
	N	122	112	77	111	108	97	66	117	122		
AT 1.3	Pearson Correlation	.057	.810**	.353**	.030	.081	.886**	.332*	.086	.154	1	
	Sig. (2-tailed)	.587	.000	.004	.784	.459	.000	.013	.418	.142		
	N	94	92	64	87	86	88	55	91	93	94	
CT 1.3	Pearson Correlation	.258*	.227	.850**	-.148	-.052	.407**	.867**	-.258*	.078	.300*	1
	Sig. (2-tailed)	.032	.066	.000	.246	.696	.002	.000	.035	.526	.022	
	N	69	66	69	63	60	58	61	67	68	58	69

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Graduate Childhood descriptive statistics can be found in the table below.

Table 4.8 | QP Descriptive Statistics Graduate Childhood Cluster for 3 Years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	232	3.84	2.70	4.00	.29	–2.25
GP 1.2	233	3.83	2.00	4.00	.23	–2.99
GP 1.3	203	3.76	2.00	4.00	.43	–2.13
AT 1.1	200	3.39	2.00	4.00	.53	–.55
AT 1.2	181	3.44	2.00	4.00	.47	–.66
AT 1.3	180	3.59	2.14	4.00	.44	–.89
CT 1.1	123	3.44	1.67	4.00	.56	–.69
CT 1.2	114	3.39	1.75	4.00	.55	–.66
CT 1.3	103	3.53	1.86	4.00	.52	–.86
CST 1	200	245.65	181	294	20.62	.13
ATS-W	193	260.01	202	295	18.67	–.31

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Graduate Childhood correlations can be found in the table below.

Table 4.9 | Correlations for Graduate Childhood Cluster for 3 years

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	232										
AT 1.1	Pearson Correlation	.020	1									
	Sig. (2-tailed)	.780										
	N	199	200									
CT 1.1	Pearson Correlation	.177	.429**	1								
	Sig. (2-tailed)	.051	.000									
	N	122	123	123								
CST score	Pearson Correlation	.253**	-.025	.092	1							
	Sig. (2-tailed)	.000	.740	.320								
	N	199	182	119	200							
GP 1.2	Pearson Correlation	.252**	.069	.056	.323**	1						
	Sig. (2-tailed)	.000	.336	.541	.000							
	N	232	199	122	199	233						
AT 1.2	Pearson Correlation	-.023	.839**	.384**	.028	.081	1					
	Sig. (2-tailed)	.755	.000	.000	.724	.278						
	N	180	178	105	165	180	181					
CT 1.2	Pearson Correlation	.125	.406**	.879**	.031	.011	.448**	1				
	Sig. (2-tailed)	.186	.000	.000	.746	.904	.000					
	N	114	113	113	111	114	98	114				
ATS-W score	Pearson Correlation	.272**	-.103	.068	.691**	.250**	-.068	.035	1			
	Sig. (2-tailed)	.000	.175	.469	.000	.000	.396	.720				
	N	191	174	115	185	192	157	107	193			
GP 1.3	Pearson Correlation	.287**	-.058	.018	.186*	.363**	-.021	.032	.206**	1		
	Sig. (2-tailed)	.000	.440	.854	.013	.000	.788	.752	.007			
	N	202	178	110	176	203	159	103	167	203		
AT 1.3	Pearson Correlation	-.057	.790**	.277**	-.017	.001	.851**	.331**	-.074	-.023	1	
	Sig. (2-tailed)	.448	.000	.004	.830	.993	.000	.001	.357	.770		
	N	179	178	106	161	179	166	98	155	158	180	
CT 1.3	Pearson Correlation	.102	.454**	.904**	.073	.044	.460**	.890**	-.025	-.022	.368**	1
	Sig. (2-tailed)	.307	.000	.000	.471	.659	.000	.000	.805	.832	.000	
	N	102	103	103	100	102	89	94	98	95	88	103

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Graduate Adolescence descriptive statistics are in Table 4.10.

Table 4.10 | QP Descriptive Statistics Cluster Graduate Adolescence

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	247	3.82	2.00	4.00	.31	–2.41
GP 1.2	284	3.79	2.68	4.00	.27	–1.44
GP 1.3	286	3.83	2.00	4.00	.34	–2.55
AT 1.1	269	3.49	1.00	4.00	.47	–.89
AT 1.2	257	3.39	1.88	4.00	.51	–.52
AT 1.3	240	3.47	1.00	4.00	.49	–.97
CT 1.1	27	3.45	2.00	4.00	.61	–.83
CT 1.2	21	3.46	2.00	4.00	.59	–1.03
CT 1.3	27	3.57	2.29	4.00	.50	–1.07
CST 1	148	245.82	165	298	21.05	.10
ATS-W	258	266.70	220	300	14.89	–.58

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Graduate Adolescence correlations are found below in Table 4.11.

Table 4.11 | Correlations for Graduate Adolescence Cluster for 3 years

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	247										
AT 1.1	Pearson Correlation	.116	1									
	Sig. (2-tailed)	.081										
	N	226	269									
CT 1.1	Pearson Correlation	.610**	.153	1								
	Sig. (2-tailed)	.001	.455									
	N	27	26	27								
CST score	Pearson Correlation	.234**	-.018	.293	1							
	Sig. (2-tailed)	.007	.834	.146								
	N	132	137	26	148							
GP 1.2	Pearson Correlation	.182**	.177**	.397*	.005	1						
	Sig. (2-tailed)	.004	.004	.045	.948							
	N	243	265	26	146	284						
AT 1.2	Pearson Correlation	-.043	.834**	-.033	-.036	.267**	1					
	Sig. (2-tailed)	.526	.000	.877	.687	.000						
	N	218	254	25	129	253	257					
CT 1.2	Pearson Correlation	.760**	.261	.884**	.124	.438	.069	1				
	Sig. (2-tailed)	.000	.267	.000	.601	.053	.773					
	N	21	20	19	20	20	20	21				
ATS-W score	Pearson Correlation	.187**	.004	.233	.423**	.079	.040	-.146	1			
	Sig. (2-tailed)	.005	.945	.242	.000	.208	.543	.527				
	N	220	243	27	138	254	233	21	258			
GP 1.3	Pearson Correlation	.211**	.000	.376	.156	.119*	-.054	.429	.153*	1		
	Sig. (2-tailed)	.001	.996	.053	.059	.044	.391	.052	.015			
	N	245	267	27	147	284	255	21	256	286		
AT 1.3	Pearson Correlation	.038	.804**	-.045	-.041	.177**	.875**	.131	.106	.011	1	
	Sig. (2-tailed)	.585	.000	.826	.659	.007	.000	.594	.121	.870		
	N	204	238	26	120	236	229	19	215	238	240	
CT 1.3	Pearson Correlation	.666**	.191	.850**	.187	.490*	-.030	.910**	.099	.501**	.051	1
	Sig. (2-tailed)	.000	.350	.000	.360	.011	.885	.000	.623	.008	.809	
	N	27	26	25	26	26	25	20	27	27	25	27

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Graduate Continuing Cluster descriptive statistics are reported in Table 4.12.

Table 4.12 | QP Descriptive Statistics Graduate Continuing Cluster for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP 1.1	241	3.84	2.65	4.00	.25	–2.06
GP 1.2	270	3.84	2.57	4.00	.23	–2.17
GP 1.3	257	3.87	2.00	4.00	.32	–3.11
AT 1.1	15	3.59	2.83	4.00	.39	–.52
AT 1.2	15	3.49	3.00	4.00	.38	.32
AT 1.3	13	3.52	3.00	4.00	.39	.16
CT 1.1	3	3.44	2.33	4.00	.96	–1.73
CT 1.2	2	3.25	2.50	4.00	1.06	.
CT 1.3	1	4.00	4.00	4.00	.	.
CST 1	187	246.00	183	289	18.79	–.04
ATS-W	29	254.59	222	280	18.49	–.38

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Correlations for Graduate Continuing Cluster are found in Table 4.13.

Table 4.13 | Correlations for Graduate Continuing Cluster for 3 years

		GP 1.1	AT 1.1	CT 1.1	CST score	GP 1.2	AT 1.2	CT 1.2	ATS-W score	GP 1.3	AT 1.3	CT 1.3
GP 1.1	Pearson Correlation	1										
	Sig. (2-tailed)											
	N	241										
AT 1.1	Pearson Correlation	.422	1									
	Sig. (2-tailed)	.346										
	N	7	15									
CT 1.1	Pearson Correlation	.a	.277	1								
	Sig. (2-tailed)	.	.821									
	N	1	3	3								
CST score	Pearson Correlation	.315**	-.145	-.163	1							
	Sig. (2-tailed)	.000	.689	.896								
	N	131	10	3	187							
GP 1.2	Pearson Correlation	.464**	.017	.a	.229**	1						
	Sig. (2-tailed)	.000	.968	.	.004							
	N	233	8	1	158	270						
AT 1.2	Pearson Correlation	.151	.830**	.500	-.458	.019	1					
	Sig. (2-tailed)	.776	.000	.667	.157	.964						
	N	6	14	3	11	8	15					
CT 1.2	Pearson Correlation	.a	1.000**	1.000**	-1.000**	.a	1.000**	1				
	Sig. (2-tailed)	.	.	.	.	.	.					
	N	1	2	2	2	1	2	2				
ATS-W score	Pearson Correlation	.160	.205	-1.000**	.567**	.184	-.050	-1.000**	1			
	Sig. (2-tailed)	.435	.697	.	.009	.412	.925	.				
	N	26	6	2	20	22	6	2	29			
GP 1.3	Pearson Correlation	.165*	.509	.a	.200*	.276**	.383	.a	.236	1		
	Sig. (2-tailed)	.014	.198	.	.012	.000	.350	.	.303			
	N	220	8	1	157	252	8	1	21	257		
AT 1.3	Pearson Correlation	.442	.701*	.a	-.350	.203	.815**	.a	.339	.453	1	
	Sig. (2-tailed)	.456	.011	.	.355	.662	.001	.	.576	.307		
	N	5	12	2	9	7	12	1	5	7	13	
CT 1.3	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	
	N	1	1	1	1	1	1	1	1	1	0	1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
a. Cannot be computed because at least one of the variables is constant.

Results of the Cross Cutting Themes | *Quality Principle 1.4.1, 1.4.2, 1.4.3* | Learning to Learn, Multicultural Perspectives and Accuracy, and Technology

The analysis for the three cross-cutting themes of Learning to Learn, QP 1.4.1; Multicultural Perspectives and Accuracy (or Diversity), QP 1.4.2; and Technology, QP 1.4.3; was conducted by correlating the designated AT, CT, and course grade measures (see Table 2.2). Table 4.15 presents these correlations for the aggregated data. The preliminary analyses indicated no significant differences for these variables on the basis of level of student, campus, or major, so we analyzed the aggregated data. Again, due to the large number of correlations tested (40) in this table, the Type I error rate was set at .001 for individual tests.

The results were disappointing. There were no significant correlations for the within-principle analysis and hence no evidence of convergent validity. A number of across-principle correlations were significant, but these were mostly between ATs and CTs, which indicates an absence of discriminant validity. As with the main data analysis above, this suggests problems with our observations of student teachers as measures.

We tried analyzing the data by cluster (see Tables 4.17, 4.19, 4.21, 4.23, and 4.25), but the results were similar to the aggregated analysis.

Table 4.14 | Cross Cutting Theme Descriptive Statistics for Overall Program Completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	1204	3.73	1.70	4.00	.40	–1.89
AT Diversity	875	3.55	1.00	4.00	.48	–1.13
CT Diversity	501	3.57	1.00	4.00	.54	–1.41
GP Learning to Learn	1155	3.67	1.70	4.00	.47	–1.70
AT Learning to Learn	861	3.42	1.00	4.00	.52	–.64
CT Learning to Learn	493	3.45	1.00	4.00	.61	–1.08
GP Technology	1074	3.75	1.00	4.00	.45	–2.40
AT Technology	661	3.33	1.00	4.00	.68	–.65
CT Technology	420	3.28	1.00	4.00	.76	–.69

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.15 | Cross Cutting Theme Overall Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	1204								
AT Diversity	Pearson Correlation	.035	1							
	Sig. (2-tailed)	.310								
	N	850	875							
CT Diversity	Pearson Correlation	.043	.283**	1						
	Sig. (2-tailed)	.341	.000							
	N	488	495	501						
GP Learning to Learn	Pearson Correlation	.216**	.018	.045	1					
	Sig. (2-tailed)	.000	.607	.327						
	N	1117	832	470	1155					
AT Learning to Learn	Pearson Correlation	.034	.627**	.266**	.040	1				
	Sig. (2-tailed)	.329	.000	.000	.248					
	N	836	842	482	820	861				
CT Learning to Learn	Pearson Correlation	.134**	.289**	.703**	.106*	.262**	1			
	Sig. (2-tailed)	.003	.000	.000	.022	.000				
	N	480	487	482	463	478	493			
GP Technology	Pearson Correlation	.222**	.118**	.002	.251**	.103**	.086	1		
	Sig. (2-tailed)	.000	.001	.971	.000	.003	.063			
	N	1053	843	480	996	829	473	1074		
AT Technology	Pearson Correlation	.014	.378**	.204**	-.017	.462**	.259**	.062	1	
	Sig. (2-tailed)	.722	.000	.000	.666	.000	.000	.119		
	N	647	649	432	628	642	425	640	661	
CT Technology	Pearson Correlation	.030	.163**	.516**	.069	.197**	.529**	.106*	.366**	1
	Sig. (2-tailed)	.542	.001	.000	.169	.000	.000	.034	.000	
	N	413	415	410	395	403	405	405	406	420

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 | Cross Cutting Theme Descriptive Statistics for UG Childhood completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	283	3.62	2.00	4.00	.46	–1.10
AT Diversity	283	3.61	2.00	4.00	.40	–.85
CT Diversity	270	3.59	1.00	4.00	.52	–1.62
GP Learning to Learn	280	3.53	2.00	4.00	.52	–.88
AT Learning to Learn	278	3.46	2.00	4.00	.51	–.58
CT Learning to Learn	260	3.44	1.00	4.00	.62	–1.17
GP Technology	278	3.74	1.00	4.00	.46	–2.82
AT Technology	248	3.27	1.00	4.00	.67	–.47

CT Technology	227	3.25	1.00	4.00	.75	–.63

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.17 | Cross Cutting Theme UG Childhood Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	283								
AT Diversity	Pearson Correlation	.045	1							
	Sig. (2-tailed)	.460								
	N	273	283							
CT Diversity	Pearson Correlation	-.017	.289**	1						
	Sig. (2-tailed)	.787	.000							
	N	260	267	270						
GP Learning to Learn	Pearson Correlation	.234**	.052	.100	1					
	Sig. (2-tailed)	.000	.395	.109						
	N	271	271	258	280					
AT Learning to Learn	Pearson Correlation	.049	.636**	.277**	.077	1				
	Sig. (2-tailed)	.420	.000	.000	.208					
	N	268	274	261	266	278				
CT Learning to Learn	Pearson Correlation	.125*	.299**	.734**	.149*	.291**	1			
	Sig. (2-tailed)	.048	.000	.000	.019	.000				
	N	250	257	252	249	256	260			
GP Technology	Pearson Correlation	.191**	.094	-.002	.205**	.141*	.087	1		
	Sig. (2-tailed)	.002	.125	.980	.001	.022	.171			
	N	272	268	256	266	263	247	278		
AT Technology	Pearson Correlation	.015	.424**	.260**	-.028	.512**	.300**	.110	1	
	Sig. (2-tailed)	.815	.000	.000	.673	.000	.000	.090		
	N	243	247	235	237	243	226	238	248	
CT Technology	Pearson Correlation	-.024	.183**	.590**	.069	.272**	.630**	.155*	.344**	1
	Sig. (2-tailed)	.727	.006	.000	.314	.000	.000	.022	.000	
	N	222	226	222	218	220	215	217	220	227

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.18| Cross Cutting Theme Descriptive Statistics for UG Adolescence completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	121	3.69	1.70	4.00	.44	–2.12
AT Diversity	113	3.33	1.00	4.00	.57	–.86
CT Diversity	78	3.48	1.50	4.00	.57	–1.18
GP Learning to Learn	116	3.59	1.70	4.00	.49	–1.57
AT Learning to Learn	111	3.21	1.00	4.00	.55	–.63
CT Learning to Learn	78	3.36	1.50	4.00	.58	–.65
GP Technology	120	3.67	1.30	4.00	.52	–2.02
AT Technology	98	3.44	2.00	4.00	.61	–.59
CT Technology	71	3.40	2.00	4.00	.76	–.85

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.19 | Cross Cutting Theme UG Adolescence Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	121								
AT Diversity	Pearson Correlation	.060	1							
	Sig. (2-tailed)	.534								
	N	111	113							
CT Diversity	Pearson Correlation	.051	.244*	1						
	Sig. (2-tailed)	.661	.033							
	N	77	76	78						
GP Learning to Learn	Pearson Correlation	.148	.070	.016	1					
	Sig. (2-tailed)	.117	.473	.892						
	N	114	107	73	116					
AT Learning to Learn	Pearson Correlation	-.029	.571**	.288*	.165	1				
	Sig. (2-tailed)	.765	.000	.013	.090					
	N	109	108	74	106	111				
CT Learning to Learn	Pearson Correlation	.059	.301**	.552**	.046	.185	1			
	Sig. (2-tailed)	.613	.008	.000	.700	.114				
	N	77	76	78	73	74	78			
GP Technology	Pearson Correlation	.232*	.166	.018	.166	.202*	.204	1		
	Sig. (2-tailed)	.011	.084	.874	.080	.036	.077			
	N	119	110	76	113	108	76	120		
AT Technology	Pearson Correlation	-.184	.374**	.175	-.194	.403**	.076	.009	1	
	Sig. (2-tailed)	.072	.000	.158	.063	.000	.541	.928		
	N	96	95	67	93	98	67	96	98	
CT Technology	Pearson Correlation	.038	.046	.517**	-.062	.089	.390**	.040	.363**	1
	Sig. (2-tailed)	.755	.711	.000	.619	.470	.001	.741	.003	
	N	70	68	70	66	68	70	70	65	71

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.20| Cross Cutting Theme Descriptive Statistics for GR Childhood completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	226	3.81	2.00	4.00	.37	–2.71
AT Diversity	202	3.64	2.00	4.00	.43	–1.22
CT Diversity	121	3.59	1.50	4.00	.53	–1.34
GP Learning to Learn	211	3.79	2.00	4.00	.35	–2.29
AT Learning to Learn	198	3.42	2.00	4.00	.51	–.48
CT Learning to Learn	122	3.52	1.00	4.00	.59	–1.23
GP Technology	227	3.87	2.00	4.00	.27	–2.96
AT Technology	157	3.20	1.00	4.00	.74	–.62
CT Technology	94	3.27	1.00	4.00	.76	–.79

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.21 | Cross Cutting Theme GR Childhood Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	226								
AT Diversity	Pearson Correlation	.035	1							
	Sig. (2-tailed)	.623								
	N	196	202							
CT Diversity	Pearson Correlation	.082	.321**	1						
	Sig. (2-tailed)	.373	.000							
	N	120	120	121						
GP Learning to Learn	Pearson Correlation	.192**	-.008	-.043	1					
	Sig. (2-tailed)	.006	.909	.660						
	N	205	183	107	211					
AT Learning to Learn	Pearson Correlation	.029	.664**	.285**	.002	1				
	Sig. (2-tailed)	.695	.000	.002	.981					
	N	192	196	116	180	198				
CT Learning to Learn	Pearson Correlation	.100	.289**	.722**	.060	.302**	1			
	Sig. (2-tailed)	.276	.001	.000	.540	.001				
	N	121	121	120	108	117	122			
GP Technology	Pearson Correlation	.104	.034	.030	.207**	.057	-.006	1		
	Sig. (2-tailed)	.123	.636	.744	.003	.434	.952			
	N	220	198	119	204	194	120	227		
AT Technology	Pearson Correlation	.055	.473**	.197*	.033	.512**	.354**	.169*	1	
	Sig. (2-tailed)	.498	.000	.046	.700	.000	.000	.037		
	N	153	155	103	141	151	104	154	157	
CT Technology	Pearson Correlation	.109	.362**	.418**	.019	.183	.509**	-.051	.391**	1
	Sig. (2-tailed)	.299	.000	.000	.863	.086	.000	.630	.000	
	N	93	93	91	83	89	92	92	94	94

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

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

Table 4.22 | Cross Cutting Theme Descriptive Statistics for GR Adolescence completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	286	3.75	2.00	4.00	.35	–2.05
AT Diversity	261	3.50	1.00	4.00	.51	–1.08
CT Diversity	29	3.50	2.00	4.00	.57	–.95
GP Learning to Learn	288	3.69	2.00	4.00	.53	–1.95
AT Learning to Learn	258	3.46	1.00	4.00	.52	–.85
CT Learning to Learn	30	3.45	2.00	4.00	.62	–.96
GP Technology	285	3.64	1.65	4.00	.52	–1.56
AT Technology	152	3.48	2.00	4.00	.64	–.88
CT Technology	26	3.31	2.00	4.00	.79	–.63

GP = Grade Point Average

AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)

CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.23 | Cross Cutting Theme GR Adolescence Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	286								
AT Diversity	Pearson Correlation	.014	1							
	Sig. (2-tailed)	.819								
	N	257	261							
CT Diversity	Pearson Correlation	.513**	-.063	1						
	Sig. (2-tailed)	.004	.744							
	N	29	29	29						
GP Learning to Learn	Pearson Correlation	.156**	-.034	.079	1					
	Sig. (2-tailed)	.008	.585	.683						
	N	286	259	29	288					
AT Learning to Learn	Pearson Correlation	.080	.634**	-.183	-.014	1				
	Sig. (2-tailed)	.203	.000	.351	.825					
	N	254	248	28	256	258				
CT Learning to Learn	Pearson Correlation	.471**	-.040	.748**	.009	-.146	1			
	Sig. (2-tailed)	.009	.835	.000	.963	.458				
	N	30	30	29	30	28	30			
GP Technology	Pearson Correlation	.308**	.088	-.050	.326**	.067	-.024	1		
	Sig. (2-tailed)	.000	.161	.805	.000	.286	.902			
	N	283	256	27	285	253	28	285		
AT Technology	Pearson Correlation	.023	.389**	-.131	.093	.452**	-.096	.119	1	
	Sig. (2-tailed)	.783	.000	.542	.255	.000	.649	.151		
	N	150	146	24	151	144	25	148	152	
CT Technology	Pearson Correlation	.072	-.038	.369	.433*	.155	.196	.336	.378	1
	Sig. (2-tailed)	.728	.854	.070	.027	.470	.338	.109	.062	
	N	26	26	25	26	24	26	24	25	26

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.24 | Cross Cutting Theme Descriptive Statistics for GR Continuing completers for 3 years

	N	Mean	Minimum	Maximum	Standard Deviation	Skewness
GP Diversity	288	3.78	2.00	4.00	.36	–2.17
AT Diversity	16	3.72	3.00	4.00	.41	–1.04
CT Diversity	3	3.50	2.50	4.00	.87	–1.73
GP Learning to Learn	260	3.75	2.00	4.00	.37	–2.17
AT Learning to Learn	16	3.42	2.50	4.00	.50	–.14
CT Learning to Learn	3	3.33	2.50	4.00	.76	–.94
GP Technology	164	3.85	2.00	4.00	.35	–3.11
AT Technology	6	3.67	3.00	4.00	.52	–.97
CT Technology	2	3.50	3.00	4.00	.71	.

GP = Grade Point Average
AT = Associate Teaching Rating by university supervisor ("student teaching"; Danielson, 1996)
CT = Cooperating Teacher rating ("student teaching"; Danielson, 1996)

Table 4.25 | Cross Cutting Theme GR Continuing Correlations

		GP Diversity	AT Diversity	CT Diversity	GP Learning to Learn	AT Learning to Learn	CT Learning to Learn	GP Tech-nology	AT Tech-nology	CT Tech-nology
GP Diversity	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	288								
AT Diversity	Pearson Correlation	.323	1							
	Sig. (2-tailed)	.282								
	N	13	16							
CT Diversity	Pearson Correlation	.a	1.000**	1						
	Sig. (2-tailed)	.	.000							
	N	2	3	3						
GP Learning to Learn	Pearson Correlation	.168**	-.244	-.500	1					
	Sig. (2-tailed)	.009	.444	.667						
	N	241	12	3	260					
AT Learning to Learn	Pearson Correlation	.169	.460	.500	-.255	1				
	Sig. (2-tailed)	.581	.073	.667	.424					
	N	13	16	3	12	16				
CT Learning to Learn	Pearson Correlation	.a	.945	.945	-.756	.756	1			
	Sig. (2-tailed)	.	.212	.212	.454	.454				
	N	2	3	3	3	3	3			
GP Technology	Pearson Correlation	.209**	-.375	-1.000**	.206*	-.511	-1.000**	1		
	Sig. (2-tailed)	.008	.255	.	.020	.108	.			
	N	159	11	2	128	11	2	164		
AT Technology	Pearson Correlation	.167	.632	1.000**	-.484	.500	.945	-.468	1	
	Sig. (2-tailed)	.789	.178	.000	.331	.312	.212	.532		
	N	5	6	3	6	6	3	4	6	
CT Technology	Pearson Correlation	.a	1.000**	1.000**	-1.000**	1.000**	1.000**	-1.000**	1.000**	1
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	
	N	2	2	2	2	2	2	2	2	2

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

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

a. Cannot be computed because at least one of the variables is constant.

Student Self Report – Exit Survey

A 48-item Exit Survey was administered to 338 undergraduate and 413 graduate program completers from 2008-2010. Items were rated on a 4-point scale ranging from strongly disagree to strongly agree. Means and standard deviations for the ratings of the aggregated data are presented in Table 4.26. Three items reflected students' perceptions of subject matter knowledge learned in their recently completed programs (items 1, 10, and 15; see Table 4.26). The mean ratings for items 1 and 10 were 3.43 and 3.38 for undergraduate completers, and 3.33 and 3.28 for graduates. However, the mean rating for item # 15, "I feel my program prepared me in my content area" was 2.80 for undergraduates and 2.90 for graduates. These lower ratings suggest that the TEP program options need to focus a bit more on preparing students to be more competent in their respective content disciplines.

Eleven items deal with pedagogical knowledge and competency. Items 2, 11, 14, 22, 24, 29, 32, 33, 34, 40, and 42 reflect competence with instruction and classroom practice. Ten of the items for undergraduates had mean ratings ranging from 3.08 to 3.53, and nine of the items for graduates had mean ratings from 3.01 to 3.50.

Undergraduates rated item #14, "I feel the program prepared me to handle the demands of classroom teaching" at a mean of 3.01. Graduates rated item #14 at a mean 2.91, and item #29, "I feel my program prepared me to manage instructional groups" at a mean of 2.95.

Table 4.26 | School of Education EXIT SURVEY combined results for three years of program completers 2008-2010

Exit Survey Prompts	Graduate and Undergraduate Combined			Undergraduate program completers only			Graduate program completers only		
Responses ranged from: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1	# total responses	mean	SD	# responses	mean	SD	# responses	mean	SD
1. I feel my program helped me understand the subject matter I am responsible for teaching.	751	3.38	.67	338	3.44	.60	413	3.33	.73
2. I feel my program enabled me to convert my knowledge of subject matter into compelling lessons.	751	3.38	.63	338	3.40	.63	413	3.36	.63
3. I feel my program prepared me to devise lessons that meet the needs of a wide range of students.	749	3.41	.59	337	3.39	.61	412	3.42	.58
4. I feel my program enabled me to pursue lifelong learning in my field.	748	3.49	.57	338	3.48	.58	410	3.49	.55
5. I feel my program enabled me to use current classroom and professional technology.	751	3.29	.68	338	3.27	.68	413	3.31	.69
6. I feel that the St. John's buildings and classrooms provided me with an environment comfortable for learning.	748	3.41	.60	337	3.36	.64	411	3.44	.57
7. I feel that St. John's offered adequate student services (e.g., counseling, career placement, advising, financial aid, health care).	745	3.27	.66	337	3.29	.64	408	3.25	.68
8. I feel that the university catalog and other documents distributed to students provided accurate information describing the program, policies and procedures, and grading policies.	743	3.29	.61	334	3.26	.60	409	3.31	.62
9. I feel my program encouraged me to evaluate my university courses.	749	3.34	.63	338	3.34	.59	411	3.34	.66
10. I feel my program helped me acquire knowledge of liberal arts and sciences appropriate for my teaching career.	747	3.32	.60	337	3.36	.59	410	3.29	.61
11. I feel my program helped me acquire pedagogical knowledge, to be a competent teacher.	750	3.48	.56	338	3.45	.58	412	3.50	.55
12. I feel my program prepared me to teach students of diverse backgrounds.	750	3.45	.61	338	3.43	.63	412	3.47	.59
13. I feel my program prepared me to teach students of varying abilities, disabilities, and genders.	751	3.40	.65	339	3.35	.70	412	3.45	.59
14. I feel the program prepared me to handle the demands of classroom teaching.	746	2.95	.82	338	3.01	.81	408	2.91	.83
15. I feel my program prepared me in my content area.	745	2.85	.91	336	2.91	.88	409	2.80	.94
16. I feel my program prepared me for classroom teaching with knowledge of content related pedagogy.	745	2.97	.82	337	2.98	.80	408	2.96	.83
17. I feel my program prepared me to work with students of different ages.	746	2.96	.84	338	3.03	.87	408	2.90	.81
18. I feel my program prepared me to accommodate different students' skills and knowledge.	744	3.05	.80	336	3.09	.81	408	3.01	.79
19. I feel my program prepared me to recognize students' cultural heritage.	746	3.03	.84	338	3.04	.82	408	3.01	.85
20. I feel my program prepared me to set goals aligned with New York State standards.	747	3.06	.83	338	3.03	.83	409	3.09	.83
21. I feel my program prepared me for developing goals that reflect needs of all (diverse) students in a class.	744	3.06	.80	337	3.06	.78	407	3.06	.82
22. I feel my program prepared me for creating goals to represent opportunities for different types of learning.	745	3.07	.79	338	3.07	.80	407	3.07	.78
23. I feel my program prepared me for designing coherent instruction that utilizes available Instructional Materials and Resources.	746	3.03	.83	337	3.03	.83	409	3.02	.84
24. I feel my program prepared me to develop lesson plans and	744	3.05	.86	338	3.09	.86	406	3.02	.86

thematic units.									
25. I feel my program prepared me to maximize teacher interaction with students.	747	3.16	.81	338	3.22	.80	409	3.11	.82
26. I feel my program prepared me to maximize student pride in work.	746	3.14	.82	337	3.22	.80	409	3.07	.83
27. I feel my program prepared me to develop high expectations for student learning and achievement.	744	3.22	.78	337	3.28	.76	407	3.17	.79
28. I feel my program prepared me to achieve high levels of student learning and achievement.	745	3.14	.78	337	3.18	.77	408	3.10	.79
29. I feel my program prepared me to manage instructional groups.	745	3.01	.82	337	3.10	.81	408	2.95	.83
30. I feel my program prepared me to monitor student behavior.	746	2.98	.86	337	3.04	.86	409	2.93	.86
31. I feel my program prepared me to use oral and written language to communicate with learners.	743	3.10	.79	337	3.15	.79	406	3.06	.79
32. I feel my program prepared me to develop quality questions to stimulate thinking.	743	3.12	.83	337	3.17	.83	406	3.07	.82
33. I feel my program prepared me to utilize discussion techniques.	744	3.07	.82	337	3.13	.81	407	3.02	.82
34. I feel my program prepared me to provide quality feedback to students I teach.	746	3.08	.82	337	3.12	.81	409	3.05	.83
35. I feel my program prepared me to develop and foster relationships with colleagues.	746	3.01	.85	337	3.08	.82	409	2.96	.88
36. I feel my program prepared me to promote parental involvement and collaboration with other professionals.	452	3.00	.85	192	3.06	.84	260	2.97	.85
37. I feel my program prepared me to be aware of available services to students inside or outside the school.	742	2.93	.86	337	2.97	.85	405	2.89	.87
38. I feel my program prepared me to be of good moral character.	454	3.29	.79	194	3.40	.75	260	3.22	.81
39. I feel my program prepared me to foster student self-determination.	456	3.23	.80	195	3.30	.78	261	3.17	.81
40. I feel my program prepared me to be a competent teacher.	455	3.28	.79	194	3.29	.80	261	3.27	.78
41. I feel my program prepared me to be a caring teacher.	451	3.33	.79	191	3.42	.73	260	3.27	.83
42. I feel my program prepared me to be a qualified teacher.	453	3.31	.80	192	3.37	.78	261	3.27	.81
43. I feel my program's curriculum prepared me to be a successful professional.	452	3.23	.83	192	3.22	.87	260	3.24	.81
44. I feel my program was funded by the University on a par with all other programs.	449	3.11	.87	190	3.09	.92	259	3.12	.83
45. I feel the faculty strove to improve my program by using valid and fair assessment data.	452	3.09	.87	191	3.12	.83	261	3.07	.89
46. I feel that my program developed formal partnerships between the program and the clinical sites used for field experiences.	452	3.05	.86	192	3.14	.81	260	2.99	.90
47. I feel my program courses used fair and valid assessments to measure my learning.	453	3.15	.81	192	3.16	.80	261	3.14	.82
48. I feel my program encouraged me to evaluate my courses and program, and express my concerns, grievances and ideas.	451	3.16	.82	192	3.16	.81	259	3.16	.83

Disaggregation of Exit Survey Data by Campus

To determine whether it was necessary to disaggregate the Exit Survey results by campus, we conducted separate analyses of the mean differences between the Queens and Staten Island campuses on the 48 items for undergraduate and graduate completers.

Once more, because of the large number of tests a Type I error rate of .001 was used for the initial screening, with $d' > .8$ as the final criterion for judging a difference as practically significant. There were significant campus mean differences on 16 of the 48 rating items for graduate completers, but no significant differences for the undergraduate completers. Of the 16 items for which significant campus differences were found for graduates, all exceeded the $d' = .8$ criterion. However, for five items the d' values ranged from .77 to .79. The disaggregate data by campus and discussion follows below.

Tables 4.27 and 4.28 show the results of the 2008-2010 Exit Survey disaggregated by campus for degree level (i.e. undergraduate and graduate). The Exit Survey for the Queens campus had far more respondents (258 undergraduates and 391 graduates) and reveals somewhat lower ratings – roughly one-half point lower. At the undergraduate level the highest mean rating was 3.42 for item #12, "I feel my program prepared me to teach students of diverse backgrounds." The lowest mean rating was 2.86 for item #15, "I feel my program prepared

me in my content area." A total of six items had mean ratings below 3.0. For graduates, the highest mean item rating was 3.48 for item #11, "I feel my program helped me acquire pedagogical knowledge to be a competent teacher." The lowest mean item rating was 2.76 for item #15, "I feel my program prepared me in my content area." Fifteen items had mean ratings below 3.0. The Queens mean ratings for graduates were generally one-half point lower than Staten Island's ratings.

The Staten Island campus had many fewer completers than Queens campus (80 undergraduates and 22 graduates). At the undergraduate level the highest mean rating was 3.60 for items 4 ("I feel my program enabled me to pursue lifelong learning in my field") and 11 ("I feel my program helped me acquire pedagogical knowledge to be a competent teacher"). The lowest mean rating was 3.08 for item #45, "I feel the faculty strove to improve my program by using valid and fair assessment data). For graduates, the highest mean item rating was 3.93. Five items had this mean rating: # 13, "I feel my program prepared me to teach students of varying abilities, disabilities, and genders;" # 40, "I feel my program prepared me to be a competent teacher;" # 41, "I feel my program prepared me to be a caring teacher;" # 42, "I feel my program prepared me to be a qualified;" and # 43, "I feel my program's curriculum prepared me to be a successful professional." The lowest mean item rating was 3.32 for item # 14, "I feel the program prepared me to handle the demands of classroom teaching."

Table 4.27 | School of Education EXIT SURVEY combined results for three years of Queens program completers 2008-2010

Exit Survey Prompts	Graduate and Undergraduate Combined			Undergraduate program completers only			Graduate program completers only		
Responses ranged from: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1	# total responses	mean	SD	# responses	mean	SD	# responses	mean	SD
1. I feel my program helped me understand the subject matter I am responsible for teaching.	649	3.34	.69	258	3.40	.60	391	3.31	.73
2. I feel my program enabled me to convert my knowledge of subject matter into compelling lessons.	649	3.34	.63	258	3.34	.63	391	3.34	.63
3. I feel my program prepared me to devise lessons that meet the needs of a wide range of students.	647	3.38	.59	257	3.35	.61	390	3.40	.58
4. I feel my program enabled me to pursue lifelong learning in my field.	646	3.46	.56	258	3.45	.57	388	3.47	.56
5. I feel my program enabled me to use current classroom and professional technology.	648	3.27	.68	257	3.25	.67	391	3.29	.69
6. I feel that the St. John's buildings and classrooms provided me with an environment comfortable for learning.	646	3.39	.60	256	3.35	.65	390	3.42	.57
7. I feel that St. John's offered adequate student services (e.g., counseling, career placement, advising, financial aid, health care).	643	3.25	.67	257	3.26	.66	386	3.24	.67
8. I feel that the university catalog and other documents distributed to students provided accurate information describing the program, policies and procedures, and grading policies.	642	3.28	.60	255	3.25	.58	387	3.30	.61
9. I feel my program encouraged me to evaluate my university courses.	647	3.33	.64	257	3.34	.61	390	3.33	.66
10. I feel my program helped me acquire knowledge of liberal arts and sciences appropriate for my teaching career. Δ	645	3.29	.60	257	3.33	.59	388	3.26	.61
11. I feel my program helped me acquire pedagogical knowledge, to be a competent teacher. Δ	647	3.45	.56	257	3.39	.58	390	3.48	.55
12. I feel my program prepared me to teach students of diverse backgrounds.	648	3.44	.61	258	3.42	.63	390	3.45	.59
13. I feel my program prepared me to teach students of varying abilities, disabilities, and genders. Δ	648	3.37	.65	258	3.29	.73	390	3.42	.59
14. I feel the program prepared me to handle the demands of classroom teaching.	643	2.90	.83	257	2.92	.82	386	2.89	.83
15. I feel my program prepared me in my content area.	644	2.80	.93	257	2.86	.90	387	2.76	.94
16. I feel my program prepared me for classroom teaching with knowledge of content related pedagogy. Δ	642	2.93	.83	256	2.94	.82	386	2.93	.83
17. I feel my program prepared me to work with students of	643	2.89	.85	257	2.92	.90	386	2.88	.81

different ages.									
18. I feel my program prepared me to accommodate different students' skills and knowledge.	642	3.00	.80	256	3.02	.82	386	2.98	.79
19. I feel my program prepared me to recognize students' cultural heritage.	643	3.00	.84	257	3.02	.83	386	2.98	.85
20. I feel my program prepared me to set goals aligned with New York State standards.	644	3.04	.84	257	3.00	.85	387	3.06	.84
21. I feel my program prepared me for developing goals that reflect needs of all (diverse) students in a class. Δ	641	3.02	.82	256	3.03	.82	385	3.02	.82
22. I feel my program prepared me for creating goals to represent opportunities for different types of learning. Δ	642	3.02	.80	257	3.00	.83	385	3.04	.78
23. I feel my program prepared me for designing coherent instruction that utilizes available Instructional Materials and Resources.	643	2.98	.85	256	2.98	.86	387	2.99	.84
24. I feel my program prepared me to develop lesson plans and thematic units.	641	3.01	.87	257	3.04	.88	384	2.98	.87
25. I feel my program prepared me to maximize teacher interaction with students. Δ	644	3.10	.82	257	3.15	.81	387	3.07	.82
26. I feel my program prepared me to maximize student pride in work. Δ	643	3.09	.82	256	3.17	.79	387	3.03	.84
27. I feel my program prepared me to develop high expectations for student learning and achievement.	641	3.18	.79	256	3.25	.77	385	3.14	.80
28. I feel my program prepared me to achieve high levels of student learning and achievement. Δ	642	3.08	.79	256	3.11	.79	386	3.06	.79
29. I feel my program prepared me to manage instructional groups. Δ	642	2.95	.82	256	3.02	.82	386	2.91	.83
30. I feel my program prepared me to monitor student behavior.	643	2.91	.88	256	2.94	.90	387	2.89	.86
31. I feel my program prepared me to use oral and written language to communicate with learners.	640	3.04	.80	256	3.06	.82	384	3.03	.80
32. I feel my program prepared me to develop quality questions to stimulate thinking.	640	3.07	.84	256	3.11	.86	384	3.04	.83
33. I feel my program prepared me to utilize discussion techniques. Δ	641	3.02	.83	256	3.09	.84	385	2.98	.83
34. I feel my program prepared me to provide quality feedback to students I teach. Δ	643	3.04	.83	256	3.07	.83	387	3.02	.84
35. I feel my program prepared me to develop and foster relationships with colleagues. Δ	643	2.97	.86	256	3.04	.84	387	2.92	.87
36. I feel my program prepared me to promote parental involvement and collaboration with other professionals.	412	2.98	.86	167	3.05	.87	245	2.93	.85
37. I feel my program prepared me to be aware of available services to students inside or outside the school.	639	2.89	.88	256	2.93	.88	383	2.86	.87
38. I feel my program prepared me to be of good moral character. Δ	413	3.26	.80	168	3.38	.77	245	3.17	.81
39. I feel my program prepared me to foster student self-determination. Δ	414	3.19	.81	168	3.29	.80	246	3.13	.81
40. I feel my program prepared me to be a competent teacher.	414	3.24	.80	168	3.27	.82	246	3.23	.79
41. I feel my program prepared me to be a caring teacher.	411	3.30	.81	166	3.40	.75	245	3.23	.83
42. I feel my program prepared me to be a qualified teacher.	413	3.28	.82	167	3.35	.81	246	3.23	.82
43. I feel my program's curriculum prepared me to be a successful professional.	412	3.20	.84	167	3.21	.89	245	3.20	.81
44. I feel my program was funded by the University on a par with all other programs.	409	3.08	.88	165	3.08	.95	244	3.08	.83
45. I feel the faculty strove to improve my program by using valid and fair assessment data. Δ	412	3.07	.88	166	3.13	.85	246	3.02	.89
46. I feel that my program developed formal partnerships between the program and the clinical sites used for field experiences.	412	3.02	.88	167	3.14	.84	245	2.94	.89
47. I feel my program courses used fair and valid assessments to measure my learning.	413	3.12	.82	167	3.16	.83	246	3.10	.82
48. I feel my program encouraged me to evaluate my courses and program, and express my concerns, grievances and ideas.	411	3.14	.83	167	3.15	.83	244	3.13	.83

Δ 16 questions with significant differences between campuses

Table 4.28 | School of Education EXIT SURVEY combined results for three years of Staten Island program completers 2008-2010

Exit Survey Prompts	Graduate and Undergraduate Combined			Undergraduate program completers only			Graduate program completers only		
Responses ranged from: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1	# total responses	mean	SD	# responses	mean	SD	# responses	mean	SD
1. I feel my program helped me understand the subject matter I am responsible for teaching.	102	3.63	.54	80	3.57	.57	22	3.82	.40
2. I feel my program enabled me to convert my knowledge of subject matter into compelling lessons.	102	3.62	.56	80	3.56	.59	22	3.82	.40
3. I feel my program prepared me to devise lessons that meet the needs of a wide range of students.	102	3.59	.57	80	3.52	.60	22	3.82	.40
4. I feel my program enabled me to pursue lifelong learning in my field.	102	3.66	.55	80	3.60	.59	22	3.86	.35
5. I feel my program enabled me to use current classroom and professional technology.	103	3.42	.71	81	3.33	.73	22	3.73	.55
6. I feel that the St. John's buildings and classrooms provided me with an environment comfortable for learning.	102	3.49	.59	81	3.41	.61	21	3.81	.40
7. I feel that St. John's offered adequate student services (e.g., counseling, career placement, advising, financial aid, health care).	102	3.39	.65	80	3.39	.58	22	3.41	.85
8. I feel that the university catalog and other documents distributed to students provided accurate information describing the program, policies and procedures, and grading policies.	101	3.37	.66	79	3.30	.66	22	3.64	.58
9. I feel my program encouraged me to evaluate my university courses.	102	3.39	.55	81	3.35	.53	21	3.57	.60
10. I feel my program helped me acquire knowledge of liberal arts and sciences appropriate for my teaching career. Δ	102	3.52	.58	80	3.45	.59	22	3.77	.43
11. I feel my program helped me acquire pedagogical knowledge, to be a competent teacher. Δ	103	3.68	.53	81	3.62	.56	22	3.91	.29
12. I feel my program prepared me to teach students of diverse backgrounds.	102	3.56	.61	80	3.47	.62	22	3.86	.47
13. I feel my program prepared me to teach students of varying abilities, disabilities, and genders. Δ	103	3.61	.56	81	3.52	.59	22	3.95	.21
14. I feel the program prepared me to handle the demands of classroom teaching.	103	3.30	.68	81	3.30	.70	22	3.32	.65
15. I feel my program prepared me in my content area.	101	3.15	.74	79	3.08	.76	22	3.41	.59
16. I feel my program prepared me for classroom teaching with knowledge of content related pedagogy. Δ	103	3.21	.71	81	3.10	.72	22	3.59	.50
17. I feel my program prepared me to work with students of different ages.	103	3.39	.63	81	3.38	.62	22	3.41	.67
18. I feel my program prepared me to accommodate different students' skills and knowledge.	102	3.36	.72	80	3.33	.71	22	3.50	.74
19. I feel my program prepared me to recognize students' cultural heritage.	103	3.22	.75	81	3.11	.78	22	3.64	.49
20. I feel my program prepared me to set goals aligned with New York State standards.	103	3.21	.72	81	3.11	.74	22	3.59	.50
21. I feel my program prepared me for developing goals that reflect needs of all (diverse) students in a class. Δ	103	3.29	.63	81	3.18	.63	22	3.68	.48
22. I feel my program prepared me for creating goals to represent opportunities for different types of learning. Δ	103	3.36	.67	81	3.27	.69	22	3.73	.46
23. I feel my program prepared me for designing coherent instruction that utilizes available Instructional Materials and Resources.	103	3.30	.67	81	3.21	.68	22	3.64	.49
24. I feel my program prepared me to develop lesson plans and thematic units.	103	3.34	.74	81	3.26	.77	22	3.64	.49
25. I feel my program prepared me to maximize teacher interaction with students. Δ	103	3.50	.66	81	3.44	.69	22	3.73	.46
26. I feel my program prepared me to maximize student pride in work. Δ	103	3.47	.71	81	3.40	.75	22	3.73	.46

27. I feel my program prepared me to develop high expectations for student learning and achievement.	103	3.47	.67	81	3.40	.70	22	3.73	.46
28. I feel my program prepared me to achieve high levels of student learning and achievement. Δ	103	3.48	.64	81	3.41	.67	22	3.73	.46
29. I feel my program prepared me to manage instructional groups. Δ	103	3.39	.69	81	3.33	.73	22	3.59	.50
30. I feel my program prepared me to monitor student behavior.	103	3.39	.65	81	3.36	.66	22	3.50	.60
31. I feel my program prepared me to use oral and written language to communicate with learners.	103	3.47	.62	81	3.42	.65	22	3.64	.49
32. I feel my program prepared me to develop quality questions to stimulate thinking.	103	3.44	.65	81	3.38	.68	22	3.64	.49
33. I feel my program prepared me to utilize discussion techniques. Δ	103	3.35	.67	81	3.27	.69	22	3.64	.49
34. I feel my program prepared me to provide quality feedback to students I teach. Δ	103	3.36	.68	81	3.27	.71	22	3.68	.48
35. I feel my program prepared me to develop and foster relationships with colleagues. Δ	103	3.29	.72	81	3.20	.73	22	3.64	.58
36. I feel my program prepared me to promote parental involvement and collaboration with other professionals.	40	3.25	.63	25	3.12	.60	15	3.47	.64
37. I feel my program prepared me to be aware of available services to students inside or outside the school.	103	3.16	.74	81	3.10	.74	22	3.36	.73
38. I feel my program prepared me to be of good moral character. Δ	41	3.66	.53	26	3.50	.58	15	3.93	.26
39. I feel my program prepared me to foster student self-determination. Δ	42	3.55	.59	27	3.37	.63	15	3.87	.35
40. I feel my program prepared me to be a competent teacher.	41	3.63	.54	26	3.46	.58	15	3.93	.26
41. I feel my program prepared me to be a caring teacher.	40	3.70	.46	25	3.56	.51	15	3.93	.26
42. I feel my program prepared me to be a qualified teacher.	40	3.68	.47	25	3.52	.51	15	3.93	.26
43. I feel my program's curriculum prepared me to be a successful professional.	40	3.55	.64	25	3.32	.69	15	3.93	.26
44. I feel my program was funded by the University on a par with all other programs.	40	3.40	.67	25	3.20	.65	15	3.73	.59
45. I feel the faculty strove to improve my program by using valid and fair assessment data. Δ	40	3.38	.71	25	3.08	.70	15	3.87	.35
46. I feel that my program developed formal partnerships between the program and the clinical sites used for field experiences.	40	3.38	.63	25	3.16	.55	15	3.73	.59
47. I feel my program courses used fair and valid assessments to measure my learning.	40	3.37	.63	25	3.12	.60	15	3.80	.41
48. I feel my program encouraged me to evaluate my courses and program, and express my concerns, grievances and ideas.	40	3.43	.64	25	3.24	.66	15	3.73	.46

Δ 16 questions with significant differences between campuses

External Data on the Quality of the TEP Program

Principal Survey 2010

A questionnaire for School Principals was designed by SOE faculty. Questionnaire items were aligned with those of the Student Teacher's Checklist (Danielson, 1996) and grouped into four areas: (1) subject matter knowledge and preparation; (2) pedagogical knowledge and instruction; (3) teaching skill; and (4) professional growth. Two levels of faculty worked on item selection and wording. First, a faculty group composed of former principals and school administrators met to help design and select the items. Once that draft was completed, the faculty of the School's Accreditation Committee met, reviewed the items, and made some wording changes.

The purpose of the questionnaire was to gather information about the quality of the School's Teacher Preparation Program. Principals were asked to provide their opinions of St. John's graduates working as teachers in their respective schools and hired in the past five years.

Questionnaires were mailed during the winter months of 2010 and asked to be returned by the end of March, 2010. A total of 128 questionnaires were mailed to schools, primarily in the Metropolitan area, and 47 were returned, revealing a response rate of 37%. Principals rated each item in a range of (1) unsatisfactory; (2) satisfactory; (3) proficient; and (4) outstanding.

Table 4.29 reports results of the principals' survey requesting an external evaluation of TEP graduates' performance in the schools.

Table 4.29 | Results of Principal Survey 2010

1. SUBJECT MATTER KNOWLEDGE AND PREPARATION		1	2	3	4	Total	Mean	Std. Dev.
a. Demonstrates Knowledge of Content and Subject Matter	Frequency (N=)	0	2	22	23	47	3.44	0.577
	Percent	0.00%	4.26%	46.81%	48.94%	100.00%		
b. Selects Instructional Goals to Align with Content	Frequency (N=)	0	2	27	18	47	3.33	0.554
	Percent	0.00%	4.26%	57.45%	38.30%	100.00%		
c. Demonstrates Knowledge of Resources	Frequency (N=)	0	1	28	18	47	3.35	0.520
	Percent	0.00%	2.13%	59.57%	38.30%	100.00%		
d. Demonstrates Knowledge of How to Connect Standards in Teaching	Frequency (N=)	0	7	21	19	47	3.24	0.698
	Percent	0.00%	14.89%	44.68%	40.43%	100.00%		
e. Demonstrates Knowledge of Technology	Frequency (N=)	0	6	19	22	47	3.34	0.700
	Percent	0.00%	12.77%	40.43%	46.81%	100.00%		
f. Demonstrates Knowledge of Multicultural Perspectives	Frequency (N=)	0	5	23	19	47	3.30	0.657
	Percent	0.00%	10.64%	48.94%	40.43%	100.00%		
g. Demonstrates Knowledge of Assessment Techniques	Frequency (N=)	0	9	22	16	47	3.14	0.712
	Percent	0.00%	19.15%	46.81%	34.04%	100.00%		
				1. Subject Matter Knowledge and Preparation Overall			3.31	0.486
2. PEDAGOGICAL KNOWLEDGE AND INSTRUCTION		**1**	**2**	**3**	**4**	**Total**	**Mean**	**Std. Dev.**
a. Makes Use of Lesson and Unit Planning	Frequency (N=)	0	3	23	21	47	3.38	0.610
	Percent	0.00%	6.38%	48.94%	44.68%	100.00%		
b. Uses Appropriate Methods of Instruction (whole class, grouping, individualized, centers, etc.)	Frequency (N=)	0	7	19	21	47	3.30	0.720
	Percent	0.00%	14.89%	40.43%	44.68%	100.00%		
c. Communicates Clearly and Accurately During Instruction	Frequency (N=)	0	3	21	23	47	3.43	0.617
	Percent	0.00%	6.38%	44.68%	48.94%	100.00%		
d. Uses Effective Questioning and Discussion Techniques	Frequency (N=)	1	7	20	18	46	3.20	0.778
	Percent	2.17%	15.22%	43.48%	39.13%	100.00%		
e. Provides Feedback to Students	Frequency (N=)	0	4	28	15	47	3.23	0.598
	Percent	0.00%	8.51%	59.57%	31.91%	100.00%		
f. Demonstrates Flexibility and Responsiveness During Teaching	Frequency (N=)	0	8	23	16	47	3.17	0.702
	Percent	0.00%	17.02%	48.94%	34.04%	100.00%		
g. Makes Use of Technology in Instructional Practice	Frequency (N=)	1	8	15	23	47	3.28	0.826
	Percent	2.13%	17.02%	31.91%	48.94%	100.00%		
h. Assesses for Student Learning	Frequency (N=)	0	12	21	14	47	3.04	0.751
	Percent	0.00%	25.53%	44.68%	29.79%	100.00%		
i. Demonstrates Classroom Management Skills	Frequency (N=)	1	8	17	21	47	3.23	0.813
	Percent	2.13%	17.02%	36.17%	44.68%	100.00%		
j. Communicates with Families Regarding Student Learning	Frequency (N=)	0	4	17	23	44	3.43	0.661
	Percent	0.00%	9.09%	38.64%	52.27%	100.00%		
				2. Pedagogical Knowledge and Instruction Overall			3.28	0.550
3. TEACHING SKILL		**1**	**2**	**3**	**4**	**Total**	**Mean**	**Std. Dev.**
a. Creates a Climate of Respect and Rapport	Frequency (N=)	0	1	20	25	46	3.52	0.547
	Percent	0.00%	2.17%	43.48%	54.35%	100.00%		
b. Engages Students in Learning	Frequency (N=)	0	3	22	21	46	3.39	0.614
	Percent	0.00%	6.52%	47.83%	45.65%	100.00%		
c. Organizes Physical Space to Accommodate How Students Learn	Frequency (N=)	0	5	21	19	45	3.31	0.668
	Percent	0.00%	11.11%	46.67%	42.22%	100.00%		
d. Demonstrates a Caring Attitude Towards Students	Frequency (N=)	0	1	16	28	45	3.60	0.539
	Percent	0.00%	2.22%	35.56%	62.22%	100.00%		
e. Differentiates instruction to Meet the Needs of All Learners	Frequency (N=)	1	10	19	16	46	3.13	0.778
	Percent	2.17%	21.74%	41.30%	34.78%	100.00%		
f. Demonstrates Knowledge of Individual Student Differences	Frequency (N=)	1	8	21	16	46	3.28	0.720
	Percent	2.17%	17.39%	45.65%	34.78%	100.00%		
g. Utilizes Assessment Data to Inform Instruction	Frequency (N=)	1	4	22	19	46	3.28	0.720
	Percent	2.17%	8.70%	47.83%	41.30%	100.00%		
					3. Teaching Skill Overall		3.33	0.560
4. PROFESSIONAL GROWTH		**1**	**2**	**3**	**4**	**Total**	**Mean**	**Std. Dev.**
a. Reflects on Ways to Improve Teaching	Frequency (N=)	0	4	24	18	46	3.30	0.628
	Percent	0.00%	8.70%	52.17%	39.13%	100.00%		
b. Pursues Professional Resources to Improve Subject Matter and Pedagogical Knowledge (literature,	Frequency (N=)	0	8	18	19	45	3.24	0.743
	Percent	0.00%	17.78%	40.00%	42.22%	100.00%		

conferences, workshops, teaching centers, etc.)								
c. Exhibits Professionalism with a Variety of Stakeholders (Students, Parents, Colleagues, Coaches and Administration)	Frequency (N=)	0	5	16	25	46	3.43	0.688
	Percent	0.00%	10.87%	34.78%	54.35%	100.00%		
					4. Professional Growth Overall		**3.33**	**0.620**
Total 128 sent out; 47 responded (37%)								

Overall ratings of the 27 items were all between the proficient to the outstanding range. The two lowest rated items had to do with knowledge of assessment (3.14) and pedagogical means of assessing student learning (3.04). However, within the category of teaching skill, principals rated our graduates at 3.28 in their ability to use assessment data to inform instruction.

Two of the highest rated items were within the category of teaching skill. For the items "Creates a Climate of Respect and Rapport" the rating was 3.52, and for the item "Demonstrates a Caring Attitude Towards Students" the rating was 3.60, the highest of all 27. These two strong ratings plus the other positive ratings within the "Teaching Skill" category may (and this is conjecture without co-relational proof) reflect the faculty's humanistic, student-centered orientation in the program's coursework.

The category of "Professional Growth" with an overall mean of 3.33 reveals a rather strong commitment to life-long learning and pursuit of ways to improve teaching.

5 | Discussion and plan

Discussion of the Results for Quality Principle 1.0

Our results for student learning for TEAC Quality Principles 1.1, 1.2, and 1.3 demonstrate that the St. John's University Teacher Education Program has met its four claims. We used three different measures: (1) grades in undergraduate and graduate coursework; (2) two state examinations, the Content Specialty Test (CST) and the Assessment of Teaching Skills, Written (ATS-W); and (3) The Associate Teaching Evaluation Ratings completed by university supervisors (24) and cooperating teachers to measure the three learning constructs of (1) content knowledge, (2) pedagogical knowledge, and (3) caring, teaching skill and the three cross-cutting themes. However, because of the lack of convergent and discriminant validity for the university supervisor (AT) and cooperating teacher (CT) ratings, those results are not included in the discussion.

Claim 1 | Our Graduates Have Acquired Subject Matter Knowledge

Evidence supports our claim that our graduates "have acquired a breadth of knowledge" (foundation in the liberal arts and sciences) in the subjects they teach.

- The mean GPA for QP 1.1 for all program completers (N = 1105) over the 3-year period was 3.66 with a range among the five program cluster completers from 3.30 for Undergraduate Childhood majors to 3.84 for the Graduate Childhood and the Continuing master's degree level completers. Based on the St. John's University grading scales (source: Registrar's Office), these mean GPA's represent, on average, a performance level of B+ or better on coursework.
- The mean CST score for all program completers (N = 921) was 242.3 with a range among the five program cluster completers from 227.3 for Undergraduate Adolescence to 245.8 for Graduate Adolescence majors while students in all cluster groups achieved higher than the State's passing criterion of 220 points on a scale ranging from 100 to 300 points. Mean results indicate that Graduate Adolescence majors may have stronger content knowledge based on prior degree completion and career experiences before taking the CST exam. Undergraduate Adolescence majors, on the other hand, have not completed their degrees before taking the exam.
- Analysis of GP 1.1 correlations, measured by course grades within the TEP program options, revealed a moderately strong correlation with the CST, the State's Content Specialty Exam ($r = .36$, $p < .001$). This correlation suggests that program completers have gained content knowledge from coursework to perform successfully on an examination measuring content specialty areas.
- No significant correlations were noted, however, between GPA 1.1 and the content items of the Associate Teacher Evaluations Ratings completed over the three-year period by university supervisors and cooperating teachers. The Associate Teacher Evaluation scale items were subjected to a factor analysis by a former ad hoc SOE Assessment Committee which preceded the present Accreditation Committee. The scale, based on *The Framework for Teaching* (Danielson, 1996) may have overlapping categories. Furthermore, some items may be more difficult to rate since they are not readily observable in a classroom lesson. For instance "Knowledge of prerequisite relationships" (a content designated item) may be difficult to rate by supervisors even while a student reveals competent "management of instructional groups" (a pedagogical designated item) or "providing opportunities for different types of learning" since these latter characteristics are more easily observable in the classroom setting.

Claim 2 | Our Graduates Have Acquired Pedagogical Knowledge

Evidence supports our claim that our graduates "have acquired pedagogical knowledge, understanding, and skills necessary for competent and qualified professionals."

- ☐ The mean GPA for QP 1.2 for all program completers (N = 1189) over the three-year period was 3.79 with a range among the five program cluster completers from a mean of 3.69 from 104 Undergraduate Adolescence candidates to a mean of 3.84 from 270 Graduate Continuing candidates. The range of mean scores among all five program cluster completers was within a narrow range (from 3.69 to 3.84) indicating that students within the various program options learned pedagogical knowledge and skills. These mean GPA's for QP 1.2 also indicate a performance level for students no lower than B+ with many at the A- level based on the university grading scales.
- ☐ The mean ATS-W exam score for all program completers was 258.5 with a range from 250.7 for 118 Undergraduate Adolescence majors to 266.7 for 258 Graduate Adolescence Program completers. With the state passing criterion of 220 points, all groups performed noticeably higher. Undergraduate Adolescence cluster students achieved higher scores on the State ATS-W than on the CST suggesting that the School of Education coursework prepared them well for the State exam focused on pedagogy.
- ☐ Analysis of GPA 1.2, measured by course grades within the TEP options, revealed a moderately strong correlation ($r = .27$, $p < .001$) with the ATS-W, the State's exam that measures the knowledge and skills to effectively teach in NY State classrooms. This correlation indicates that program completers have gained pedagogical knowledge from School of Education coursework to perform successfully on the state's instrument that measures such competency.

Claim 3 | Our Graduates Are Skillful, Caring Teachers

Evidence supports our claims that our graduates "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."

- ☐ The mean GPA for QP 1.3 for all program completers (N = 1145) over the 3-year period was 3.74 with a range among the five program cluster completers from 3.56 for 172 Undergraduate Adolescence majors to 3.87 for 257 Graduate Continuing majors. These average GPA's for coursework grades designated to reveal components of caring, nurturing teaching reveal a performance level well beyond the B+ grading range, with Graduate Continuing candidates revealing near 4.0 competency.
- ☐ AT 1.3, based on a rating by university supervisors, did not correlate with GP 1.3, the course grades designated to reveal a caring, student-oriented approach to teaching for 731 program completers. Such a lack of correlation suggests that what is observed in a positive way in a teaching situation by experienced supervisors is difficult to relate to coursework in which such behavior is not observable or measured by some other means.
- ☐ AT 1.3 revealed a very strong positive correlation with AT 1.2 ($r = .82$, $p < .001$) and AT 1.1 ($r = .75$, $p < .001$) for all candidates measured over the 3-year period. For all five program clusters the range of correlations ran from $r = .72$ for Undergraduate Childhood majors to $r = .90$ for Undergraduate Adolescence majors. Such highly positive correlations indicate that the items on the Associate Teaching Evaluation Scale apparently are measuring the same construct rather than the distinct quality principles.
- ☐ The results of two additional surveys are important to note relative to Claim #3. Forty-seven school principals reported the highest scores relative to Claim #3 of our graduates in the last 5-year period. On a scale ranging from 1 (unsatisfactory) to 4 (outstanding), they rated our graduates at 3.6 for "demonstrating a caring attitude towards students" and 3.52 for "creates a climate of respect and rapport." These were the two highest ratings provided by principals on the 27 item survey (see Table 4.29).
- ☐ The SOE exit survey completed by 751 undergraduate and graduate program completers over the 3-year period also revealed evidence substantiating Claim #3. On the rating scale from 1= Strongly Disagree to 4= Strongly Agree, respondents believed the program they completed prepared them in a very positive way to be caring, skillful teachers with diverse populations. Three items on the survey received some of the highest mean scores: "preparation of diverse lessons to meet the needs of a wide range of students" (3.41); "preparing to teach those of diverse backgrounds" (3.45); and "preparing students to teach those of varying abilities, disabilities, and genders" (3.40).

Claim 4 | Our Program Satisfies the New York State Standards for Teacher Education Programs

Our evidence supports our claim that our graduates "satisfy the New State Standards for Teacher Education Programs."

- ☐ Appendix D demonstrates how our courses address the NYS Standards for Teacher Education Programs.

Discussion of Cross-cutting Themes 1.4.1, 1.4.2, 1.4.3 | Learning to Learn

- ☐ The mean GPA for the coursework designated to measure the Learning to Learn theme for all program completers was 3.67 (N = 1155) with a range among the five program cluster groups from 3.53 for Undergraduate Childhood (N = 280) to 3.79 for Graduate Childhood (N = 211). Based on the St. John's grading system, these GPAs represent a highly satisfactory performance on coursework.
- ☐ The ratings by the Building Principals on the 27 item survey (Table 4.29) indicated high mean scores for the items "reflects on ways to improve teaching" (3.30) and on pursuing "professional resources to improve subject matter and pedagogical knowledge" (3.24). These ratings serve to indicate that our graduates are competent in ways of learning to learn.

Discussion of Cross-cutting Theme 1.4.2 | Multicultural Perspectives and Accuracy

- ☐ The mean GPA for the coursework measuring the multicultural perspectives and accuracy theme for all program completers was 3.73 (N = 1204) with a range among the five cluster groups from 3.63 for 283 Undergraduate Childhood to 3.81 for 266 Graduate Childhood majors. Based on the St. John's grading system, these GPA's represent a strong grade point average at or near the A- level.
- ☐ The principals reported via the principal survey (Table 4.29) that our graduates teaching in metropolitan and suburban classrooms "demonstrate knowledge of multicultural perspectives" (3.30 with 3.0 being proficient). Furthermore for the item "creating a climate of respect and rapport" the mean rating was 3.52. These ratings reveal that our graduates are proficient in both knowledge of diversity and multicultural issues and proficient in creating a classroom climate of respect.

Discussion of Cross-cutting Theme 1.4.2 | Technology

- ☐ The mean GPA for the coursework measuring the technology theme for all program completers (N = 1047) was 3.75 with a range among the five program cluster groups from 3.64 for 285 Graduate Adolescence candidates to 3.87 for 227 Graduate Childhood candidates. These high mean scores indicate that our candidates are achieving, on average, A- grades on the two computer courses most take in each of these two programs.
- ☐ The Principal's Rating Scale (Table 4.29) on the other hand, had two items reflecting technology use based on the graduates' knowledge of technology and the other on the pedagogical use of technology in instructional practice. For knowledge of technology our graduates received a rating from their University Supervisors of 3.34 and for use in instructional practice a score of 3.28.

Discussion of Quality Control System

A description of the QCS and the results of the 2010 Internal Audit appear in Appendix A. The QCS appears to have a viable design. Data collection is largely done manually which limits timely access for review. Data flow currently focuses on program completers, limiting timely access for program monitoring. The QCS mechanism would function more effectively if substantive data were provided to program faculty on an annual basis, enabling both the SOE leadership and faculty to invest more energy into systematic investigation of program quality.

The University is requiring programs to implement accreditation measurement for Middle States through the Weave Online program management tool. This mechanism will offer more detail for program review by program coordinators and chairs. This initiative will establish data review by program coordinators for in process candidates each semester.

During the Spring 2010 semester the University conducted an Academic Program Review by department. Faculty were provided with self study templates and charged to present data pertinent to program option augmentation, maintenance, or discontinuance.

Plan for Continuous Improvement of the TEP

Program and Curriculum Issues

1. The faculty will investigate other ways to document student learning through coursework rather than by using course grades only.
2. The faculty will align course objectives with the forthcoming revision of the New York State standards for Teacher Education Programs.
3. A major problem faced by the SOE Accreditation Committee is with the large amount of work involved in the collection, formatting, management, and analysis of data. We will meet with the Office of Information Technology to enlist their help in creating a workable data management system.
4. With all of our current program options (30) listed in the Brief (see Table 1.1) as well as the large number of individual courses (Table 2.2), the task of programming the array of courses to calculate GPA's was daunting. Additional programming support as well as simplification of the model will be needed for analysis in the future.
5. A plan needs to be reviewed with the SOE faculty to reconfigure the curriculum within our program options to make the assessment of student learning more streamlined and uniform.
6. The high percentage of education courses taught by part-time, adjunct faculty (53% in Fall 2009) needs to be addressed by the University. More full-time positions, particularly for the initial teacher training program options, need to be allocated. While the part-time faculty who teach initial teacher training program options are of high professional caliber (e.g., former principals, content area teachers, curriculum specialists), they are not directly involved with the advisement of students and with the monitoring of the curriculum.
7. When the SOE Exit Survey data was disaggregated by campus the results for the Queens campus revealed from a large number of undergraduates (N=358) and a large number of graduates (N=387) that the lowest perceived area of learning was in content area preparation at 2.86 and 2.76 respectively. A total of 79 undergraduates and 22 graduates at the Staten Island campus rated content area preparation at 3.09 and 3.41 respectively. Content area preparation needs to be investigated by faculty in the SOE TEP.
8. In addition, as a result of the Voluntary Separation Offer (VSO) made by the University in 2010, by the end of June 2011 the TEP will be reduced by five (5) full-time faculty members. The SOE will request faculty to replace those who took the VSO.

Assessment Issues

1. The faculty and the Accreditation Committee need to improve the quality of the observational data collection system. A multitrait-multimethod analysis of the data from the Danielson (1996) measure indicated issues with respect to validity and reliability. As noted in the results, there was a lack of evidence of convergent and discriminant validity for university supervisor and cooperating teacher ratings of student teaching. During the next few months faculty will look into the task of developing an improved rating system. Clearly the Danielson measure is too long and imprecise for the task of evaluating student teaching performance. Plus it was published in 1996 and has no items referring to competence or instructional methodology with computers and technology. A scaled-down version of the measure involving a few well-defined observations for each quality principle and cross-cutting theme might be the first step, using a format similar to the Principal's Survey. Secondly, standardized video recordings of a target lesson for each student might be a means of documenting student capability as a future teacher. The video could provide a standardized stimulus for raters. Presently we have different raters rating different lessons. We could investigate systematically training a set of common raters to conduct ratings of student teacher's videos.

2. While a response rate of 37% was obtained from building principals, with ratings of our graduates all in the proficient range, the SOE needs to strengthen procedures to obtain a higher response rate. The faculty and the Accreditation Committee need to develop broader external criterion measures.
3. The SOE faculty needs to strengthen its coursework in ways of showing its students how to assess for student learning. According to building principals, this was the lowest rated category of 27 items, with a rating of 3.04, still at a proficient rating level. We need to develop and implement training for our students in classroom assessment methods.
4. A means of surveying the graduates (alumni) of the SOE Teacher Education Program needs to be instituted. Since we received positive ratings from the principals who completed our survey, it would be interesting to discover what our graduates thought of our teacher preparation program as it relates to their practices in the classroom. We are currently in discussion with the New York City Department of Education (NYCDOE) to ascertain how long our graduates remained as teachers in the New York City system.
5. Current measurement of candidate learning of multicultural perspectives and accuracy is not adequate for effective monitoring of this increasingly important facet of teacher preparation. At the undergraduate and graduate levels, one specific course should be developed and implemented across all of our program options.
6. Current measurement of candidate learning of technology is not adequately obtained from the current Associate Teacher Ratings Scale completed by University Supervisors. The SOE faculty need to seek out other means for supervisors to rate the important area of technology. Furthermore, the two items regarding technology on the Principal's Rating Scale yielded good results. Other items, more specific to use of technology with diverse populations, may be considered for future use to reveal a caring teaching dimension with the use of technology.

6 | References

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7 | Appendix A | Report of the internal audit of the quality control system

Introduction

The Internal Audit plan was developed by the SOE Accreditation Committee (AC) during academic year 2009-10. The plan was presented to and approved by the faculty at the Faculty Council meeting on April 12, 2010. The Internal Audit was conducted during Summer 2010 by three faculty volunteers from the DCI: Dr. Michael Donhost and Dr. Judith McVarish of the Queens campus, and Dr. Regina Mistretta of the Staten Island campus. The Internal Audit inquiry addressed candidate learning (i.e., a sample of students, courses, faculty, and learning facilities). The AC conducted a parallel inquiry addressing institutional commitment and capacity for program quality.

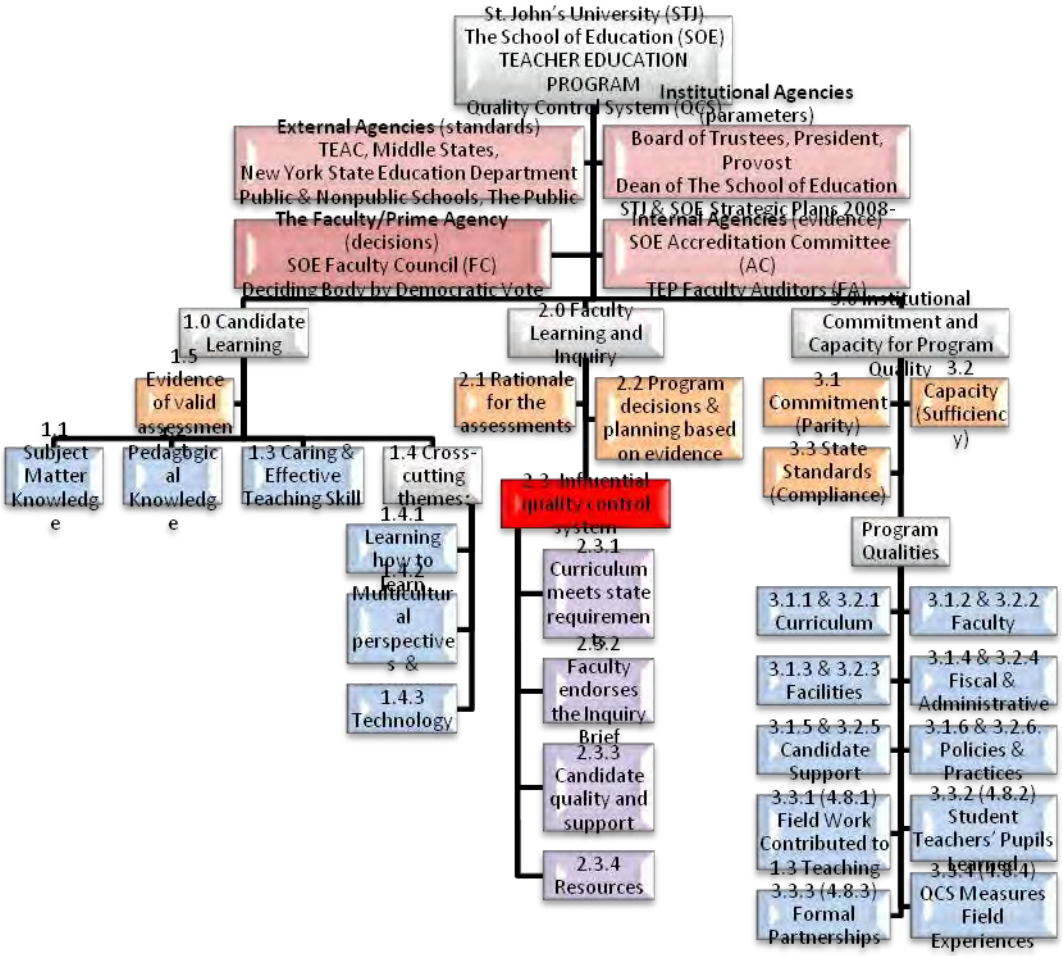


Figure A.1 TEP Quality Control System (QCS) Graphic

Description of the quality control system (QCS)

The QCS is summarized graphically in Figure A-1 and in further detail in Table A.1.

Table A.1 | Teacher Education Program Quality Control System 2010

Teacher Education Program, Quality Control System (QCS) | St. John's University, The School of Education

Agencies Influencing the Teacher Education Program and Its Quality Control System Inquiry Process			
External Agencies (standards)	***Institutional Agencies (parameters)***	***The Faculty/Prime Agency (decisions)***	***Internal Agencies (evidence)***
TEAC, Middle States New York State Education Department Public & Nonpublic Schools, The Public	Board of Trustees, President, Provost Dean of The School of Education STJ & SOE Strategic Plans 2008-2013	SOE Faculty Council (FC) Deciding Body by Democratic Vote	SOE Accreditation Committee (AC) TEP Faculty Auditors (FA)

Quality Control System Inquiry Perspectives		
1.0 Candidate Learning	***2.0 Faculty Learning and Inquiry***	***3.0 Institutional Commitment and Capacity for Program Quality***
Process: AC Reviews Evidence and Conducts Analyses for Annual Reports & Inquiry Briefs	**Process: Annual Reports by AC, Periodic Internal Audit by FA, Preparation of Inquiry Brief by AC, & Approval of These by FC**	**Process: AC Reviews of Parity, Sufficiency, and State Standards Compliance; FA Internal Audit**
1.1 Subject Matter Knowledge Evidence: LAST, Core & Major GPAs 1.2 Pedagogical Knowledge Evidence: ATS-W, Education GPA, Rubrics, Field Work Records 1.3 Caring & Effective Teaching Skill Evidence: CST, Rubrics, Associate Teaching Ratings 1.4 Cross-cutting themes: *1.4.1 Learning how to learn* Evidence: Thesis or Comprehensive Exam Rubric *1.4.2 Multicultural perspectives & accuracy* Evidence: Reflective Essay Rubric *1.4.3 Technology* Evidence: Web Site Design Rubric 1.5 Evidence of valid assessment Evidence: Comparison & Corroboration of Measures	2.1. Rationale for the assessments Evidence: Appendix E, FC Minutes 2.2. Program decisions and planning based on evidence Evidence: Curriculum Committees Minutes 2.3. Influential quality control system Evidence: Internal Audit, AC Minutes *2.3.1 Curriculum meets state requirements* Evidence: Faculty Auditors NYS §52 Review Report *2.3.2 Faculty endorses the Inquiry Brief* (Discussion and Vote) Evidence: FC Minutes *2.3.3 Candidate quality and support* Evidence: FA Internal Audit Report *2.3.4 Resources* Evidence: FA Internal Audit Report, AC & AT Review of Commitment, Capacity, & State Standards Compliance	3.1 Commitment (Parity) Evidence: NYS §52.2, Comparison with St. John's College, Admissions Data 3.2 Capacity (Sufficiency) Evidence: Compliance with NYS Regulations §52.21 3.3. State Standards Evidence: Program Option Review for NYS §52.21 *3.1.1 & 3.2.1 Curriculum* (SOE Curriculum Committees) Evidence: Review of Bulletin & Syllabi by Chairs *3.1.2 & 3.2.2 Faculty* (Qualifications, Teaching, Scholarship, Service) Evidence: Appendix C, CVs, Review of Teaching Schedules *3.1.3 & 3.2.3 Facilities* Evidence: Faculty Auditors Inspection Report *3.1.4 & 3.2.4 Fiscal & Administrative* Evidence: Budget, Interviews *3.1.5 & 3.2.5 Candidate Support* Evidence: Exit & Alumni Surveys, Interviews, FA Internal Audit of Advising Dockets *3.1.6 & 3.2.6. Student Feedback (and Complaints), Policies & Practices* Evidence: Bulletin Review, Exit Survey, Complaints File, Course Evaluation Data *3.3.1 (4.8.1) Field Work Contributed to 1.3* Evidence: Reflective Field Journals *3.3.2 (4.8.2) Student Teachers' Pupils Learned* Evidence: Lesson Measures *3.3.3 (4.8.3) Formal Partnerships* Evidence: Collaboration Minutes *3.3.4 (4.8.4) QCS Measures Field Experiences* Evidence: Report to Faculty

Four groups of agents influence and/or operate the QCS: external agents set standards and regulations and conduct periodic external reviews, institutional leadership sets parameters and monitors activities, the SOE faculty reviews its own programs and effectiveness, and the SOE internal agents are charged to monitor program factors, conduct internal audits, and produce program reports. The QCS focuses on three areas of inquiry: candidate learning (TEAC 1.0), faculty learning and inquiry (TEAC 2.0), and institutional commitment and capacity for program quality, including compliance with New York State Education Department standards (TEAC 3.0). The SOE Faculty Council (FC), comprising all full-time faculty members of this university unit, makes decisions regarding its programs by democratic vote and elects sub-groups and committees to carry out specific tasks to advance such work. Standing committees of the FC (e.g., the Curriculum Committee) engage in work that aligns with our

accreditation initiative. Of central interest for the accreditation of the TEP, current duties of the Accreditation Committee (AC) and Faculty Auditors (FA) are described below.

SOE Accreditation Committee (AC)

The Faculty Council approved a proposal by the Bylaws Committee on April 14, 2009 to establish the SOE Accreditation Committee (SOE Bylaws section 2 d):

> "The Accreditation Committee shall consist of six tenured faculty members, one from each of three departments elected by departmental vote, and three appointed by the Dean on a rotating basis. The committee will also include the three department chairs, Associate Dean for Academic Affairs, and Accreditation Coordinator."

The membership currently serving was appointed by the Dean and will continue to serve until Spring 2012 when each of the three departments will choose the faculty members to serve. As of September 1, 2010, current members are:

- Department of Administrative and Instructional Leadership: Dr. Parmar (Chair), Dr. Miller, Dr. Hughes
- Department of Curriculum and Instruction: Dr. Signer (Chair), Dr. Guha, Dr. Mistretta
- Department of Human Services and Counseling: Dr. Guastello (Chair), Dr. Beach, Dr. Pratt-Johnson [?]
- Appointed by the Dean:
- Associate Dean of Academic Affairs: Dr. Sinatra
- Accreditation Coordinator: Ms. Garaufis

TEP Faculty Auditors (FA)

Three faculty members from DCI volunteered to serve as internal auditors during Summer|2010:

- Dr. Michael Donhost, DCI, Queens campus
- Dr. Judith McVarish, DCI, Queens campus
- Dr. Regina Mistretta DCI, Staten Island campus

Teacher Education Program Internal Audit 2010

The core plan for the Internal Audit (see Figure A-2) was approved by the FC on April 12, 2010. Using a random sample of 10% of the 2008-2009 TEP program completers that ensured the inclusion of all program options, the auditors reviewed student dockets and then syllabi for a random sampling of courses taken by these students, and then the faculty teaching these course sections, and finally the classrooms where the courses took place.

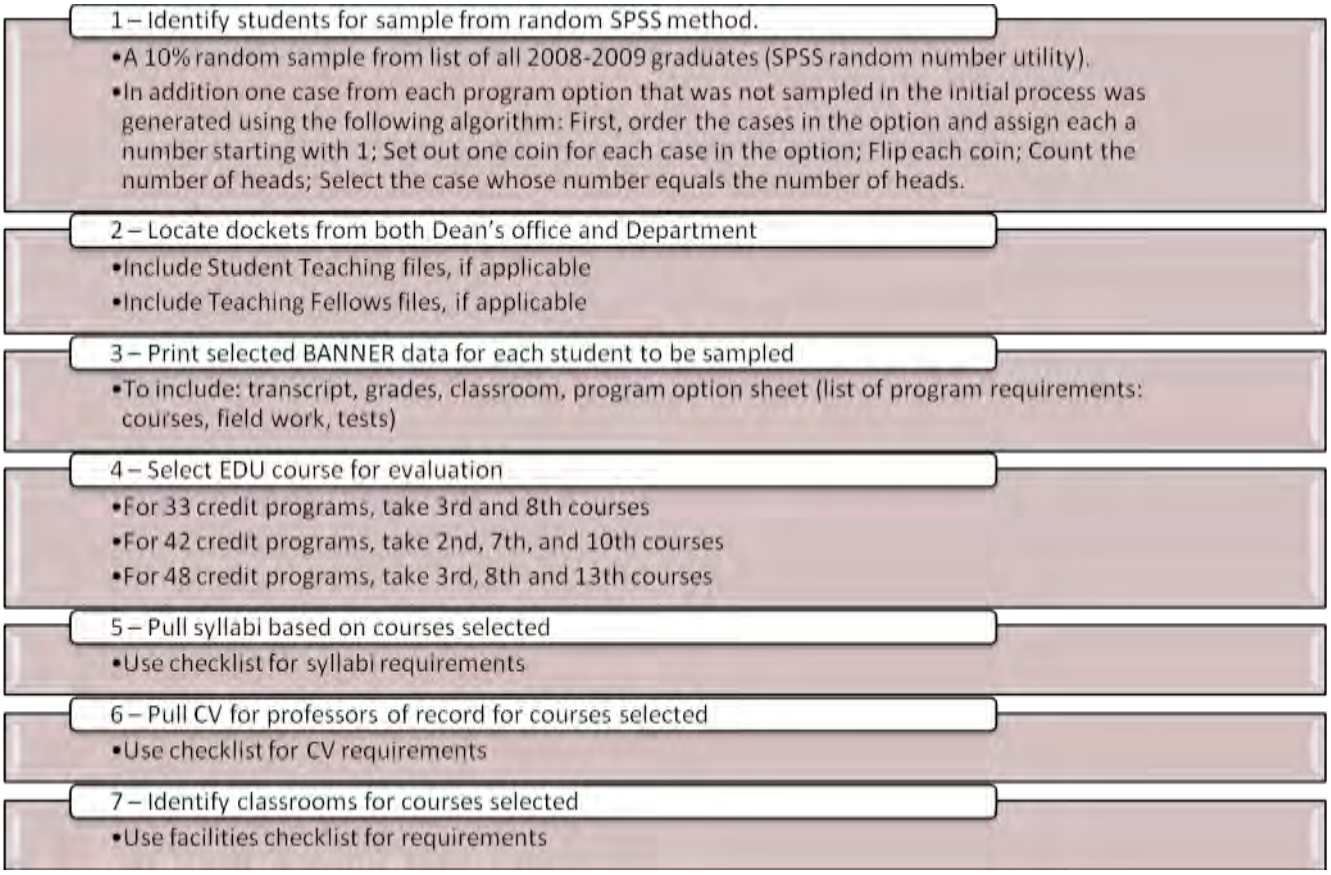


Figure A.2 | Specific Plan for the 2010 Internal Audit

Report of the Faculty Auditors

The report submitted by the faculty auditors follows:

Introduction

The internal audit was conducted during the summer of 2010 by Drs. Judith McVarish and Michael Donhost on the Queens campus, and Dr. Regina Mistretta on the Staten Island campus. The plan for the audit was presented to The School of Education faculty by Dr. Richard Sinatra, and approved by the faculty at a meeting held on April 12th, 2010.

Description of Quality Control System and Audit Procedures

Student folders (dockets) were randomly selected and presented to the auditing faculty by Ms. Nancy Garaufis in June, 2010. Instructions were given by Ms. Garaufis to the auditing faculty concerning the information within the student folders to be reviewed. The contents of student folders audited consisted of the following:

Undergraduate Student Folders (11 for the Queens campus, 9 for the Staten Island campus)

- *STJ Application*
- *Acceptance Documentation*
- *High School Transcript*
- *Registration Forms*
- *Graduation Checklist or Completed Advisement Sheet*

In addition, the faculty, syllabi, and classrooms were audited for each student folder. Courses were randomly selected, and related components were reviewed as follows:

- *Faculty CV (2 per student for Queens and Staten Island campuses)*
- *Syllabi (2 per student for Queens and Staten Island campuses)*

- *Classrooms (2 per student for Queens and Staten Island campuses)*

Graduate files (31 for Queens campus, 8 for Staten Island campus)

- *Application*
- *Acceptance Documentation*
- *Transcript*
- *Basis Forms*
- *Program Planning Sheet*
- *Certification requirements checklist for Career Change students*
- *Registration Forms*
- *Graduation Checklist*

In addition, the faculty, syllabi, and classrooms were audited for each student folder. Courses were randomly selected, and related components were reviewed as follows:

- *Faculty CV (1 per student for Queens campus, 2 per student for Staten Island campus))*
- *Syllabi (1per student for Queens campus, 2 per students for Staten Island campus)*
- *Classrooms (2 per student for Queens and Staten Island campuses)*

Findings

Undergraduate Level

For the Queens and Staten Island campus, all students were registered in an undergraduate pre-service program. Each was admitted using standard criteria, advised each semester, followed the sequence of courses recommended by their advisor, and met GPA requirements.

For those students with transfer credits all had the required documentation in their file on the Queens and Staten Island campuses.

For those students who took a CLEP exam, all had supporting documentation in their file on the Queens and Staten Island campuses.

Concerning state test scores (LAST, ATS-W, and CST) all folders for the Queens campus contained the scores. There was one case, on the Staten Island campus, where the CST score was not in a student folder.

For those students requesting a pass/fail option or program change, all had the required documentation in their folder on the Queens and Staten Island campuses.

An academic service learning log was not applicable to these sampled students on the Queens and Staten Island campuses.

Review of syllabi revealed each course syllabus sampled to be in alignment with The School of Education guidelines on the Queens and Staten Island campuses.

Review of faculty curriculum vitae revealed all sampled faculty possessing required qualifications, scholarly publications for all full-time faculty and some adjunct faculty, K-12 experience, and state certification on the Queens and Staten Island campuses.

Inspection of classroom/facilities revealed all sampled rooms meeting required criteria on the Staten Island campus. However, room conditions varied on the Queens campus with classrooms in Marillac Hall being consistently inappropriate for learning.

Graduate Level

Each student on the Queens and Staten Island campus was admitted using standard criteria, advised each semester, followed the sequence of courses recommended by their advisor, and met GPA requirements.

On the Queens campus, conditional admission rationale was frequently missing.

The system for reporting fieldwork hours was not evident in most cases on both the Queens and Staten Island campus, with the exception of some literacy students.

For the Queens campus, state tests scores were often missing. The content for each folder was not uniform, or in any particular order. In addition, necessary documentation in the Fellows' folders was sparse.

Review of syllabi revealed the sampled course syllabi to be in alignment with The School of Education guidelines for full-time faculty on the Queens and Staten Island campuses.

Review of faculty curriculum vitae revealed all sampled faculty possessing required qualifications, scholarly publications by all full-time faculty and some adjunct faculty, K-12 experience, and state certification. For the Queens campus, there were 22 adjunct and 9 full-time faculty. For the Staten Island campus, there were 6 adjunct and 5 full-time faculty.

Inspection of classroom/facilities revealed all sampled rooms meeting required criteria on the Staten Island campus. However, room conditions varied on the Queens campus with classrooms in Marillac Hall being consistently inappropriate for learning.

Discussion and Conclusions

The Quality Control System appears to be working well. For both the Queens and Staten Island campuses, records were kept on student progress up through their date of graduation. Full-time faculty were found to be qualified and crafting syllabi according to school guidelines.

However, it is recommended that the adjunct faculty follow the syllabus guidelines set forth by The School of Education and adhered to by the full-time faculty and that docket folders be organized in a systematic way.

During discussion of our findings to the faculty, solutions to each of our concerns were addressed.

A policy for documenting fieldwork hours will be discussed with all faculty in their individual departments.

Content of folders will be organized- possibly by color coding and/or by keeping documents such as advisement together by stapling.

The Fellows' lack of documentation has already been remedied.

A procedure is already in process for updating syllabi for adjunct faculty.

Room conditions are being addressed.

A discussion concerning adjunct versus full-time faculty has been initiated.

An analysis by department and program is underway.

Department chairs have been notified to provide a rationale for students admitted conditionally.

The following Internal Audit summary tables were prepared by N. Garaufis and A. Tan on September 29, 2010.

Table A.2 | Internal Audit Examination of Student Dockets (Summer 2010)

20 Undergraduate Dockets* Examined				
Item	**Staten Island N = 9**	**Queens N = 11**	**Total N = 20**	**Findings**
STJ Application, Acceptance Letter, H.S. Transcript, Registration Forms, Completed Advisement Form and Graduation Checklist	9	11	20	All 20 students had required documentation.
Transfer Transcripts and Evaluation	3	10	13	All 13 students with transfer credits had proper documentation.
Pass/Fail Request	6	10	16	All 16 students requesting P/F grading had proper documentation.
Change of Program	1	2	3	All 3 students who changed programs had proper authorization and documentation.
Proper Sequence of Courses	9	10	19	One student did not follow the recommended sequence (due to transfer from another STJ school).
CLEP Exam	1	9	10	All 10 students earning CLEP credits had proper authorization and documentation.
Advanced Placement Credit	0	3	3	All 3 students earning AP credits had proper documentation.
LAST Exam	9	10	19	One student was missing a score report.
ATS-W Exam	9	10	19	One student was missing a score report.
CST Exam	8	7	15	Five students did not have a score report.
39 Graduate Dockets† Examined				
Item	**Staten Island N = 8**	**Queens N = 31**	**Total N = 39**	**Findings (by Missing program option code)**
STJ Application	8	27	35	3 Teaching Fellow student dockets (AMC*) did not have applications. 1student (CECN) docket was lost and a replacement prepared without an application.
Acceptance Letter	8	22	30	7 Teaching Fellow student dockets (5 AMC*, 2 AEET*) had no copy of the acceptance letter; 1 AEF docket had no letter, and 1 ECC student changed program and transferred to Staten Island campus
Official Transcript	8	28	36	1 CECN docket was lost and no transcript was found in the replacement docket; 1 AEC (STJ alum) had an Unofficial transcript; 1 Teaching Fellow (AMC*) docket contained no transcript
Basis Sheet with Department Chair Signature	8	29	38	Dockets for 8 Teaching Fellows (6 AMC*, 2 AEET*) did not have sheet with department chair signature
Admission Requirements Met	8	26	34	5 dockets indicated that admission requirement of 3.0 UG GPA was not met (3 AMC*, 1 AESS, 1 CTES)
(Admission Waiver with Rationale)			(2)	2 (1 AESS, 1 CTES) of the 5 dockets not meeting UG GPA of 3.0 admission requirement contained department chair's rationale for the waiver; 3 Teaching Fellows (AMC*) had no waiver/rationale
Program Sheet	8	20	28	11 dockets had no program sheet (5 AMC*, 2 AEET*, 1 AEE, 1 AESS, 1 AEC, 1 CSPE)
Certification Checklist Listing Deficiencies	8	28	36	3 Career Change dockets had no list of deficiencies for certification (1 AMC*, 1 ECC, 1 CTES)
Registration Forms as Record of Advisement	8	21	29	10 dockets had no copies of registration forms documenting faculty advisement (5 AMC*, 2 AEET*, 2 TES, 1 CEC)
Record of Passing NYS Test Scores	5			1 SI (CHD) and 1 Q (CECN) student were not seeking certification and did not take the tests. Where required, 18 dockets had no test scores (5 AMC*, 2 AEET*, 3 TES, 1 ECC, 1 AEF, 1 AEC, 1 CEC, 2 LTCB, 1 TCD, 1 CSPE) Note: Auditors did not consult Associate Teaching files in Queens where test scores are often kept.

* Staten Island students in this sample did not have paperless dockets as this system was implemented with later admits; Queens students for this sample had both docket types because they were admitted during the transition period to paperless dockets.
† NB: Records for graduate level students are maintained in both the Dean's Office and the departmental offices in Queens. For this audit, both files (when located) were combined for examination by the faculty auditors for items on the checklist and when neither file contained the item, this is reported in the Findings column of this table. Staten Island maintains one file per graduate student.

Ninety course sections were identified in the audit sample for examination of faculty qualifications.

Table A.3 | Faculty CVs Examined for Teaching Qualifications for Internal Audit (Summer 2010)

Course Sections Sampled (N = 90)	CVs Available for Inspection*	Instructors Deemed Qualified to Teach Courses	Number of Full Time Faculty Teaching Sampled Courses	Number of Part Time Faculty Teaching Sampled Courses
Undergraduate Course Sections Sampled (N = 40)	39 (97.5%)	39 (97.5%)	18 (45.0%)	22 (55.0%)
Graduate Course Sections Sampled (N = 50)	46 (92.0%)	46 (92.0%)	21 (42.0%)	29 (58.0%)
Total (N = 90)	85 (94.4%)	85 (94.4%)	39 (43.3%)	51(56.6%)

* A total of 5 CVs were unavailable for review. These could not be located for adjunct faculty teaching course sections identified in the sample because they had not taught courses in the past 3 years and were not maintained and updated.

Syllabi were reviewed in accordance with the guidelines provided by the Curriculum Committee for the categories listed below. Numbers listed indicate if an item was noted in the syllabus in relation to the total number of syllabi reviewed.

Table A.4 | Syllabi Examined in Internal Audit (Summer 2010)

Syllabus Item Required by the Curriculum Committee	Undergraduate Syllabi (N = 11)		Graduate Syllabi (N = 25)		Total Complete (N = 36)	
Name of School and Department	10	(90%)	22	(88%)	32	(88%)
Course Number and Title as in the *Bulletin*	11	(100%)	25	(100%)	36	(100%)
Type of Course (e.g., in class, field course, online)	8	(72%)	21	(84%)	29	(81%)
Name of Professor	11	(100%)	25	(100%)	36	(100%)
Contact: (office hours, phone, e-mail, office location)	10	(90%)	24	(96%)	34	(94%)
NYSED Time Required	6	(54%)	18	(72%)	24	(66%)
Text(s)	10	(90%)	24	(96%)	34	(94%)
***Bulletin* Course Description**	11	(100%)	24	(96%)	35	(97%)
Course Objective(s)	11	(100%)	21	(84%)	32	(88%)
Course Outline	10	(90%)	24	(96%)	34	(94%)
Evaluation of Student Performance	11	(100%)	23	(92%)	34	(94%)
Grading Rubrics	8	(72%)	20	(80%)	28	(77%)
Grade Evaluation	11	(100%)	24	(96%)	35	(97%)
Bibliography	7	(63%)	20	(80%)	27	(75%)
Journals	7	(63%)	18	(72%)	25	(69%)
Web Sites	7	(63%)	18	(72%)	25	(69%)
Statement Concerning Students with Disabilities	10	(90%)	19	(76%)	29	(81%)
New York State Education Department Teacher Preparation Standards	8	(72%)	19	(76%)	27	(75%)

Addendum: (October 19, 2010) As per Dr. Signer, Chair of DCI, as a follow up to the Internal Audit findings and the DCI faculty retreat held on October 7, 2010, the department is now using a peer review process of full-time faculty whereby full-time faculty provide oversight for all course syllabi in DCI. This process ensures that faculty are fully engaged in curriculum issues and offerings. NB: All courses in DHSC are assigned to a full-time faculty member who designs the syllabus that all adjunct instructors implement.

Classroom inspections were conducted as part of the Summer 2010 Internal Audit. Of the 40 undergraduate course classrooms selected, 37 were evaluated. Of the 74 graduate course classrooms selected, 62 were evaluated. Of the 114 courses selected for classroom evaluation:

- 8 were online courses
- 1 classroom is now an office (Marillac Hall 105)
- 1 classroom was under construction (St. John's Hall 305)
- 1 classroom is no longer in use (St. Albert Hall TIA)
- 4 datasheets were not completed

- 94 classrooms had appropriate seating for learning (based on comments by the faculty auditors: 1 needed tables)
- 61 classrooms were considered appropriate for learning based on cleanliness (faculty auditor comments noted: 1 classroom is dirty; 2 classrooms are small; 5 classrooms' window shades are filthy/moldy and it appeared to have leftover materials from past classes, cupboards overflowing with junk, outdated bulletin boards never taken down; 6 classrooms' sink, cabinets and supplied need cleaning)

Table A.5 | Visual Inspection of Randomly Selected Classrooms for Internal Audit (Summer 2010)

Number of Rooms Randomly Selected for Evaluation	Lighting Appropriate for Learning	Seating Appropriate for Learning	Cleanliness Appropriate for Learning	Functioning Computer	Functioning Projector	Functioning Screen	Board
Total N = 114	99	94	61	98	98	98	99
Percentage	86.84%	82.46%	53.51%	85.96%	85.96%	85.96%	86.84%

Addendum: (September 13, 2010) Following the audit the lack of classroom cleanliness was reported to the Facilities Department. They informed us that the rooms in Marillac Hall which were being used for a summer camp, would be cleaned and refurbished at the end of the summer, prior to the start of the Fall semester. Dr. Michael Donhost subsequently re-visited the classrooms in question and found them to be significantly cleaner and suitable.

Addenda to 2010 Internal Audit

The department chairs of DCI and DHSC, Drs. Barbara Signer and Fran Guastello, offer the following comments:

Faculty Development Policies and Procedures and Evidence They are Followed and Working as Intended

The Center for Teaching and Learning supports excellence in teaching and encourages research, publications, and other scholarly and creative work produced by the University's faculty. Links to the following resources and information about upcoming events are provided at the Center's Web Site which is accessible through St. John' Central Faculty Portal. In addition, prior to each semester, all St. John's University Adjunct Faculty are sent an invitation letter that welcomes them to the university and invites them to attend upcoming Colloquiums on Teaching, Conversations on Teaching, Workshops on Technology Tools for teaching and research, as well as a link to the Faculty Resource Guide (See Attached - Adjunct Letter).

- Class Meeting Time
- Faculty Resource Guide Summary
- Information for Full-Time Faculty
- Newsletter
- CTL Teaching & Technology Fellows
- CTL Technology Associates
- Growth Grants
- Adjunct Colloquium
- Faculty Research Forum at: http://stjohns.campusguides.com/ctlforum

provides:

- Teaching Ideas
- Information on CTL Events
- Links to teaching and learning resources
- Evaluation and Feedback: Faculty who attend the Center's Forums/Workshops are sent an e-mail evaluation form so that participants have the opportunity to inform the center of the parts that were valuable as well as how to improve future offerings.

In addition the Center for Teaching and Learning provides a resource guide for faculty that includes the academic calendar, campus directions and maps, class meetings times, information on obtaining ID cards, computer passwords and email accounts, information on log in procedures for the university's administrative computing system that is used to record grades (UIS), policies for reporting grades, St. John's web portal (St. John's Central), emergency school closing notification, emergency text and voice message alerts, parking on campus, secretarial assistance, mailboxes, faculty absences, early alert system for students experiencing difficulties, and university offices, institutes, and centers. (See Attached – Resource Guide as of Spring 2011).

The School of Education provides additional faculty development support through the SOE Faculty Forum under the direction of Dr. Mary Ann Maslak. The Faculty Forum is a group conceptualized and managed by faculty for the purpose of the discussion of scholarly research as it applies to theory and practice. Monthly meetings offer the venue that supports School of Education faculty (full and part time) by assisting with the conceptualizing, writing, editing, presenting, and publishing phases of scholarship, as well as the development of long-term research projects funded by fellowships and grants. In addition, the Guest Speaker and Faculty Workshop series offers talks by out-of-town scholars with a particular expertise in administration, teaching and counseling. The results of this work have been great. With feedback acquired during our meetings, faculty have published over 20 articles, 10 book chapters, and four books. They have been awarded international fellowships, national grants and local contracts. Learning acquired in workshops has been integrated into courses offered in the School of Education's curricula. In short, the friendly and supportive environment, created as a result of the interactions where expertise is shared, offers tremendous opportunities for new and continuing conversations between and amongst junior and senior colleagues for the betterment of our work at St. John's University.

Evaluation and Feedback: Feedback is collected on an informal basis after meetings and during times of the month in between meetings. This could be shared by contacting Dr. Maslak.

Promotion and Tenure Policies and Procedures and Evidence They are Followed and Working as Intended

In May all full-time tenured and tenure-track faculty, as well as chairpersons, are sent a memo with information about the calendar and procedures for personnel actions for the following academic year (See Attached - May Memo). Procedures, related to all faculty personnel actions (reappointment, termination of probation, promotion, tenure, etc.) are agreed to by the representatives of the AAUP and the Administration and apply to all schools and colleges within the university with the exception of the Law School. These agreed upon procedures are defined for each college/school and are referred to as the Statutes.

Directives for the entire application are available on the Provost's Web Page that is accessible by all faculty and administrators (See Attached Person Action General Directives). Verification that procedures are consistently followed could be obtained by consulting a compiled record of those that received tenure and those that were denied personnel actions, through the Provost's Office. In addition minutes of the University Personnel Committee meetings that confirm this could be obtained. The minutes contain the scripts where all the members are asked to turn to the appropriate pages for the college/school in the statutes right before each personnel action. Thus, each time a faculty member from the School of Education, as well as from the other colleges/school, comes before the committee the members are directed to the appropriate statutes.

Faculty Recruitment Policies and Procedures and Evidence They are Followed and Working as Intended

In May the Provost sends a memo concerning planning procedures for faculty positions to be filed during the upcoming academic year. All colleges/schools are requested to submit an Annual Plan for the academic year for which the new faculty are hired. For example, the May 2010 Memo requires an Annual Plan for faculty to be hired for the 2011-2012 Academic Year and hiring procedures are conducted during the 2010-2011 time frame. In addition to aligning requests with the University's institutional goals, strategic priorities (mission, student engagement, global education), and the School/College Annual Plan, positions need be justified with information gathered from the university's current Program Review. Using the current Faculty Hiring Data Sheets, the need for each position must to be justified. Chairpersons send completed Faculty Hiring Data Sheets and advertising templates for each requested position to the dean's office. The dean's office then reviews all requests and determines which of the requested positions will be made to the Provost. The dean sends the completed Data Hiring Sheets and Advertising Templates with a cover memorandum that provides a summary of the requests in priority order to the Provost who in turn sends her recommendations to the President for final approval. The Provost provides a Faculty Planning Time Line for all the colleges/school to follow. The timeline for positions to be filled for the 2011-2012 Academic Year appear below.

- Faculty hiring Packages distributed May 27, 2010
- 2012 Annual Plan, Enrollment projections, July 29, 2010 Faculty requests (including Advertising templates) to Provost for approval
- Provost recommendations to President Sept. 1, 2010
- Faculty approvals from President Oct. 1, 2010
- Advertising Oct. 2010 College Specific Nov. 2010
- Hiring process complete May 31, 2011

Copies of completed hiring sheets, annual plans, recommendations from chairs to dean, dean to provost and provost to president along with advertisements are available through the Provost's office.

Applications are sent to the associate dean and forwarded to the chairs who then forward the applications to the Personnel and Budget Committees. This committee meets to determine which applicants to bring in for interviews with the committee and invite other faculty to meet with the candidates. Demonstration lessons are also conducted for members of the Personnel and Budget Committee as well as for other faculty to attend. Feedback from faculty, not on the Personnel and Budget Committee, is shared with members of the committee. After deliberating on the candidates who interviewed and conducted model lessons, recommendations for candidates to be hired are sent to the dean who makes the final decision. Minutes of all the Personnel and Budget Committee Meetings concerning the deliberations on the candidates can be obtained to verify that the above process was implemented as stated.

8 | Appendix B | Evidence of institutional capacity for program quality

Inquiry regarding the capacity for program quality focused on three factors: parity, sufficiency, and meeting state standards. Statements for each of these factors are provided below, followed by a discussion of specifics addressing all three factors for each of ten dimensions of program capacity: curriculum, faculty, fiscal and administrative support, student support services, student feedback, field work, candidate effectiveness, and formal partnerships with local schools.

3.1 Commitment (Parity)

To demonstrate parity, we provide data about the SOE and St. John's College, which is the most comparable unit of the University.

Table B.1 | Capacity for quality: A comparison of program and institutional statistics

Capacity dimension	SOE TEP statistics	St. John's College statistics (Norm)	Difference analysis Analysis of the differences between the program & the institutional statistics
3.1.1 Curriculum (number of credits)	B.S.Ed. |129-145 credits M.S.Ed. | 33 credits M.S.Ed. with Extension | 42 credits M.S. Ed. Dual Fields | 48 credits	B.S. | 126-132 credits M.S. | 30-33 credits (MBA's 36-54 credits) (Pharm MS 33-36 credits)	TEP degree credit hours are comparable with other units of the University
3.1.2 Faculty (percentages at ranks)	Professor: 5 (17%) Associate Professor: 16 (53%) Assistant Professor: 9 (30%) Instructor: 0 #Adjunct Professor: 99	Professor: 77 (30%) Associate Professor: 109 (42%) Assistant Professor: 63 (24%) Instructor: 9 (3%) #Adjunct Professor: 313	Entire University Professor: 196 (28%) Associate Professor: 294 (43%) Assistant Professor: 179 (26%) Instructor: 21 (3%) #Adjunct Professor: 776
3.1.3 Facilities (space & equipment provided)	The University Registrar (J.Llerandi), who makes classroom and laboratory assignments, states that all are assigned equitable and fairly taking into account the need for class size and needed equipment (October 20, 2010).		Facilities are comparable with other units
3.1.4 Fiscal and administrative (support dollars/faculty member)	See Figure B.1		
3.1.5 Student support services (equal access to services)	Equal access for all students of the University: Freshman Center, Writing Center, Career Services, Counseling, Learning Support Services, etc. **St. John's College Retention Rate** 2009-10: 77%	**School of Education Retention Rate** 2009-10: 82%	Retention rates for SOE at both campuses are similar to or better than the rate for St. John's College. (cmg)
3.1.6 Student feedback (course evaluation means, numbers of complaints)	Course Evaluation Mean: Number of Complaints:	Course Evaluation Mean: Number of Complaints:	

3.2 Capacity (Sufficiency)

Table B.2 summarizes the documentation pertinent to the capacity of St. John's University to offer a quality teacher education program. These documents are available in the TEAC site visit document room or upon request.

Table B.2 | References to institutional documents for each requirement

TEAC requirements for quality control of capacity (3.2)	Program's reference to documentation for each requirement
3.2.1 Curriculum • Document showing credit hours required in the subject matter are tantamount to an academic major. • Document showing credit hours required in pedagogical subjects are at least tantamount to an academic minor.	**3.2.1 Curriculum** • *Bulletin* • Advising sheets for program options and Appendix D
3.2.2 Faculty • Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach.	**3.2.2 Faculty** • Appendix C and CVs in CV file
3.2.3 Facilities • Documents showing appropriate and adequate resources	**3.2.3 Facilities** • Documents provided by Ibi Yolas, Assistant Vice President of Facilities Services
3.2.4 Fiscal and Administrative • Documents attesting to the financial health of the institution. • Documents showing program administrators are qualified for their positions • Documents showing resources are adequate to administer the program	**3.2.4 Fiscal and Administrative** • Fact Book, Office of Institutional Research, October 2009 • Program administrator CVs in CV file • SOE Dean's Office budget
3.2.5 Student support • Documents showing adequate student support services • Documents showing the drop-out and program completion rates	**3.2.5 Student support** • Student handbook http://www.stjohns.edu/campus/handbook • Retention Rates provided by Office of Institutional Research
3.2.6 Policies • Documents showing an academic calendar is published • Documents showing a grading policy is published and is accurate • Documents showing there is a procedure for students' complaints to be evaluated	**3.2.6 Policies** • www.stjohns.edu • *Bulletin* • SOE Dean's Office Student Complaint file

3.3. State Standards

Compliance of TEP program options with New York State Commissioner's Regulations §52.21 and state standards for the preparation of teachers (NYS, 1998) is described in the tables of Appendix D. For each TEP program option leading to endorsement of the candidate for a New York State initial or professional teaching certificate, the table indicates the specific state standards (NYS, 1998) aligned with TEAC Quality Principles 1.0 (as well as alignment with pertinent national professional organization standards). The applicable sections of the New York State Commissioner's Regulations §52.21 governing the registration of teacher preparation programs are cited in the bottom row before the required course titles.

Curriculum (3.1.1 & 3.2.1)

The curriculum for each TEP program option has been vetted internally by the SOE Curriculum Committee and externally by the New York State Education Department in its review process for the registration of programs for the preparation of teachers for initial and professional certification. In addition, the 2010 Internal Audit reviewed a sample of syllabi.

Faculty (3.1.2 & 3.2.2)

Review of teaching schedules for academic years 2008-2009 and 2009-2010 revealed an insufficiency of full-time TEP faculty to comply with NYSED regulation §52.21 (b) (2) (i) (h) "Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs

and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty…" The figures in Table B.3 reveal that there is an insufficiency of full-time faculty to meet the regulation.

Table B.3 | TEP Course Sections Taught by Full-time or Part-time Faculty for 2008-2009 and 2009-2010

	Department of Curriculum & Instruction		Department of Human Services & Counseling		Teacher Education Program Overall	
Academic Year	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
2008-2009*	40.08% (105)	59.92% (157)	51.57% (82)	48.43% (77)	44.41% (187)	55.58% (234)
2009-2010*	43.41% (112)	56.59% (146)	53.89% (97)	46.11% (83)	47.71% (209)	52.28% (229)
Overall	41.73% (217)	58.27% (303)	52.80% (179)	47.20% (160)	46.10% (396)	53.89% (463)

* These figures exclude Associate Teaching supervision.
Data supplied by the Office of Institutional Research was analyzed by associate professor J. Beach and graduate assistant K. Vitacco during Summer 2010.

Table B.4 | Student FTE based on Student Credit Hours Taught by School, and University Total, Fall 2008-Spring 2010

St. John's University Divisions		2008-2009			2009-2010		
		Fall 2008	Spring 2009	Total	Fall 2009	Spring 2010	Total
The School of Education	**UG**	272	293	565	285	279	564
	GR	717	708	1425	1044	1032	2077
	Total	**989**	**1001**	**1990**	**1330**	**1311**	**2641**
St. John's College	**UG**	6156	5444	11599	5369	4970	10339
	GR	609	609	1218	888	873	1761
	Total	6765	6052	12818	6257	5843	12100
The Peter J. Tobin College of Business	**UG**	1507	1478	2985	1420	1387	2807
	GR	589	558	1147	856	823	1680
	Total	2096	2036	4132	2276	2211	4487
College of Pharmacy and Allied Health Professions	**UG**	1357	1670	3027	1325	1630	2956
	GR	182	151	332	184	167	350
	Total	1539	1820	3359	1509	1797	3306
College of Professional Studies	**UG**	3757	3383	7140	3428	3229	6657
	GR	54	61	115	117	120	236
	Total	3811	3444	7255	3544	3349	6893
Institute for Core Studies					1018	651	1670
Institute for Biotechnology	**GR**	10	8	18	17	14	31
School of Law	**GR**	919	937	1856	986	947	1933
University Total	**UG**	**13049**	**12268**	**25317**	**12846**	**12148**	**24993**
	GR	**3080**	**3031**	**6111**	**4093**	**3975**	**8068**
	Total	**16129**	**15299**	**31428**	**16939**	**16122**	**33061**

NB: In fall 2009 the University's Graduate Council adopted a new policy whereby graduate students are considered full-time at 9 credits, versus 12 credits in past years. For comparison purposes FTE for Fall 2009 and Spring 2010 and elsewhere in this brief were calculated based on 12 credits.

Undergraduate FTE = Total Credits taught/15
Graduate FTE = Total Credits taught/12
School of Law = JD credits/14 + LLM credits/12
As of Fall 2009, Graduate FTE = Total Credits taught/9
Institute for Core Studies began in fall 2009, previously included with SJC or CPS respectively
Excludes off campus credits
Prepared by: Office of Institutional Research (cmg)

Facilities (3.1.3 & 3.2.3)

The Faculty Auditors Inspection (see Table A.5 in Appendix A) conducted during Summer 2010 indicates that TEP classroom facilities are comparable to those of other units of the University (many are shared with other units), and that in the main, these facilities are adequate for learning. While Sullivan Hall is the "home" of the SOE on the Queens campus, many TEP classes are offered in other buildings as there is insufficient room in Sullivan to accommodate demand. Classes on the Staten Island campus also use a number of buildings. Classrooms in Manhattan and Oakdale do not all offer podium facilities but instead use technology carts that are wheeled in for classes (these are viewed by some faculty as more challenging to use).

Information Technology Facilities

The University's *Information Technology Division* reports that St. John's students have access to the following state-of-the-art technology resources:

- Student Computing Facilities: all incoming full-time first-time freshmen and transfer students receive a notebook computer, software, and accessories. All students have access to seven microcomputer laboratories and Library patron computers, and a student portal (St. John's Central). All campuses offer wireless connectivity.
- Microcomputer Laboratories: More than 300 Intel workstations and over 30 high-end Macintosh computers are available in two labs on the Queens campus, and one each in Staten Island, Manhattan, Oakdale, Rome, Italy, and Paris, France.
- Multimedia Classrooms with podium, faculty computer and projection equipment: 148 on the Queens campus, 38 in Staten Island, and 6 in Manhattan, while Oakdale has multiple mobile equipment carts for use in any classroom.
- Microcomputer Classrooms: 13 in Queens, 6 in Staten Island, 2 in Oakdale, and 2 combination computer labs/classrooms in Manhattan.

Library Resources

The following information was provided by the University Library director.

> *Total book stock in the Main Library is 375,321 and 153,712 in the Staten Island Library. The Main Library houses the Education collection of monographs, totaling about 6,700 volumes. The Staten Island Library holds 4,050 volumes in Education. The allied discipline of Psychology, in the Main Library, has 7,900 volumes and 2,800 in the Staten Island Library. There are about 50 print journal titles and 726 online journal titles in the area of Education. University-wide, on all campuses, the Library holds 6,206 subscriptions and provides access to about 27,000 online journals from various publishers and aggregators.*
>
> *New acquisitions to the Library's Education holdings are made following review of course syllabi (to insure required reading sources), course curriculum (to insure basic resources for teaching an educational subject), major indexes and abstracts (i.e., Education Index, ERIC, Wilson Education Abstracts, etc.), and major definitive bibliographies in the field of Education and related disciplines. The Library will acquire all necessary items.*
>
> *Any student, faculty member or administrator may suggest a title for purchase at any time. There is an electronic form designed for this purpose on the Library's web page and paper requests are accepted as well. Library liaisons to various academic departments solicit purchase recommendations as well as inform teaching faculty of new acquisitions and available resources. Requests are also generated by all library faculty and subject selectors/bibliographers. Publishers' catalogs are distributed daily to selectors in order to facilitate the process. Requests are processed promptly and ordered materials are usually available on the shelves within 4-6 weeks. Funds available for new purchases have always been sufficient to respond to the requests of faculty.*
>
> *Subscription requests for journals are handled immediately (24 hours). Also, the Library has approval plans with two major vendors to ensure our acquisition of the most recent titles in the field of education. YBP Booksellers supplies the Library with the latest university press books in the area (e.g. Teacher's College Press). Coutts Library Services supplies us with the majority of other publications dealing with education (e.g. Corwin Press).*

The Instructional Materials Center (IMC) Librarian meets with the School of Education faculty on a regular basis and attends the School of Education's faculty council meetings in order to assess their educational needs.

The faculty input for educational resources is high. The Library has a Collection Development Policy statement governing collection building in this area. All areas of Education are covered by this statement. Consequently, the Library collects all major published source materials containing research reporting, new findings, scientific experimental resources and other information useful to researchers. The collection includes all major reference works and a wide selection of specialized monographs.

The Library also provides an Instructional Materials Center (IMC) located in the Main Library, which contains PreK-12 curriculum materials used by the School of Education students and alumni in-service teachers, reference services (in person and online), Interlibrary Loan services (ILL) and a subject specialist/bibliographer in the area of Education. The number of items in the IMC collection is 2,500. The IMC collection includes curriculum guides, educational games, Big Books, kits, math manipulatives, videos, and audio recordings, and all are available to students. Selected educational and psychological testing instruments are available to students with the permission of the professor. Total materials expenditures (i.e., books, journals, and databases) for the IMC were $9, 358.57 for fiscal year 2004-2005, $10,810.23 for fiscal year 2005-2006, $20,149.33 for fiscal year 2006-2007, $8,997.18 for fiscal year 2007-2008, $16,998.68 for fiscal year 2008-2009, $24,000 for fiscal year 2009-2010, and so far spent $3,859 in fiscal year 2010-2011 (September 13, 2010). (Source: Andrew Sankowski, Director, Collections and Information Management, St. John's University Libraries).

Fiscal and Administrative Resources (3.1.4 & 3.2.4)

Figure B.1, supplied by the St. John's University Office of Financial Affairs, provides an overview of the financial allocation available to the SOE as a whole for the period 2007 to 2010. TEP financial resources represent a subset of this figure and could not be disaggregated.

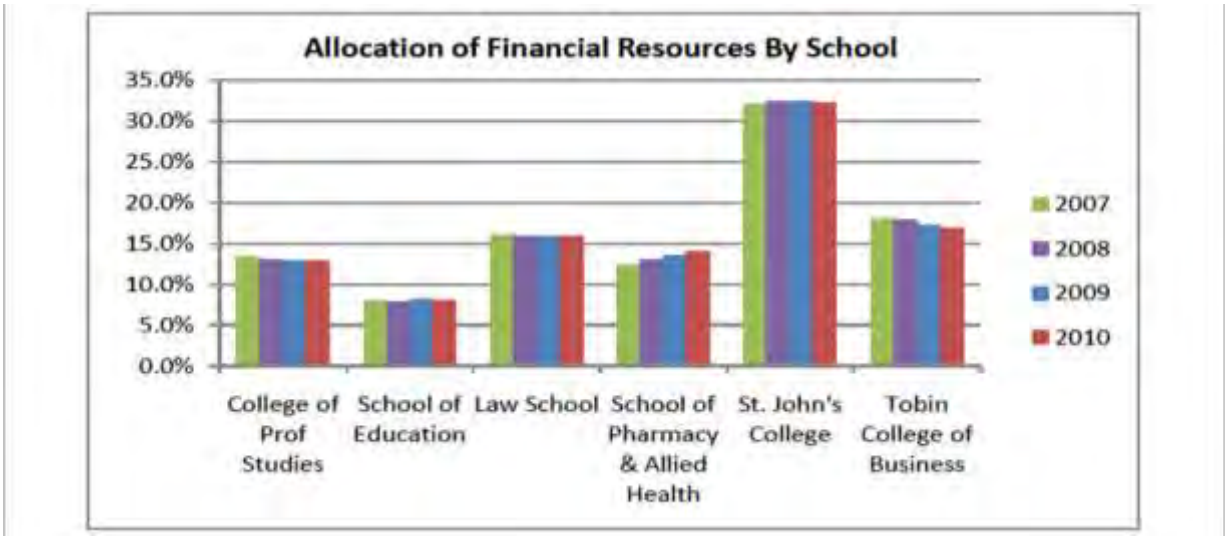


Figure B.1 | St. John's University Allocation of Financial Resources by School/College for 2007 to 2010

The financial condition of the institution is sound, with assets over $1 billion. Overall, the University has had a balanced budget for more than two decades as of the Fall 2009, the total University budget was $410 million, with an endorsement with a market value of $268 million.

The total expenses of the University for 2009 were approximately 144,000 million, with The School of Education's expenses at roughly 11,300 million.

The bar graph "Allocation of Financial Resources by School" reveals that the School of Education has received the lowest allocation over a four-year period. This parity issue is somewhat addressed by the School's number of undergraduates. The School has had the lowest number of undergraduates from 581 in 2007 to 623 in 2009. St.

John's College, on the other hand, had an undergraduate enrollment of 3,364 in 2007 to 3,751 in 2009. Furthermore, St. John's College provides the core coursework for undergraduates throughout the university. One of the reasons for the apparent lack of parity is that the SOE did not fill a number of University approved positions.

Using FTE information provided by the Office of Institutional Research and totals of university expenses from the Office of Financial Affairs, we calculated the allocation per student based on expenses and FTE's to compare the School of Education with St. John's College.

Table B.5 | Allocation per student for SOE and STJ in dollars

Unit	2007	2008	2009	2010
School of Education	10,696	11,409	12,168	11,458
St. John's College	6,615	7,186	7,093	8,103

In response to economic exigencies that emerged nationally in 2008, University and SOE funding for some discretionary expenses such as faculty travel and professional development was reduced during academic year 2008-09 and eliminated during 2009-10. Faculty members with accepted invitations to present at professional conferences were forced to cancel their appearances or assume all costs personally. However, according to a statement released by the University President on June 2, 2010, the efforts made to reduce discretionary expenses resulted in the continued financial strength and stability of the University and restoration of the faculty travel expense budget.

Table B.6 | Grants and Sponsored Research Awarded to School of Education in Comparison to Other Units of the University, Summary of Fiscal Year Activity 2007-8, 2008-9, 2009-10

Unit or Division	TOTAL AWARD		
	2007-08	2008-09	2009-10
The School of Education	5,953,401	5,963,737	4,382,933
Administrative Units (includes Opportunity Programs)	2,304,718	3,201,631	3,642,026
Tobin School of Business	-	-	-
St. John's College of Arts and Sciences	1,704,370	2,140,515	1,911,031
College of Professional Studies	-	-	-
School of Law	130,000	130,000	109,750
College of Pharmacy & Allied Health Professions	408,418	999,569	959,859
Libraries	124,340	23,545	20,914
Yearly Totals	**10,625,247**	**12,458,997**	**11,026,513**

Provided by the Office of Grants and Sponsored Research, 9/2010

Candidate Support (3.1.5 & 3.2.5)

Five items were extracted from the Student Self Report – Exit Survey that provide information on university support issues. (For complete survey see Tables 4.26, 4.27, and 4.28 in Results section.) The five items summarized below reveal that undergraduates and graduate students as a total group and by campus rated these student support issues and services in a positive way. No items fell below a mean rating of 3.08 with most items rated in a low to mid-agree range for Queens students. Staten Island graduate students rated the five items a bit higher in the agree range, but once again their numbers were small.

Table B.7 | Items from Student Self-Reported Exit Survey reported during 2008-2010 relevant to Candidate Support

Exit Survey Prompts	Combined Campuses				Queens Campus				Staten Island Campus			
	UG		GR		UG		GR		UG		GR	
	N=	Mean (SD)	N=	Mean (SD)	N=	Mean (SD)	N=	Mean (SD)	N=	Mean (SD)	N=	Mean (SD)
6. I feel that the St. John's buildings and classrooms provided me with an environment comfortable for learning.	337	3.36 (.64)	411	3.44 (.57)	256	3.35 (.65)	390	3.42 (.57)	81	3.41 (.61)	21	3.81 (.40)
7. I feel that St. John's offered adequate student services (e.g., counseling, career placement, advising, financial aid, health care).	337	3.29 (.64)	408	3.25 (.68)	257	3.26 (.66)	386	3.24 (.67)	80	3.39 (.58)	22	3.41 (.85)
8. I feel that the university catalog and other documents distributed to students provided accurate information describing the program, policies and procedures, and grading policies.	334	3.26 (.60)	409	3.31 (.62)	255	3.25 (.58)	387	3.30 (.61)	79	3.30 (.66)	22	3.64 (.58)
44. I feel my program was funded by the University on a par with all other programs.	190	3.09 (.92)	259	3.12 (.83)	165	3.08 (.95)	244	3.08 (.83)	25	3.20 (.65)	15	3.73 (.59)
48. I feel my program encouraged me to evaluate my courses and program, and express my concerns, grievances and ideas.	192	3.16 (.81)	259	3.16 (.83)	167	3.15 (.83)	244	3.13 (.83)	25	3.24 (.66)	15	3.73 (.46)

N= Number of Respondents

Responses ranged from: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1

Student Feedback and Policies and Practices (3.1.6 & 3.2.6)

Student feedback regarding St. John's University program offerings was measured in two ways by the Office of Institutional Research. First the Student Course Evaluation (SCE) was completed by both undergraduate and graduate students over a three-year period from the Fall 2008 semester to the Spring 2010 semester. This 26 item survey developed by the university's Office of Institutional Research was completed by students in a terminal course in their program. Second, the Graduating Student Survey (GSS) was newly created and administered by the Office of Institutional Research to gather student opinion of 2009 and 2010 program completers of both undergraduate and graduate programs as they registered for May commencements.

STJ Student Course Evaluations

Table B.8 reflects the SCE mean score results for Undergraduate classes in the School of Education (SOE) compared to university classes overall over a four semester period. While the average class size of SOE classes is lower than university class size and total enrollment of SOE students is far lower than university students as a whole, the response rate is more robust for SOE students than for university students. The table reveals that on the five-point scale (5=strongly agree to 1=disagree), SOE undergraduate scores are quite comparable to those of undergraduates as a whole with more scores in the agree-plus range (above 4.0). The one area in which both groups revealed mean scores in a 3.0 to 2.0 score ranges (suggesting ratings of "About Right" to "Easy") was in Section G. This section dealt with items covering course preparation (#23), course materials (#24), and hours of study (#25). SOE undergraduates generally rated these three areas lower than the rest of the university undergraduates. Undergraduates in the larger university programs offering the natural sciences (e.g., biology, chemistry), business, and pharmacy may find the course content more challenging and more difficult to learn

because of the nature of the disciplines. However, with the last stem (#26) in which undergraduates rated the quality of a terminal course in their respective programs, the SOE students rated the course contribution to learning quite more favorably than other undergraduates (all SOE ratings were in the good-plus range, above 4.0).

Table B.8 | SCE Item Mean Scores for Undergraduate Classes in The School of Education Compared to the University Overall: Fall 2008 to Spring 2010*

*Provided by: Office of Institutional Research 9/22/2010	Fall 2008		Spring 2009		Fall 2009		Spring 2010	
STJ = St. John's University, SOE = School of Education	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
Average Class Size	27	19	26	19	26	19	27	22
Total number of Classes	2,079	37	2,264	57	2,358	65	2,167	54
Total Enrollment	55,625	717	59,207	1,078	60,887	1,234	57,546	995
Number of Responses	24,944	439	23,281	579	27,760	703	22,129	489
Response Rate	**45%**	**61%**	**39%**	**54%**	**46%**	**57%**	**39%**	**49%**
A. Course Organization and Planning (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
1. The course goals, objectives, and grading procedures were clearly explained.	4.18	4.44	4.26	4.41	4.24	4.37	4.26	4.43
2. Lectures and other class activities were well organized.	4.12	4.36	4.21	4.41	4.15	4.30	4.19	4.42
3. The instructor was regularly punctual and regularly kept the class for the full class time.	4.35	4.53	4.39	4.50	4.38	4.44	4.39	4.59
Section A: Overall	**4.22**	**4.44**	**4.29**	**4.44**	**4.26**	**4.37**	**4.28**	**4.48**
B. Communication (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
4. The instructor's presentations were clear and understandable.	4.08	4.42	4.18	4.41	4.13	4.36	4.16	4.47
5. The instructor adequately explained abstract or complex materials so that I understood it.	4.06	4.44	4.16	4.39	4.10	4.32	4.14	4.45
6. The instructor conveyed interest and enthusiasm in the subject matter.	4.32	4.57	4.40	4.56	4.37	4.52	4.38	4.62
Section B: Overall	**4.15**	**4.48**	**4.25**	**4.45**	**4.20**	**4.40**	**4.23**	**4.51**
C. Faculty/Student Interaction (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
7. The instructor encouraged student discussion and participation.	4.19	4.58	4.26	4.54	4.22	4.52	4.25	4.64
8. The instructor satisfactorily answered students' questions.	4.16	4.49	4.24	4.42	4.20	4.37	4.23	4.45
9. The instructor was accessible to students during office hours and by email.	4.22	4.51	4.27	4.42	4.27	4.44	4.28	4.50
Section C: Overall	**4.19**	**4.53**	**4.26**	**4.46**	**4.23**	**4.45**	**4.25**	**4.53**
D. Assignments, Exams, and Grading (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Ineffective)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
10. The instructor asked questions on the course material.	4.28	4.56	4.35	4.50	4.33	4.50	4.34	4.58
11. Students were tested on material covered in the course.	4.32	4.47	4.36	4.47	4.35	4.41	4.34	4.52
12. The instructor returned students' work in a reasonable amount of time.	4.30	4.43	4.34	4.40	4.33	4.42	4.33	4.57
13. The instructor provided sufficient feedback on tests and papers.	4.13	4.47	4.21	4.40	4.17	4.39	4.18	4.52
14. Tests, papers, and other assignments were graded fairly.	4.24	4.53	4.29	4.45	4.28	4.43	4.28	4.54
Section D: Overall	**4.25**	**4.49**	**4.31**	**4.44**	**4.29**	**4.43**	**4.30**	**4.55**
E. Instructional Methods (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Ineffective)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
15. The instructor made appropriate use of technology in teaching.	4.14	4.46	4.22	4.35	4.19	4.36	4.23	4.44
16. Students were actively involved in class discussions, group work, and other classroom activities.	4.06	4.58	4.49	4.16	4.10	4.46	4.13	4.59
Section E: Overall	**4.10**	**4.52**	**4.19**	**4.42**	**4.15**	**4.41**	**4.18**	**4.51**
F. Course Outcomes (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
17. This course has increased my understanding of the subject matter.	4.11	4.47	4.21	4.45	4.16	4.41	4.19	4.51
18. This course increased my ability to think independently and critically.	4.04	4.44	4.14	4.39	4.08	4.29	4.12	4.48
19. I would recommend this instructor to other students.	4.04	4.44	4.15	4.38	4.09	4.34	4.13	4.40
Section F: Overall	**4.06**	**4.45**	**4.16**	**4.41**	**4.11**	**4.35**	**4.14**	**4.46**

G. Student Effort and Involvement (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
20. I attend class regularly.	4.53	4.74	4.55	4.74	4.55	4.67	4.53	4.77
21. I read the assignments and was well prepared for every class.	4.28	4.57	4.31	4.56	4.31	4.51	4.30	4.62
22. I spent a sufficient amount of time on assignments and research papers.	4.34	4.56	4.36	4.62	4.36	4.53	4.36	4.67
Section G: Overall	**4.38**	**4.62**	**4.41**	**4.64**	**4.41**	**4.57**	**4.40**	**4.68**
H. Course Difficulty, Workload, and Pace	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
23. For my preparation and ability, this course was… (5=Very Difficult; 4=Difficult; 3=About Right; 2=Easy; 1=Very Easy)	3.16	2.86	3.16	3.01	3.09	2.81	3.12	3.05
24. For me, the pace at which the course materials were covered was… (5=Very Fast; 4=Fast; 3=Just About Right; 2=Slow; 1=Very Slow)	3.23	3.08	3.20	3.11	3.20	3.06	3.19	2.94
25. In a typical 7-day week, how many hours did you spend preparing for this course (studying, reading, doing homework, or other academic activities)? (5=8 or more hours; 4=6-7 hours; 3=4-5 hours; 2=2-3 hours; 1=Under 1 hour)	2.47	2.32	2.46	2.55	2.43	2.31	2.44	3.43
Section I. Overall Evaluation	STJ	SOE	STJ	SOE	STJ	SOE	STJ	SOE
26. Rate the quality of this course as it contributed to your learning: (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Very Poor)	**3.92**	**4.37**	**4.01**	**4.34**	**3.95**	**4.29**	**3.99**	**4.42**

Table B.9 reflects the SCE mean score results for Graduate classes of the Teacher Preparation Programs (TEAC programs) compared to university classes overall over a four-semester period from Fall 2008 to Spring 2010. Average class size for all graduate classes was quite comparable over the two-year period. While "Total Enrollment" was higher for SOE Graduate than Undergraduates (Table B.8), the response rate of SOE Graduates compared to other university graduates was somewhat lower. However the response rate difference has grown consistently stronger over semesters from 13% in Fall 2008 to 4% in Spring 2010. The table reveals that on the five-point scale (5= strongly agree to 1= disagree) SOE graduates scores are quite comparable to those of graduates as a whole with most scores in the agree-plus range (above 4.0).

Table B.9 | SCE Item Mean Scores for Graduate Classes in The School of Education Teacher Education Program Compared to the University Overall: Fall 2008 to Spring 2010*

* Provided by: Office of Institutional Research 9/22/10	**Fall 2008**		**Spring 2009**		**Fall 2009**		**Spring 2010**	
STJ = St. John's University TEP = Teacher Education Program	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
Average Class Size	17	17	15	16	16	17	15	16
Total number of Classes	383	71	504	92	519	93	539	110
Total Enrollment	6,626	1,163	7,366	1,414	8,356	1,588	7,967	1,678
Number of Responses	3,590	480	3,891	617	4,705	772	4,167	798
Response Rate	**54%**	**41%**	**53%**	**43%**	**56%**	**49%**	**52%**	**48%**
A. Course Organization and Planning (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
1. The course goals, objectives, and grading procedures were clearly explained.	4.30	4.36	4.33	4.46	4.33	4.39	4.37	4.34
2. Lectures and other class activities were well organized.	4.20	4.29	4.26	4.35	4.23	4.23	4.29	4.27
3. The instructor was regularly punctual and regularly kept the class for the full class time.	4.48	4.54	4.52	4.56	4.49	4.56	4.50	4.58
Section A: Overall	**4.33**	**4.39**	**4.37**	**4.46**	**4.35**	**4.40**	**4.39**	**4.40**
B. Communication (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
4. The instructor's presentations were clear and understandable.	4.23	4.37	4.29	4.41	4.25	4.29	4.34	4.34
5. The instructor adequately explained abstract or complex materials so that I understood it.	4.20	4.36	4.25	4.38	4.24	4.26	4.33	4.32
6. The instructor conveyed interest and enthusiasm in the subject matter.	4.49	4.57	4.52	4.59	4.50	4.55	4.55	4.63
Section B: Overall	**4.30**	**4.43**	**4.35**	**4.46**	**4.33**	**4.37**	**4.41**	**4.43**
C. Faculty/Student Interaction (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
7. The instructor encouraged student discussion and participation.	4.41	4.56	4.47	4.57	4.44	4.54	4.52	4.59
8. The instructor satisfactorily answered students' questions.	4.33	4.46	4.37	4.47	4.36	4.39	4.42	4.45

9. The instructor was accessible to students during office hours and by email.	4.37	4.43	4.43	4.50	4.41	4.48	4.47	4.48
Section C: Overall	**4.37**	**4.48**	**4.42**	**4.51**	**4.40**	**4.46**	**4.47**	**4.51**
D. Assignments, Exams, and Grading (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Ineffective)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
10. The instructor asked questions on the course material.	4.38	4.47	4.43	4.52	4.43	4.44	4.47	4.51
11. Students were tested on material covered in the course.	4.35	4.45	4.38	4.45	4.41	4.39	4.45	4.46
12. The instructor returned students' work in a reasonable amount of time.	4.34	4.40	4.38	4.44	4.38	4.42	4.39	4.47
13. The instructor provided sufficient feedback on tests and papers.	4.26	4.33	4.31	4.41	4.30	4.36	4.34	4.41
14. Tests, papers, and other assignments were graded fairly.	4.36	4.49	4.37	4.51	4.38	4.40	4.43	4.45
Section D: Overall	**4.34**	**4.43**	**4.37**	**4.47**	**4.38**	**4.41**	**4.41**	**4.46**
E. Instructional Methods (5=Very Effective; 4=Effective; 3=Moderately Effective; 2=Somewhat Effective; 1=Ineffective)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
15. The instructor made appropriate use of technology in teaching.	4.30	4.31	4.37	4.46	4.38	4.34	4.36	4.27
16. Students were actively involved in class discussions, group work, and other classroom activities.	4.34	4.54	4.40	4.51	4.38	4.46	4.45	4.54
Section E: Overall	**4.32**	**4.43**	**4.39**	**4.48**	**4.38**	**4.40**	**4.41**	**4.41**
F. Course Outcomes (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
17. This course has increased my understanding of the subject matter.	4.29	4.39	4.33	4.44	4.32	4.34	4.40	4.40
18. This course increased my ability to think independently and critically.	4.23	4.33	4.29	4.42	4.26	4.28	4.35	4.34
19. I would recommend this instructor to other students.	4.19	4.33	4.28	4.38	4.24	4.23	4.32	4.34
Section F: Overall	**4.24**	**4.35**	**4.30**	**4.41**	**4.27**	**4.28**	**4.36**	**4.36**
G. Student Effort and Involvement (5=Strongly Agree; 4=Agree; 3=Somewhat Agree; 2=Disagree; 1=Disagree)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
20. I attend class regularly.	4.76	4.81	4.71	4.78	4.73	4.78	4.74	4.74
21. I read the assignments and was well prepared for every class.	4.45	4.65	4.47	4.60	4.49	4.67	4.55	4.63
22. I spent a sufficient amount of time on assignments and research papers.	4.54	4.69	4.55	4.71	4.57	4.70	4.62	4.72
Section G: Overall	**4.58**	**4.72**	**4.58**	**4.70**	**4.60**	**4.72**	**4.63**	**4.70**
H. Course Difficulty, Workload, and Pace (5=Very Difficult; 4=Difficult; 3=About Right; 2=Easy; 1=Very Easy)	STJ	TEP	STJ	TEP	STJ	TEP	STJ	TEP
23. For my preparation and ability, this course was…	3.30	3.10	3.26	3.23	3.22	3.11	3.18	3.11
24. For me, the pace at which the course materials were covered was… (5=Very Fast; 4=Fast; 3=Just About Right; 2=Slow; 1=Very Slow)	3.24	3.09	3.20	3.17	3.17	3.10	3.13	3.07
25. In a typical 7-day week, how many hours did you spend preparing for this course (studying, reading, doing homework, or other academic activities)? (5=8 or more hours; 4=6-7 hours; 3=4-5 hours; 2=2-3 hours; 1=Under 1 hour)	2.98	2.80	2.93	2.93	2.91	2.99	3.01	2.93
26. Rate the quality of this course as it contributed to your learning: (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Very Poor)	**4.16**	**4.27**	**4.21**	**4.29**	**4.16**	**4.22**	**4.27**	**4.31**

The one area in which both groups rated survey items lower (below 4.0) was with course difficulty, work load, and course pace. In these categories, SOE teacher preparation graduates' scores were quite similar to those rated by the larger group of graduates. With the last item (# 26) in which graduates rated the quality of a terminal course in their respective programs, both groups rated the quality in the good-plus range (above 4.0) with SOE teacher preparation graduates rating somewhat higher in all four semesters.

STJ Graduating Student Survey

Prior to commencement for the 2009 and 2010 program completers, the University's Office of Institutional Research administered a Graduating Student Survey (GSS). The Spring 2009 GSS contained 15 items and was expanded to 23 items for the Spring 2010 survey. A more detailed analysis was accomplished with the 2010 survey. The total number of participants in GSS 2010 was 2,680 for the whole university, representing 68% of the 2009-2010 graduating population (74% undergraduates and 68% graduates). For the School of Education, 123 undergraduates (88% of graduating student population) and 228 graduate students (46%) participated. Results for the School of Education appear in Table B.10.

Table B.10 | EDU Graduating Student Survey (GSS) 2009 & 2010

(Total responses in 2009: Undergraduate (UG) = 108; Graduate (GR) = 218
in 2010: Undergraduate (UG) = 123; Graduate (GR) = 228
NA in the table indicates the data were not available because the item was not listed in the survey.)

1. If you are planning to pursue further study this Fall or next Spring, what degree level?

	2009 UG	2010 UG	2009 GR	2010 GR
# of responses	108	122	218	227
Bachelor	**3%**	**2%**	**0%**	**0%**
Master's	**78%**	**79%**	**5%**	**9%**
Doctorate	**0%**	**0%**	**16%**	**12%**
Professional (MD, JD, etc)	**0%**	**0%**	**3%**	**2%**
No plan	**19%**	**20%**	**77%**	**77%**

2. If you are planning to pursue further study this Fall or next Spring, please give name of educational institution and program.

3. If you are the recipient of a fellowship/scholarship to pursue further study, please indicate the name and provide any other information (Duration, Amount, etc.)

4. What are your employment plans after graduation?

	2009 UG	2010 UG	2009 GR	2010 GR
# of responses	73	112	180	210
Keeping my current job	NA	**9%**	NA	**45%**
Offer Accepted	**1%**	**4%**	**33%**	**2%**
Looking	**99%**	**84%**	**51%**	**51%**
No plan	**0%**	**3%**	**17%**	**1%**

5. If you accepted an offer, please give name of employer and position and let us know how well your position is aligned with your career interests.

6. Regarding the students who didn't have any type of internships, what percent of them wanted to participate but were unable to secure an internship?

	2009 UG	2010 UG	2009 GR	2010 GR
Number of students who didn't have any internships	NA	17	NA	88
Students who wanted to participate but was unable to secure an internship	NA	0%	NA	5%

7. If you participated in any type of internship(s), which of the following did you complete while at St. John's? (Check all that apply) (In 2009, this question was not asked. The data for internships in 2009 came from the item that asked the primary motivation for completing an internship, but the term of internship was not defined. Therefore, the data for 2009 and 2010 are not quite comparable.)

	2009 UG	2010 UG	2009 GR	2010 GR
# of students	NA	111	NA	203
a) Academic Internship for Credit	NA	**5%**	NA	**28%**
b) Paid Internship	NA	**0%**	NA	**6%**
c) Unpaid Internship (non-credit)	NA	**2%**	NA	**1%**
d) Associate Teaching	NA	**84%**	NA	**24%**
e) Clinical Rotation	NA	**0%**	NA	**0%**
Any of a), b), or c) listed above	**NA**	**6%**	**NA**	**34%**
Any of the 5 types listed above	**NA**	**85%**	**NA**	**57%**

8. Whether or not you completed any type of internship, please rate your satisfaction with the University's support of internship programs.

	2009 UG	2010 UG	2009 GR	2010 GR
# of responses	29	103	56	143
Very Satisfied	**45%**	**46%**	**38%**	**38%**
Satisfied	**52%**	**49%**	**57%**	**54%**
Dissatisfied	**3%**	**4%**	**0%**	**6%**
Very Dissatisfied	**0%**	**2%**	**5%**	**2%**
Very Satisfied/Satisfied	**97%**	**95%**	**95%**	**92%**

9. How well did St. John's do at providing career preparation for job placement?

	2009 UG	2010 UG	2009 GR	2010 GR
# of responses	75	107	107	177
Excellent	**16%**	**29%**	**28%**	**28%**
Good	**51%**	**45%**	**46%**	**40%**
Fair	**28%**	**21%**	**18%**	**25%**
Poor	**5%**	**5%**	**8%**	**7%**
Excellent/Good	**67%**	**74%**	**74%**	**68%**

10. How was the quality of instruction at St. John's?

	2009 UG	2010 UG	2009 GR	2010 GR
# of responses	86	111	184	204
Excellent	**31%**	**43%**	**59%**	**50%**
Good	**49%**	**49%**	**36%**	**41%**
Fair	**19%**	**6%**	**5%**	**7%**
Poor	**1%**	**2%**	**0%**	**2%**

Excellent/Good	80%	92%	95%	91%
11. How would you rate the quality of academic advising you have received at St. John's?				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	NA	110	NA	204
Excellent	NA	**44%**	NA	**40%**
Good	NA	**41%**	NA	**38%**
Fair	NA	**10%**	NA	**18%**
Poor	NA	**5%**	NA	**4%**
Excellent/Good	NA	85%	NA	78%
12. Please rate how well did St. John's do at providing a global experience for you through study abroad, in the classroom or through student activities and share your comments.				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	NA	107	NA	196
No exposure to global experience	NA	31%	NA	49%
Had global experience	NA	74	NA	99
Excellent	NA	**36%**	NA	**39%**
Good	NA	**50%**	NA	**44%**
Fair	NA	**9%**	NA	**14%**
Poor	NA	**4%**	NA	**2%**
Excellent/Good	NA	86%	NA	83%
13. Overall, how well did St. John's do at integrating technology into the learning experience?				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	NA	110	NA	203
Excellent	NA	**30%**	NA	**37%**
Good	NA	**52%**	NA	**47%**
Fair	NA	**15%**	NA	**13%**
Poor	NA	**3%**	NA	**3%**
Excellent/Good	NA	82%	NA	84%
14. How has the St. John's Catholic and Vincentian Mission impacted your experience at St. John's?				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	84	109	180	198
Very Positively	**20%**	**21%**	**24%**	**22%**
Positively	**60%**	**62%**	**44%**	**43%**
Not at all	**19%**	**17%**	**31%**	**35%**
Negatively	**1%**	**0%**	**0%**	**1%**
Very Negatively	**0%**	**0%**	**0%**	**0%**
Very Positively/Positively	80%	83%	68%	65%
15. If you participated in any service activities during your time at St. John's, through which of the following? (Check all that apply)				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of students	NA	110	NA	199
a) Academic Service-Learning	NA	**80%**	NA	**17%**
b) Student Organizations	NA	**56%**	NA	**16%**
c) Campus Ministry	NA	**17%**	NA	**6%**
d) Learning Communities	NA	**7%**	NA	**9%**
e) Other (See Table 1.1 for a complete list)	NA	**9%**	NA	**7%**
16. To what extent has your experience at St. John's allowed for the development of a faith dimension in your life?				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	NA	106	NA	191
To a great extent	NA	**22%**	NA	**20%**
To some extent	NA	**56%**	NA	**39%**
Not at all	NA	**23%**	NA	**41%**
To some or a great extent	NA	78%	NA	59%
17. Please list activities both inside and outside of the classroom that facilitated the development of a faith dimension in your life. (See Table 12.)				
18. Please list all of the student clubs, organizations and societies with which you were affiliated during your years at St. John's. (See Table 13.)				
19. Please rate your overall satisfaction with, and share your comments regarding your experience at St. John's.				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	85	105	182	200
Very Satisfied	**32%**	**47%**	**48%**	**47%**
Satisfied	**60%**	**49%**	**49%**	**46%**
Dissatisfied	**7%**	**2%**	**3%**	**6%**
Very Dissatisfied	**1%**	**3%**	**0%**	**1%**
Satisfied/Very Satisfied	92%	96%	97%	93%
20. Tuition paid was a worthwhile investment.				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	85	102	177	193
Strongly Agree	**8%**	**14%**	**27%**	**23%**

Agree	**66%**	**63%**	**63%**	**57%**
Disagree	**20%**	**20%**	**8%**	**16%**
Strongly Disagree	**6%**	**4%**	**2%**	**5%**
Strongly Agree/Agree	**74%**	**77%**	**90%**	**80%**
21. What is the best way to contact you after graduation? (Please include your e-mail address and/or phone number)				
22. I would like to be contacted for the following activities in the future. (Check all that apply)				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of students	NA	103	NA	197
a) Alumni Relations Events	NA	**61%**	NA	**45%**
b) Mentoring role with students	NA	**41%**	NA	**34%**
c) Recruitment events with the Office of Admissions	NA	**31%**	NA	**22%**
d) Leadership role in organizing alumni functions	NA	**22%**	NA	**16%**
23. Do you want to be involved in service after graduation?				
	2009 UG	**2010 UG**	**2009 GR**	**2010 GR**
# of responses	NA	97	NA	174
Yes	NA	**30%**	NA	**20%**
No	NA	**70%**	NA	**80%**

Significant findings from this survey (see Table B.10) for the TEP include the following:

- ☐ Our TEP graduates, especially at the undergraduate level, are facing a challenging job market (see item # 4).
- ☐ Student satisfaction with career preparation for job placement needs to improve (see item # 9)
- ☐ While student satisfaction with the quality of teaching is high, there is some falling off at the graduate level (see item # 10).
- ☐ Quality of advising at the graduate level needs to improve (see item # 11).
- ☐ Satisfaction with the integration of technology and instruction is lower than had been hoped and needs to improve (see item # 13).
- ☐ Satisfaction with the cost-benefit ratio of a St. John's education is dropping, especially at the graduate level (see item # 20).
- ☐ The University's emphasis on service learning is not a goal shared by graduating students (see item # 23).
- ☐ 80% and then 92% of undergraduate students rated the quality of instruction as good to excellent in 2009 and 2010 (see item # 10)
- ☐ 95% of graduate students rated the quality of instruction as good to excellent in 2009 and 91% in 2010 (see item # 10)
- ☐ 85% of undergraduates and 78% of graduates rated the quality of advisement as good to excellent in 2010 (see item # 11)
- ☐ 82% of undergraduates and 84% of graduate students rated the integration of technology into the learning experience as good to excellent in 2010 (see item # 13)
- ☐ 80% of undergraduates in 2009 and 83% in 2010 rated the Catholic and Vincentian mission impacting on their St. John's experience in a very positive to positive way while only 68% and 65% of graduate students did so in 2009 and 2010 (see item # 14)
- ☐ 92% of undergraduates in 2009 rated their overall satisfaction of their St. John's experience as very satisfied/satisfied and 96% rated the same in 2010 (see item # 19)
- ☐ 97% of graduates in 2009 rated their overall satisfaction of the St. John's experience as very satisfied/satisfied and 93% rated the same in 2010 (see item # 19)

Field Work Contributed to 1.3 (3.3.1, formerly 4.8.1)

University Supervisors and Cooperating Teachers monitor the success of TEP associate teachers during the associate teaching semester. Associate teachers are required to keep field journals in which they comment on the learning of the pupils in their charge, the effectiveness of the lessons they deliver, and their own development into caring and skilled teachers.

Student Teachers' Pupils Learned (3.3.2, formerly 4.8.2)

Assessment of the learning of a student teacher's pupils has been done informally by the University Supervisor and Cooperating Teacher. To more clearly document this important facet of student teacher performance, a new form was developed during Summer 2010 for use with all associate teaching placements beginning in the Fall 2010 semester (see Appendix F).

Formal Partnerships (3.3.3, formerly 4.8.3)

Documentation of formal partnerships between the TEP and local schools are on file in the office of the Director of Field Placements. Table B.11 summarizes the regularly used placement locations.

Table B.11 | Student Teacher, Intern and Teaching Fellow Placements by Campus, Year and Location

		2007			2008			2009			
	LOCATION	Queens	Staten Island	sub total	Queens	Staten Island	sub total	Queens	Staten Island	sub total	total
Student Teachers	Queens public	74	0	**74**	57	0	**57**	67	0	**67**	**198**
	Brooklyn public	0	3	**3**	8	1	**9**	6	3	**9**	**21**
	Bronx public	0	0	**0**	5	0	**5**	2	0	**2**	**7**
	Manhattan public	0	0	**0**	6	0	**6**	9	0	**9**	**15**
	Staten Island	0	34	**34**	0	47	**47**		48	**48**	**129**
	Nassau public	28	0	**28**	25	0	**25**	36	0	**36**	**89**
	Suffolk public	15	0	**15**	10	0	**10**	9	0	**9**	**34**
	Westchester public	0	0	**0**	2	0	**2**	1	0	**1**	**3**
	Other public	0	0	**0**	1	0	**1**	1	0	**1**	**2**
	Queens private/parochial	6	0	**6**	3	0	**3**	5	0	**5**	**14**
	Brooklyn private/parochial	0	0	**0**	1	0	**1**	0	0	**0**	**1**
	Staten Island	0	2	**2**	0	0	**0**	0	4	**4**	**6**
	Bronx private/parochial	0	0	**0**	1	0	**1**	0	0	**0**	**1**
	Manhattan private/parochial	1	0	**1**	2	0	**2**	0	0	**0**	**3**
	Nassau private/parochial	0	0	**0**	0	0	**0**	2	0	**2**	**2**
	Suffolk private/parochial	0	0	**0**	0	0	**0**	0	0	**0**	**0**
	Westchester private/parochial	0	0	**0**	0	0	**0**	0	0	**0**	**0**
	Other private/parochial	0	0	**0**	0	0	**0**	0	0	**0**	**0**
	subtotal	**124**	**39**	**163**	**121**	**48**	**169**	**138**	**55**	**193**	**525**
Interns and Teaching Fellows	Queens public	20	0	**20**	14	0	**14**	14	0	**14**	**48**
	Brooklyn public	9	0	**9**	12	2	**14**	6	0	**6**	**29**
	Bronx public	3	0	**3**	6	0	**6**	0	0	**0**	**9**
	Manhattan public	13	0	**13**	3	0	**3**	4	0	**4**	**20**
	Staten Island	1	0	**1**	0	1	**1**	0	3	**3**	**5**
	Long Island	6	0	**6**	4	0	**4**	0	0	**0**	**10**
	Westchester public	0	0	**0**	1	0	**1**	1	0	**1**	**2**
	subtotal	**52**	**0**	**52**	**40**	**3**	**43**	**25**	**3**	**28**	**123**
	Grand Total	**176**	**39**	**215**	**161**	**51**	**212**	**163**	**58**	**221**	**648**

Table B.12 | Sampling of Collaborations between Schools, Community Agencies and St. John's University School of Education during 2008 – 2010

Professor	Funding Source	Grant Project
Dr. Robert Brasco	NYCDOE	Professional Development Greek Orthodox Archdiocese
	NYCDOE	FDNY High School Project Retreat
	NYCDOE	Summer Institute for Magnet Professionals
	Eastern Suffolk BOCE	Professional Services Contract
	NYCDOE	Non Public School Leaders
Dr. Seokhee Cho	Gyeonggi Provincial Of 2009	Professional Development Program on Gifted
	CGEM	Gifted Education Program
	USDOE	Scale Up and Evaluation of the Mentoring Mat
Dr. Rosalba Del Vecchio	The Principal Academy	Master Degree in Education Leadership for Ca
Dr. Gene Geisert	NYCDOE	William E. Grady HS-Raising Achievement Levels
	NYS Education Department-LIRSSC	Technical Assistance Alliance
Dr. E. Francine Guastello	NYCDOE	Project TIE IV
Dr. Smita Guha	NYS Department of Health	Partnering for Health: A Pro-Active Approach-
Dr. Aliya Holmes	USDOE	Making Connections: ePortfolios for Learning
Dr. Athena Lentini	NYCDOE	Project TIE III
Dr. Brenda Lopez Ortiz	USDOE	Making Connections: ePortfolios for Learning
Dr. Judith McVarish	Fidelity Charitable Gift	In Addition After School Program
Dr. Regina Mistretta and Dr. E. Francine Guastello	NYCDOE	Project TIE I, II
Dr. Deirdre Mithaug	USDOE	Combined Priority for Personnel Preparation
	USDOE	Preparation of Personnel in Minority Institution
Dr. Jerrold Ross	NYCDOE	NYC Teaching Fellows
Dr. Deborah Saldana	NYCDOE	Alternate Learning Centers (EVOLVE)
	NYCDOE	Brooklyn Bridge Program WEB DuBois
	United Way of NYC	Brooklyn Bridge CAPS at WEB Dubois HS
	United Way of NYC	United Way Port Richmond High School
	United Way of NYC	United Way Legal Studies High School
Dr. Barbara Signer	NYCDOE	Post Baccalaureate Graduate Courses in Instructional Technology
Dr. Richard Sinatra	NYCDOE	Master's and Certification Services to Alternate Route
	The Pinkerton Foundation	After School Project MS 216
	Corporation for National and Community Service	Learn and Serve America – Summer of Service
	NYCDOE	21st Century Community Learning Program
	NYCDOE	Transition to Teaching (NYC Teaching Fellows)
	CampUS	After School All-Stars for Housing Project Children
	St. John's University	Leadership and Career Academy for Homeless Youth and Parents
	US Tennis and Education Foundation	Aces for Kids
Dr. John Spiridakis	NYCDOE	Teacher as Historian Region 3
	NYCDOE	Bell Academy Graduation
	NYS Department of Education	Eastern Suffolk BOCES
Ms. Charisse Willis	Corporation for National and Community Service	JUMPSTART
	NYS Education Department	Teacher Opportunity Corps (TOC)

Monitoring Graduates' Success in the Field (3.3.4, formerly 4.8.4)

Previous measures to monitor the success of our graduates in the field have been in the form of focus groups and surveys. The School of Education is currently working with the Legal Department to provide lists of the names of our graduates to the New York City Department of Education to match against their roster of currently employed

teachers in order to administer either an online or mail survey. We hope to create a pool of our graduate in the field to contact for surveys or focus groups.

9 | Appendix C | Faculty qualifications

Current curricula vitæ are on file in the dean's and departmental offices for all full-time and part-time faculty members in The School of Education as of September 1, 2010. These documents provide detailed information regarding the qualifications of the faculty. The following tables summarize the faculty's core qualifications data for full-time (including full-time SOE administrators who teach part-time) and part-time instructors.

Qualifications of Full-time Teacher Education Program Faculty

Table C.1 summarizes the qualifications of the full-time faculty of the Teacher Education Program. Detailed information is on file in the form of current curricula vitæ.

Table C.1 | Qualifications of Full-time Faculty in Teacher Education as of September 1, 2010

Name Rank (Year) & Title	Terminal Degree (Field) Institution, Year	Years Service at STJ	Areas of Teaching/ Courses taught	Scholarly Publications[2]	Valued Information[3]
Jerrold Ross[1] **Dean & Professor** **(9/1995)**	Ph.D. (Music Education) New York University, 1963 D.H.L. Emerson College, 1997	15		25	
Sandra Abrams **Assistant Professor** **(9/2009) DCI**	Ph.D. (Literacy Education) Rutgers University, 2009	1	Foundations, Adolescence, Research EDU 1002, 1011, 1012, 7297, 7222	4 articles, 3 chapters, 1 ed. journal, 1 other	K-12; 5 years, 11 appear, 2 ed/rev., 2 service
John D. Beach **Associate Professor** **(9/2004) DHSC**	Ph.D. (Reading) University at Albany, SUNY, 1988	6	Literacy EDU 3200, 3210/5/7, 3220, 3240, 3250/55, 3264/5/8, 3270, 3281	21 articles 4 other	K-12: 10 years, 3 grants, 81 appear., 67 ed./rev., 3 consult., 7 service
Brett E. Blake **Professor DCI** **(12/2007)**	Ph.D. (Curriculum and Instruction) University of Illinois at Chicago, 1994	9	Adolescence, Research EDU 1012, 7585	13	K-12: ESL
Julie Carter **Assistant Professor** **(9/2006) DCI**	Ph.D. (Sociological Foundations of Education) State University of New York at Buffalo, 2005	4	Sociology of Education, Foundations, Social Studies EDU 7000, 7135, 7585	9 other	K-12: 5 years 20 appear., 1 ed/rev., 1 consult., 3 service
Michael Donhost **Assistant Professor** **(9/2009) DCI**	Ed.D. (Educational Leadership) DePaul University, 2009	1	Adolescence, Middle School, Science, Technology EDU 1007, 7107, 7136, 7266	2 other	K-12; 4 years teaching, 6 years administration, 5 appear.
Rebekah Z. Fassler **Associate Professor** **(9/2001) DCI**	Ed. D. (Curriculum & Teaching: Early Childhood) Teachers College, Columbia University, 1995	14	Early Childhood EDU 3260, 7002, 7114, 7122, 7123, 7124, 7126, 7128, 7585	5 articles 1 book 3 chapters 2 other	P-12: 6 years, 41 appear., 5 ed/rev., 4 service
James F. Gregory **Associate Professor** **(9/1989) DHSC**	Ed. D. (Reading) Harvard University, 1981	25 (retired 2010)	Special Education EDU 3220, 3240, 3278, 9005, 9285, 9415, 9701, 9703, 99704, 9707, 9708, 9711,	23 articles	K-12: 7 years, 1grant

			9716, 9717, 9718, 9719, 9727, 9728, 9730		
E. Francine Guastello Associate Professor & Chair of Human Services and Counseling, Coordinator of Graduate Literacy Program (9/2005) DHSC	Ed.D.(Instructional Leadership) St. John's University, 1998	12	Literacy EDU 1005, 3210/15, 3230, 3250/55, 3220	17 articles 2 books 3 other	K-12: 12 years teacher, 16 years principal, 3 grant, 33 appear., 12 ed/rev., 8 service projects, 12 years professional development
Grace Ibanez-Friedman Associate Professor (9/2007) DCI	Ed. D. (Administration and Supervision) Rutgers University, 1988	9 (retired 2010)	Early Childhood, Foundations EDU 1001, 7002, 7033, 7123, 7127, 7129, 7138	4 articles 1 chapter 18 other	K-12: 5 years admin., 4 grants, 40 appear., 11 consult., 6 service
Smita Guha Associate Professor (9/2007) DCI	Ph. D. (Elementary Education with Science, Early Childhood) University at Buffalo, 1997	6	Introduction to Early Childhood, Foundations EDU 1000, 7002, 7126, 7128, 7129	15 articles 7 other	P-12: 10 years, 4 grants, 30 appear., 19 ed/rev., 9 service
Aliya Holmes Associate Professor (5/2010) DCI	Ph. D. (Curriculum Design and Instructional Technology) University at Albany, SUNY, 2004	6	Technology EDU 1015, 7036, 7117, 7266, 7267, 7666	4 articles	2 grants, 25 appear., 1 ed/rev., 2 consult.
Mary Jane Krebbs[1] Associate Dean for Graduate Studies	Ph.D. (Administration and Supervision) Fordham University, 1997	2		2 articles	K-12: 14 years teacher, 26 years admin, 6 grants, 60 appear.
Steven S. Kuntz [1] Associate Dean, Staten Island	Ph.D. (Higher Education Administration) New York University, 1987	34	Social Studies EDU 7135	4 articles	K-12: 33 years, 7 grants, 28 appear, 2 service
Brenda Lopez-Ortiz Assistant Professor (9/2007) DCI	Ed. D. (Instructional Technology and Media) Teachers College, Columbia University, 2006	3	Technology EDU 1015, 7266, 7666, 7667	5 articles	K-11: 10 years, 2 grants, 18 appear., 2 ed/rev., 0 consult., 2 service
Mary Ann Maslak Associate Professor (9/2005) DCI	Ph.D. (Comparative and International Education/Curriculum Instruction dual degree) Pennsylvania State University, 1999	12	Foundations EDU 1000, 1016, 7000, 7135, 7222, 7290, 7297, 7585, 9700, 9704	13 articles 1 book 1 ed. book 17 other	K-12: 13 years, 5 grants, 34 appear., 3 service
Athena McAlenney Assistant Professor (9/2008) DHSC	Ph.D. (Special Education) University of Connecticut, 2008	3	Literacy, Research EDU 3210, 3215, 3217, 3230, 3240, 7297	2 articles	K – 12: 2 years, 15 appear., 1 ed/rev.
Patrick P. McCabe Associate Professor (9/2000) DHSC	Ph.D. (Reading) Hofstra University, 1979	9 (retired 2010)	Literacy EDU 3220, 3230, 3270, 3285, 3291, 7297	33 articles 1 other	K-12: 10 years, 4 appear., 2 ed/rev.
Judith McVarish Associate Professor (5/2010) DCI	Ph.D. (Educational Studies) Lesley University, 2000	4	Introduction, Math EDU 1006, 7137, 7195		
Regina M. Mistretta Associate Professor (9/2006) DCI	Ed. D. (Mathematics Education) Teachers College, Columbia University, 1996	10	Introduction, Math EDU 1000, 1001, 1006, 1007, 1013, 7136, 7137, 7585	16 articles 1 book 3 other	K-12: 24 years, 4 grants, 45 appear., 10 ed/rev, 4 consult, 4 service
Deirdre K. Mithaug Associate Professor (9/2004) DHSC	Ph. D. (Special Education – Behavioral Disorders) Teachers College, Columbia University, 1998	10	Special Education EDU 1008, 9700, 9701, 9702, 9703, 9711, 9712, 9717,	3 articles 4 books 2 ed. books	K-12: 8 years 2 grants, 13 appear.

			9719, 9730, 9741		
Nancy Montgomery Associate Professor (9/2000) DCI	Ph. D. (English Education) New York University, 1990	13	Introduction, Foundations, Sociology EDU 1003, 1016, 3200, 7000, 7107, 7138, 7222, 7290, 7295, 7585	18 articles 10 other	K-12: 4 years, 75 appear., 6 ed/rev. 3 consult., 2 service
Audrey Murphy Assistant Professor (9/2008) DHSC	Ed.D. (Administration & Supervision – Specialization in Bilingual & ESL)	3	T.E.S.O.L. EDU 9003 9004, 9005, 9009, 9012	3 articles 1 book chapter	K-12 Bilingual ESL teacher 10 years: Bilingual/ESL coordinator – 5 years; Elementary school principal – 8 years
Paul Pedota [1] Director of Field Experiences and Alternative Teacher Certification Programs	P.D. (Educational Administration)[11] St. John's University, 1975	7	Teacher Education EDU 1021, 1022, 1023, 7114, 7115, 7117, 7295	2 articles	K-12 11yrs; AP/Principal 20 yrs
Barbara R. Peltzman Associate Professor (9/1991) DCI	Ed. D. (Curriculum and Instructional Practices) Teachers College, Columbia University, 1975	25	Teacher Education, Introduction EDU 1001, 1004, 1005, 1008, 1009, 1010, 1021, 1023	8 articles 2 books 4 chapters 1 other	K-12: 20 years, 98 appear., 2 consult. 4 ed/rev.
Yvonne Pratt-Johnson Professor (9/2004) DHSC	Ed.D. (TESOL & Spanish Education) Teachers College, Columbia University, 1986	6	T.E.S.O.L. EDU 9001, 9003, 9004, 9005, 9007, 9009, 9010, 9013, 9015, 9017	8 articles 1 book 3 other	7 grants, 34 appear., 3 ed/rev., 1 consult.
Peter J. Quinn Associate Professor and Chair (9/1978) DCI	Ed. D. (Curriculum and Instruction) University of Massachusetts Amherst, 1970	35 (retired 2010)	EDU 1003, 1004, 1015	4 articles 5 other	K-12: 4 years, 15 appear.
Joanne Robertson-Eletto Associate Professor (9/2007) DHSC	Ed. D. (Literacy Studies) Hofstra University, 2000	9	Literacy EDU 3200, 3260, 3262, 3264, 3265, 3268, 7034	8 articles 1 book 6 book chapters 1 other	K-12: 5 years, 1 grant, 58 appear., 3 ed/rev., 1 consult., 3 service
A. Helene Robinson Assistant Professor (9/2010) DHSC	Ed.D. (Educational Leadership) Liberty University, 2008	1	Special Education EDU 9716, EDU 9707,	4 articles	K-12 – 24 years teaching Adjunct Prof. 4 years
Concetta Russo Assistant Professor (9/2010) DHSC	Ed. D. in Administration, Leadership and Technology Dowling College, 2000	1	Special Education EDU 9700, EDU 7918, EDU 9711T (2 sections) EDU 9716	5 articles 3 books	K-12 – 27 years teaching 24 year Adjunct Prof. 1 year full time Prof.
Deborah Carr Saldana Associate Professor (9/2000) DCI	Ed. D. (Curriculum and Instruction) University of Houston, 1994	15	Adolescence, Middle School EDU 7107, 7585, 1004	8 articles	K-12: 5 years, 4 grants, 4 consult.
Mary Beth Schaefer (Associate Professor) (9/2009) DCI	Ed.D. (University of Pennsylvania) Reading, Writing, Literacy, 2003	1	Adolescence, Middle School EDU 7106, 1012, 7295, 1002	2 articles, 1 chapter	K-12, 10 years, 1 grant, 9 appear, 2 ed/rev, 1 consult, 1 service
Barbara R. Signer Professor and Asst. Chair (9/1989) DCI	Ph. D. (Mathematics Education) University of South Florida, Tampa, 1982	21	Technology, Math EDU 7137, 7266, 7267, 7666	35 articles, 1 chapter, 3 other	K-12: 6 years, 20 grants, 76 appear., 8 ed/rev., 5 consult., 20 service
Richard C. Sinatra[1]	Ph. D. (Reading Education)	34	Literacy	60 articles,	K-12: 14 years, 12

Associate Dean and Professor	Hofstra University, 1972		EDU 3250, 3255	5 books, 74 other	grants, 117 appear., 15 ed/rev., 52 consult., 20 service, 59 prof. development training
John N. Spiridakis Professor (9/2000) DHSC	Ph. D. (Language Education/Educational Management Systems) Florida State University, 1987	29	T.E.S.O.L., Ed. Admin. EDU 9002, 9001, 9006, 9014, 5791, 5420	41	K-12 4 years
Charisse Willis[1] Associate Dean for Undergraduate Advisement	P.D. (Counseling) St. John's University, 1995	20	Introduction, Teacher Education EDU 101, 1011	1 article	3 grants, 170 service

[1] Administrators in the School of Education who may teach one course per semester are included (not counted as FT Faculty)
[2] Scholarly Publications: Faculty self-reports indicate number of Peer reviewed publications (articles), Authored or co-authored books (books), Book chapters (chapters), Edited books (ed. books), and Other (other) publications (e.g., published by professional groups, ERIC documents).
[3] Valued Information: Faculty self-reports indicate number of years experience in P-12/K-12 schools (teaching or administrative roles are indicated if specified by the faculty member), Grant proposals/sponsored projects awarded (grants), Program appearances or presentations at professional organization meetings (appear.), Editorships and Reviews (ed/rev.), Major consultancies (consult.), Service projects (service), and other activities (e.g., professional development training).

Qualifications of Part-time Teacher Education Program Faculty

Table C.2 summarizes the qualifications of the part-time faculty of the Teacher Education Program. Detailed information is on file in the form of current curricula vitæ as of September 1, 2010.

Table C.2| Qualifications of Part-time Faculty in Teacher Education during 2009 Academic Year

Education Courses Taught	First Name	Last Name	Highest Degree	Granting Institution	Field of Degree	Years K-12 teaching/admin Experience
9001	Dolores	Beckham	Ed.D	St. John's University	Instructional Leadership	31
1015	Diane	Bolmarcich	MS +	Hofstra University	Special Education	22
1004	Robert	Burke	MS	Baruch (CUNY)	Ed. Administration & Supervision	38
1003, 1016	Patricia	Campbell	MS	St. John's University	Education	40
1008	Frank	Carpenito	MS	Baruch (CUNY)	Education	34
1000	Francesca	Carroll	MS	Hunter College	Elementary Education	32
7107	Philip	Composto	Ed.D.	St. John's University	Instructional Leadership	29
1008, 9702, 9711	Rodney	Couto	M.S.	Brooklyn College	Special Education	25
7266	Christine	Criscione	Ed.D.	St. John's University	Instructional Leadership	7
1005, 1010, 1013	Sera Fino	Cucchia	MS	Wagner College	Special Education	38
9001, 9002, 9003, 9004, 9005, 9009, 9012	Della	DeKay	Ed.D.	Teachers College, Columbia University	Education	30
9719	Mary	Donahue-Maxham	Ph.D	St. John's University	Psychology	-
1000	Robert	Edelman	MS	Wagner College	Advanced Elementary Education	24
1011	Barry	Finkelman	PD	Pace University	Ed. Administration & Supervision	32
9004, 9009	Robin	Finnan-Jones	Ed.D.	St. John's University	Educational Supervision	32
1001, 1016	Maria	Fiorelli	MS	St. John's University	Administration & Supervision	20
3278, 9711, 9712	Fredarica	Friedman	Ed.D.	Columbia University	Special Education	45
7000, 7290, 7290T, 7585T	John	Gallo	Ed.D.	St. John's University	Ed. Administration & Supervision	18
9700	Grant	Gautreaux	Ph.D.	Columbia University	Applied Behavior Analysis	8
7195, 7585, 7585T	Leonard	Golubchick	Ph.D	New York University	Education	39
1001, 1009	Martin	Groveman	Ed.D	Hofstra University	Administration	25
2001T, 7137T	Gerald	Haber	PD	Brooklyn College	Ed. Administration &	28

					Supervision	
1013, 7290T	Herbert	Heumann	MS	Pace University	Ed. Administration & Supervision	24
1015, 7266, 7666T	Rhenaye	Hornsby	MS	St. John's University	Ed. Admin & Technology	11
7136	Merryl	Kafka	Ed.D	St. John's University	Instructional Leadership	-
3220T, 3270T	Dina	Koski	Ed.D.	Hofstra University	Reading	39
1012	Bernard	Leif	MS	Hofstra University	Education Administration	38
1007, 7195	Mark	Levy	MS	Brooklyn College	Elementary Education	34
1008, 9711	Francis	Lofaso	PD	Fordham University	Special Education	34
1002, 1011	Jason	Mach	MS +	St. John's University	Secondary Education	8
9003, 9005, 9014	Elizabeth	Magnowski	MS+	Hofstra University	Educational Administration	14
1002, 7702	Kenneth	Mansmann	MSED	Queens College	English	15
3270T, 9711, 9711T, 9718	Ellen	Margolin	Ph.D.	New York University	Education Administration	40
7195, 7222	Edward	Miller	MS	College of Staten Island	Elementary Education	6
1004	Anne	Molanphy	MS	Hofstra University	Reading	43
3210, 3215, 3220	Scott	O'Brien	Ed.D	St. John's University	Educational Leadership and Accountability	14
3241, 3242	Katherine	Patterson	MS	St. John's University	Literacy Specialist	9
1016	Robert	Perelmuter	MS	Hofstra University	Ed. Administration & Supervision	35
2000T, 7137, 7137T	Linda	Pettorsson	MS	Queens College	Math Education	27
7222, 7290	Mary	Piderit	Ed.D.	St. John's University	Ed. Administration & Supervision	23
1008, 7290	Rhoda	Pierre	Ed.D.	Columbia University	Education Administration	25
1011	Joan	Rannie	MS	Hunter College	Elementary Education	40
1004, 7195	Steven	Ross	MS	Brooklyn College	Elementary Education	35
7266, 9005	Robin	Russell	PD	St. John's University	Curriculum	17
9002, 9003, 9004, 9010, 9012	Virginia	Russell	Ph.D.	Fordham University	Language & Literacy Education	11
1010	Harvey	Sackowitz	MS	Queens College	Education	36
1005	Susan	Sherer	MS +	Queens College	Early Childhood Education	29
1014	Jerry	Stein	MS	Baruch (CUNY)	Education Administration	34
1003	Marshal	Stein	MS	Hofstra University	Reading	21
1015	Donny	Swanson	MS	St. John's University	Education	5
9001, 9002, 9006, 9012	Terry	Tchaconas	Ed.D.	Columbia University	Language & Literacy Education	35
1000	Christina	Tracy	MS	Queens College	Early Childhood Education	-
7016, 7585	Carol	Trasborg	Ph.D	The Graduate Center of the City University of New York	Educational Psychology	18
9001, 9013	Jenny	Valentine	Ed.D.	St. John's University	Ed. Administration and Leadership	17
1006	Helen	Zentner Levy	PD	Long Island University	Ed. Administration & Supervision	35

10 | Appendix D | Program requirements

The following tables summarize the specific requirements of the various current program options within the Teacher Education Program at St. John's University as of September 1, 2010.

The New York State standards governing the TEP program are abbreviated in the tables as *NYS (1998)*; the text of these standards may be found in Table 2.2. While a new version of the New York State standards has been developed and was released for public comment in July 2010, these are not yet in use.

Reference is also made to New York State Commissioner's Regulations §52.21 which are the standards institutions of higher education in New York must meet to register their teacher preparation programs with NYSED and to operate in recommending candidates for teacher certification.

The Weave Online system is used by the University for Middle States accreditation and to monitor program effectiveness; the SOE is implementing reporting during Fall 2010 for objectives aligned with TEAC Quality Principles 1.1, 1.2, and 1.3.

The following abbreviations are used in the tables.

- ATS-W |Assessment of Teaching Skills-Written |required by New York State for teacher certification
- CST | Content Specialty Test | required by New York State for teacher certification
- LAST | Liberal Arts and Sciences Test | required by New York State for teacher certification
- GPA | Grade Point Average: indicates a minimum 3.0 is required for program option completion.

Professional Organization Standards with which program options are aligned in Appendix D tables:

ACEI | Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

ACTFL | American Council on the Teaching of Foreign Languages. (2002). *Program standards for the preparation of foreign language teachers*. Yonkers, NY: Author.

CEC | Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

IRA | International Reading Association. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

NAEYC | National Association for the Education of Young Children. (2001). *NAEYC standards for early childhood professional preparation, initial licensure programs*. Washington, DC: Author.

NCSS | National Council for the Social Studies. (2004). *NCSS standards for social studies teachers*. Silver Springs, MD: Authors.

NCTE | National Council for Teachers of English. (2003). *NCTE program standards for the English language arts*. Urbana, IL: Author.

NCTM | National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Author.

NMSA | National Middle School Association. (2001). *Middle level teacher preparation standards*. Westerville, OH: Author.

NSTA | National Science Teachers Association. (2003). *Standards for science teacher preparation*. Arlington, VA: Author.

TESOL | Teachers of English to Speakers of Other Languages. (2009). *Standards for the recognition of initial TESOL programs in P–12 ESL teacher education*. Alexandria, VA: Author.

Initial Teacher Certificate Options | Undergraduate

Undergraduate options in the DCI include options leading to an initial NYS teaching certificate in childhood education, the dual certificate in childhood and teaching students with disabilities, and adolescence education.

Table D.1 | B. S. Ed. in Childhood Education (1-6) – CED

TEAC Components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998), ACEI (2007)	Required Courses	Field Work Requirements	Admissions Requirements	Weave Online Measures	Exit Requirements
1.1 Subject Matter Knowledge	NYS (1998) 2 ACEI 2	(57 crs) Core Curriculum (24-30 crs; see areas below) Concentration	N/A	Admission to University (see *Undergraduate Bulletin 2009-2011*, pp. 4-5)	In development	Pass NYS Exams: LAST and CST – Multi-subject
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 ACEI 1, 3, 4	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1016	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1016		In development	Pass NYS Exam: ATS-W
1.3 Caring and Effective Teaching Skill	NYS (1998) 1, 4 ACEI 1, 2, 3, 4	EDU 1008 EDU 1021	EDU 1008 EDU 1021: Associate Teaching		In development	Required NYS Workshops; Fingerprinting; Danielson Rubrics (1996) from Sponsor(s) & Supervisor; Pass EDU 1021
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 ACEI 5	EDU 101 EDU 1000 EDU 1001 EDU 1003	 EDU 1001 EDU 1003		In development	
1.4.2 Multi-Cultural Perspectives	NYS (1998) 1 ACEI 1, 3	EDU 1005 EDU 1010 EDU 1011 EDU 1016	EDU 1005 EDU 1010 EDU 1011 EDU 1016	N/A	In development	
1.4.3 Technology	NYS (1998) 4 ACEI 3	EDU 1015		N/A	In development	

B.S. Ed. in Childhood Education (1-6) - CED (132-133 Credits) – Requires completion of coursework in liberal arts (57 credits), professional education (51-52 credits) and an academic content area (24-30 credits), including:

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (ii) Initial Certificate in Childhood Education (grades 1 through 6)

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

Required Courses:

Liberal Arts Core (57 Credits) University Core Curriculum

Academic Content Area (24-30 Credits) Students select one area in consultation with an advisor: English, Mathematics, Social Studies, Language, Sociology or Psychology.

Professional Education Courses (51-52 credits)

EDU 101 Education for Grades 1–12 (1 cr)

EDU 1000 Foundations of Education (grades1–12)
EDU 1001 Learning and Development—Childhood (grades 1–6)*
EDU 1003 Field Work: Observation Analysis and Creative Activities (grades 1–6)*
EDU 1004 Language Acquisition and Literacy (grades 1–6)*
EDU 1005 Language Arts & Social Studies (grades 1–6)*
EDU 1006 Methods of Teaching Mathematics (1–6)*
EDU 1007 Methods of Teaching Science (1–6)*
EDU 1008 Foundations of Special Education (1–12)*
EDU 1010 Multicultural Education (1–6)*
EDU 1011 Human Relations in Inclusive Settings (grades 1–12)*
EDU 1015 Technology and Society: School, Community, Workplace (grades 1–12)
EDU 1016 Art and Music in Inclusive Settings (grades 1–6)*
EDU 1021 Student Teaching and Seminar/ Childhood Education (grades 1–6) (12 crs)

*Field Experience Courses

Table D.2 | B. S. Ed. in Childhood Education (1-6) AND Teaching Students with Disabilities in Childhood – CEDS

TEAC components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), ACEI (2007), CEC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites						
1.1 Subject matter knowledge	NYS (1998) 2 ACEI 2, CEC 4,7,8	(57 crs) Core Curriculum (24-30 crs; see conc. areas below)	N/A	Admission to University (see *Undergraduate Bulletin 2009-2011*, pp. 4-5)	In development	Pass NYS Exams: LAST and 2 CST's – Multi-subject & Spec. Ed
1.2 Pedagogical knowledge	NYS (1998) 3, 5 ACEI 1, 3, 4 CEC 1,2,3,4,5,6,7,8,9,10	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1009 EDU 1016	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1009 EDU 1016	N/A	In development	Pass NYS Exam: ATS-W
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 ACEI 1, 2, 3, 4 CEC 1,2,3,4,5,6,7,8,9,10	EDU 1008 EDU 1021	EDU 1008 EDU 1021: Associate Teaching	N/A	In development	Required NYS Workshops; Fingerprinting Danielson Rubrics (1996) from Sponsor(s) & Supervisor; Pass EDU 1021
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 ACEI 5 CEC 1,2,3,4,5,6,7,8,9,10	EDU 101 EDU 1000 EDU 1001 EDU 1003	 EDU 1001 EDU 1003	N/A	In development	N/A
1.4.2 Multicultural perspectives and accuracy	NYS (1998) 1 ACEI 1, 3 1,2,5,9,10	EDU 1005 EDU 1010 EDU 1011 EDU 1016	EDU 1005 EDU 1010 EDU 1011 EDU 1016	N/A	In development	N/A
1.4.3 Technology	NYS (1998) 4 ACEI 3	EDU 1015		N/A	In development	N/A

B.S.Ed. in Childhood Education (1-6) AND Teaching Students with Disabilities in Childhood – CEDS (144-145 Credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), §52.21 (b) (2) (iv) (c) (3) (ii) Initial Certificate Childhood Education (grades 1 through 6) and §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate for Teaching Students with Disabilities

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

Required courses:

Liberal Arts Core (57 Credits) University Core Curriculum

Academic Content Area (24-30 Credits) Students select one area in consultation with an advisor: English, Mathematics, Social Studies, Language, Sociology or Psychology.

Professional Education Courses (63-64 credits)

EDU 101 Education for Grades 1–12 (1 cr)

EDU 1000 Foundations of Education (grades1–12)

EDU 1001 Learning and Development—Childhood (grades 1–6)*

EDU 1003 Field Work: Observation Analysis and Creative Activities (grades 1–6)*

EDU 1004 Language Acquisition and Literacy (grades 1–6)*

EDU 1005 Language Arts & Social Studies (grades 1–6)*

EDU 1006 Methods of Teaching Mathematics (1–6)*

EDU 1007 Methods of Teaching Science (1–6)*

EDU 1008 Foundations of Special Education (1–12)*

EDU 1009 Methods for Childhood Special Education (1–6)*

EDU 1010 Multicultural Education (1–6)*

EDU 1011 Human Relations in Inclusive Settings (grades 1–12)*

EDU 1015 Technology and Society: School, Community, Workplace (grades 1–12)

EDU 1016 Art and Music in Inclusive Settings (grades 1–6)*

EDU 1021 Student Teaching and Seminar/ Childhood Education (grades 1–6) (12 crs)*

EDU 1023 Student Teaching and Seminar/Childhood Special Education (1–6) (6 crs)*

*Field Experience Courses

Table D.3 | B.S. Ed. in Adolescence Education (7-12) – AEB/AEE/AEM/AEP/AESS/AESP

TEAC Components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998) and Subject Matter Organization	Required Courses	Field Work Requirements	Admissions Requirements	Weave Online Measures	Exit Requirements
1.1 Subject Matter Knowledge	NYS (1998) 2 ACTFL 1 NCTE3 NCTM 1-7 & 9-15 NCSS-A, B NSTA 1, 2, 3, 4, 7	(57 crs) Core Curriculum (36 crs; see areas below) Concentration	N/A	Admission to University (see *Undergraduate Bulletin 2009-2011*, pp. 4-5)	In development	Pass NYS Exams: LAST and CST for subject to be taught
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 ACTFL 3, 4, 5 NCTE 4 NCTM 8 NCSS-C NSTA 5, 8	EDU 1002 EDU 1012 EDU 1013 OR EDU 1014	EDU 1002 EDU 1012 EDU 1013 OR EDU 1014	N/A	In development	Pass NYS Exam: ATS-W
1.3 Caring and Effective Teaching Skill	NYS (1998) 1, 4 ACTFL 1, 2, 3, 4, 5 NCTE 4 NCTM 8, 16 NCSS-C NSTA 5, 9	EDU 1008 EDU 1022	EDU 1008 EDU 1022: Associate Teaching		In development	Required NYS Workshops; Fingerprinting; Danielson Rubrics (1996) from Sponsor(s) & Supervisor; Pass EDU 1022
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 ACTFL 6 NCTE 2 NCTM: N/A NCSS-A, B NSTA 10	EDU 101 EDU 1000		N/A	In development	N/A
1.4.2 Multi-Cultural Perspectives	NYS (1998) 1 ACTFL 2 NCTE 3 NCTM 7 NCSS-A NSTA 5	EDU 1011		N/A	In development	N/A
1.4.3 Technology	NYS (1998) 4 ACTFL: N/A NCTE 3 NCTM 6 NCSS-C NSTA 5	EDU 1015		N/A	In development	N/A

B.S. Ed. in Adolescence Education (7-12) – AEB/AEE/AEM/AEP/AESS/AESP (129-130 Credits) – Requires completion of coursework in liberal arts (57 credits), professional education (36-37 credits) and an academic content area (36 credits in Biology, English, Mathematics, Physics, Social Studies, or Spanish)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education (grades 7 through 12)

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

American Council on the Teaching of Foreign Languages. (2002). *Program standards for the preparation of foreign language teachers*. Yonkers, NY: Author.

National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: Author.

National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

National Council for the Social Studies. (2002). *National standards for social studies teachers*. Silver Spring, MD: Author.

National Science Teachers Association. (2003). *Standards for science teacher preparation*. Arlington, VA: Author.

Required Courses:

Liberal Arts Core (57 Credits): University Core Curriculum

Academic Content Area (30-36 Credits): Students select one area in consultation with advisor: Biology, English, Mathematics, Physics, Social Studies, or Spanish.

Professional Education Courses (36-37 credits):

EDU 101 Education for Grades 1–12 (1 cr)
EDU 1000 Foundations of Education (grades1–12)
EDU 1002 Learning and Development—Adolescence (grades 7-12)*
EDU 1008 Foundations of Special Education (1–12)*
EDU 1011 Human Relations in Inclusive Settings (grades 1–12)*
EDU 1012 Language Acquisition and Literacy/ Adolescence (7–12) 6 cr.*
EDU 1013 Methods for Secondary Education– Math and Science (grades 7–12) (6 crs)*
EDU 1014 Methods for Secondary Education: Social Studies, English and Modern Foreign Language (grades 7–12) (6 crs)*
EDU 1015 Technology and Society: School, Community, Workplace (grades 1–12)
EDU 1022 Student Teaching and Seminar/Adolescence (7–12) (9 crs)*

*Field Experience Courses

Initial Teacher Certificate Options | Dual Degree/Dual Certificate (B.S. Ed./M.S. Ed.)

Table D.4 | B. S. Ed. in Childhood Education (1-6) AND M. S. Ed. in Teaching Students with Disabilities in Childhood – CED and TCD

TEAC components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), ACEI (2007), CEC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites						
1.1 Subject matter knowledge	NYS 2 CEC 4,7,8 ACEI 2	(57 crs) Core Curriculum (24-30 crs; see areas below) Concentration EDU 9711 EDU 9712 EDU 9716 EDU 9718 EDU 9719	 EDU 9712 EDU 9716 EDU 9718 EDU 9719	Admission to University (see *Undergraduate Bulletin 2009-2011*, pp. 4-5) Faculty approval needed to begin graduate-level coursework	Grades in EDU 9711, 9718	Pass NYS Exams: LAST and CST's – Multi-subject and Spec.Ed
1.2 Pedagogical knowledge	NYS 3,5 CEC1,2,3,4,5,6,7,8,9,10 ACEI 1,3,4	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1016 EDU 9702 EDU 9716 EDU 9718 EDU 9719	EDU 1001 EDU 1003 EDU 1004 EDU 1005 EDU 1006 EDU 1007 EDU 1016 EDU 9702 EDU 9716 EDU 9718 EDU 9719		Grades in EDU 9700, 9719	Pass NYS Exam: ATS-W
1.3 Caring and effective teaching skill	NYS 1,4 CEC 1,2,3,4,5,6,7,8,9,10 ACEI 1,2,3,4	EDU 1008 EDU 1021 EDU 9702	EDU 1008 EDU 1021: Associate Teaching EDU 9702		Grade in 9702; Pass Comprehensive Exam	Required NYS Workshops; Fingerprinting; Danielson Rubrics (1996) from Sponsor(s) & Supervisor; Pass EDU 1021 Pass EDU 9702 Pass Comp Exam
1.4.1 Learning how to learn	NYS 6,7,8 CEC 1,2,3,4,5,6,7,8,9,10 ACEI 5	EDU 101 EDU 1000 EDU 1001 EDU 1003	 EDU 1001 EDU 1003	N/A	Final project; reflective journal; classroom observation; teacher interview	Pass Comprehensive Exam
1.4.2 Multicultural perspectives and accuracy	NYS 1 CEC 1,2,5,9,10 ACEI 1,3	EDU 1005 EDU 1010 EDU 1016 EDU 9711	EDU 1005 EDU 1010 EDU 1016	N/A	In development	
1.4.3 Technology	NYS 4 ACEI 3	EDU 7266		N/A	web design	

B. S. Ed. in Childhood Education (1-6) AND M.S. Ed. in Teaching Students with Disabilities in Childhood – CED and TCD (159 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (ii) Initial Certificate in Childhood Education (grades 1 through 6, and §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate for Teaching Students with Disabilities

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation.* Olney, MD: Author.

Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA:

EDU 1005 Language Arts & Social Studies (grades 1–6)*
EDU 1006 Methods of Teaching Mathematics (1–6)*
EDU 1007 Methods of Teaching Science (1–6)*
EDU 1008 Foundations of Special Education (1-12)*
EDU 1010 Multicultural Education (1–6)*
EDU 1016 Art and Music in Inclusive Settings (grades 1–6)*
EDU 1021 Student Teaching and Seminar/ Childhood Education (grades 1–6) (12 crs)
EDU 7266 Technology for Teaching Literacy
EDU 9711 Education of Individuals with Exceptionalities
EDU 9719* Principals of Applied Behavior Analysis and Positive Behavior Supports
EDU 3200* Language Acquisition and Literacy Development

Author.

Required Courses:

Liberal Arts Core (57 Credits) University Core Curriculum

Academic Content Area (24 Credits) Students select one area in consultation with an advisor: English, Mathematics, Social Studies, Language, Sociology or Psychology.

Professional Education Courses (51-52 credits)

EDU 101 Education for Grades 1–12 (1 cr)

EDU 1000 Foundations of Education (grades1–12)

EDU 1001 Learning and Development—Childhood (grades 1–6)*

EDU 1003 Field Work: Observation Analysis and Creative Activities (grades 1–6)*

EDU 1004 Language Acquisition and Literacy (grades 1–6) (6cr)*

EDU 9707* Planning and Managing Teaching and Learning Environments

EDU 9712* Educational Assessment of Individuals with Exceptionalities

EDU 9716* Curriculum and Instructional Design for Teaching Literacy to Individuals With Exceptionalities

EDU 9718* Curriculum and Instructional Design for Teaching Math, Soc Stu. And Science

EDU 9700 Collaborative Partnerships, Strategies, Instruction and Material Adaptations. Inclusive

EDU 9720* Applications of Behavior Management Techniques

EDU 9702* Practicum in Special Education – Childhood (150 field hours)*

*Field Experience Courses

Initial Teacher Certificate Options | Graduate Career Change

The following program options lead to an initial teaching certificate for candidates who have not pursued a teacher preparation program at the undergraduate level.

Table D.5 | M. S. Ed. in Early Childhood Education (B-2), Career Change – ECC

TEAC Components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	**NYS (1998), NAEYC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online Measures**	**Exit requirements**
Pre-requisites	NYS Content course deficiencies noted	N/A	N/A	Bachelor's Degree; Minimum 3.0	N/A	Minimum 3.0 GPA; NYS Content Courses satisfied
1.1 Subject matter knowledge	NYS 2 NAEYC 4	EDU 3200 EDU 3220 EDU 7123 EDU 7124 EDU 7128 EDU 7129	EDU 3200 EDU 3220 EDU 7123 EDU 7128	N/A	In development	GPA NYS Exams: LAST, CST
1.2 Pedagogical knowledge	NYS 3,5 NAEYC 1, 3, 4	EDU 7122 EDU 7126 EDU 7128 EDU 7129	EDU 7122 EDU 7126 EDU 7128	N/A	In development	GPA NYS Exams: ATS-W
1.3 Caring and effective teaching skill	NYS 1, 4, NAEYC 1, 3, 4	EDU 3200 EDU 7124 EDU 7126 EDU 7128 EDU 9711 Or EDU 9737	EDU 7114, Assoc. Teaching	N/A	In development	GPA Danielson rubric (1996); 3 certification workshops; pass EDU 7114
1.4.1 Learning how to learn	NYS 6,7,8 NAEYC 5	EDU 7129 EDU 7585 EDU 7000	EDU 7122 EDU 7126 EDU 7128	N/A	In development	GPA Grade in Master's Thesis (EDU 7585)
1.4.2 Multicultural perspectives	NYS 1 NAEYC 2	EDU 7122 EDU 7127 EDU 7000	EDU 7122 EDU 9737	N/A	In development	GPA
1.4.3 Technology	NYS 4	EDU 7129 EDU 7266 Or EDU 7666	N/A	N/A	In development	GPA

M. S. Ed. in Early Childhood Education, Career Change – ECC (42 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (iv) (c) (3) (i)

[1]**Professional Organization Standards:** National Association for the Education of Young Children. (2009). *NAEYC standards for early childhood professional preparation programs*. Washington, DC: Author.

Required Courses:

Required Foundation Courses (15 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7122* Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments
EDU 7126* Observing and Recording the Behavior of Young Children in Early Childhood Settings
EDU 7127 School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128* Integrated Curriculum in Early Childhood

Required Special Education Courses (3 credits):
EDU 9711 Education of Individuals with Exceptionalities
OR EDU 9737* Early Childhood Special Education

Required Methods Courses (18 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 7123* Creative Arts in Linguistically/ Culturally Diverse and Inclusive Early Childhood Settings
EDU 7124 Literature in Early Childhood Education
EDU 7129 Mathematics and Science in Early Childhood
EDU 7266 Technology for Teaching Literacy in Regular and Special Education Settings
OR EDU 7666 Developing Curriculum Materials for the Web

Required Research Methodology (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

Required Associate Teaching (3 credits):
EDU 7114* Early Childhood Education Associate Teaching

*Field Experience Courses

Table D.6 | M. S. Ed. in Early Childhood Education (B-2) AND Teaching Students with Disabilities, Career Change – ECTD

TEAC components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), NAEYC (2009), CEC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites	NYS Content courses deficiencies noted			Bachelor's Degree; Minimum 3.0		Minimum 3.0 GPA; NYS Content courses satisfied
1.1 Subject matter knowledge	NYS 2 NAEYC 4 CEC 4,7,8	EDU 3200 EDU 7122 EDU 7123 EDU 7126 EDU 7127 EDU 7128 EDU 7129 EDU 7300 EDU 9716 EDU 9719 EDU 9737 EDU 7301	EDU 3200 EDU 7122 EDU 7123 EDU 7126 EDU 7127 EDU 7128 EDU 7300 EDU 9719 EDU 9737 EDU 7301		In development	GPA; Pass LAST and CST's – Multi-subject and Special Education
1.2 Pedagogical knowledge	NYS 3 & 5 NAEYC 1, 3, 4 CEC 1,2,3,4,5,6,7,8,9,10	EDU 7122 EDU 7126 EDU 7127 EDU 7128 EDU 7129 EDU 7301 EDU 7302 EDU 9716	EDU 7122 EDU 7126 EDU 7127 EDU 7128 EDU 7301 EDU 7302		In development	Pass ATSW; Minimum GPA 3.0
1.3 Caring and effective teaching skill	NYS 1 & 4 NAEYC 1, 3, 4 CEC 1,2,3,4,5,6,7,8,9,10	EDU 7114 EDU 9719 EDU 7304	EDU 7114 – Associate Teaching; Pass 7304, Practicum		In development	GPA; Danielson rubric (1996); 3 certification workshops; pass EDU 7114; Pass 7304
1.4.1 Learning how to learn	NYS 6, 7 & 8 NAEYC 5 CEC 1,2,3,4,5,6,7,8,9,10	EDU 7303			In development	Capstone Research Project
1.4.2 Multicultural perspectives and accuracy	NYS 1 NAEYC 2 CEC 1,2,5,9,10	EDU 7122 EDU 7127 EDU 9737	EDU 9737		In development	
1.4.3 Technology	NYS 4	EDU 7129 EDU 7301			In development	

M. S. Ed. in Early Childhood AND Teaching Students with Disabilities B-2, Career Change – ECTD (48 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), §52.21 (b) (2) (iv) (c) (3) (i) Initial Certificate Early Childhood Education and §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate for Teaching Students with Disabilities

[1]**Professional Organization Standards:** National Association for the Education of Young Children. (2009). *NAEYC standards for early childhood professional preparation programs.* Washington, DC: Author.

Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

Required Early Childhood Pedagogical Core courses:

EDU 3200* Language Acquisition and Literacy Development
EDU 7122* Programs in Early Childhood Education: Play, Social Learning, and Early Childhood Environments
EDU 7123* Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings
EDU 7126* Observing and Recording the Behavior of Young Children
EDU 7127* School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128* Integrated Curriculum in Early Childhood
EDU 7129 Mathematics and Science in Early Childhood
EDU 7114* Early Childhood Associate Teaching

Teaching Children with Disabilities (Early Childhood) Pedagogical Core:

EDU 9716 Curriculum & Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood
EDU 9737* Early Childhood Special Education
EDU 9719 Principles of Applied Behavior Analysis and Positive Behavior Supports
EDU 7300/9733* Educational Assessment of Young Children with Exceptionalities (prerequisites EDU 7126 and EDU 9737)
EDU 7301/9734*Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings
EDU 7302/9736* Early Intervention and Provision of Services for Preschoolers with Special Needs (prerequisites EDU 7126 and EDU 9737)
EDU 7303/9738 Research on Issues in Early Childhood Special Education (Capstone research Project)
EDU 7304/9739 Practicum in Special Education – Early Childhood

*Field Experience Courses

Table D.7 | M. S. Ed. in Childhood Education (1-6), Career Change – CEC/CAC

TEAC Components	State and Professional Organization Standard Numbers[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	**NYS (1998), ACEI (2007)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online Measures**	**Exit requirements**
Pre-requisites	NYS Content course deficiencies noted	N/A	N/A	Bachelor's Degree; Minimum 3.0	N/A	Min. GPA 3.0; Required Content courses satisfied
1.1 Subject matter knowledge	NYS 2,7 ACEI 2	EDU 3200 EDU 3220 EDU 7222 EDU 7585	EDU 3200 EDU 3220		In development	GPA; NYS Exams: LAST, CST – Multi-subject
1.2 Pedagogical knowledge	NYS 2, 3, 4, 7 ACEI 1, 3, 4;	EDU 7195 EDU 7135 EDU 7136 EDU 7137	EDU 7195 EDU 7135 EDU 7136 EDU 7137		In development	GPA; NYS Exams: ATS-W
1.3 Caring and effective teaching skill	NYS 1, 4, 5, 6, 7, 8 ACEI 1, 2, 3, 4	EDU 7115 EDU 7290	EDU 7115 Assoc. Teaching		In development	GPA; Danielson rubric (1996); Required NYS workshops; pass EDU 7115
1.4.1 Learning how to learn	NYS 2 ACEI 5	EDU 7297 EDU 7585 EDU 7000			In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Multicultural perspectives	NYS 1 ACEI 1, 3	EDU 7290 EDU 7000	EDU 7000		In development	GPA
1.4.3 Technology	NYS 4 ACEI 3	EDU 7266 EDU 7666			In development	GPA

M.S. Ed. in Childhood Education, Career Change – CEC/CAC (42 credits) – The Career Change program is intended for students whose academic background is outside of the field of education

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3)

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

Required Foundation Courses (12 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education

Required Methods Courses (24 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 3220* Approaches, Materials and Performance Evaluation in Literacy Development
EDU 7135* Current Trends and Research in the Teaching of Social Studies
EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Mathematics
EDU 7195* Teaching and Learning: Childhood
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7666 Developing Curriculum Materials for the Web

Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

Associate Teaching (3 credits):
EDU 7115 Childhood Education Associate Teaching

*Field Experience Courses

Table D.8 | M. S. Ed. in Childhood Education (1-6) AND Teaching Students with Disabilities in Childhood, Career Change – CSPE

TEAC components	State and Professional Organization standards[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), ACEI (2007), CEC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites	NYS Content course deficiencies noted	N/A	N/A	Bachelor's Degree; Minimum 3.0	N/A	Min. GPA 3.0; NYS Content courses satisfied
1.1 Subject matter knowledge	NYS 2 ACEI 2 CEC 8, 4, & 7	EDU 3241 EDU 9707 EDU 9711 EDU 9712 EDU 9716 EDU 9718 EDU 9719	EDU 3241 EDU 9707 EDU 9712 EDU 9716 EDU 9718 EDU 9719		Grade in EDU 9711 and EDU 9718	GPA; Pass LAST, CSTs – Multi-subject and Special Education
1.2 Pedagogical knowledge	NYS 3 & 5 ACEI 1,3,4 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 7135 EDU 7136 EDU 7137 EDU 7195 EDU 9716 EDU 9718 EDU 9719 EDU 9700	EDU 7135 EDU 7136 EDU 7137 EDU 7195 EDU 9716 EDU 9718 EDU 9719		Grade in EDU 9700, EDU 9719	GPA; Pass CST for Special Education
1.3 Caring and effective teaching skill	NYS 1 & 4 ACEI 1,2,3,4 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 3200 EDU 7115 EDU 9702	EDU 3200, EDU 7115-Associate Teaching EDU 9702 (150 hours)	Pass EDU 7115 and EDU 9702 Associate Teaching and Practicum	Grade in EDU 9702, and Pass Comprehensive Exam	GPA; Danielson rubric (1996); Required NYS workshops; Pass EDU 7115 and 9702; Pass Comprehensive. Exam
1.4.1 Learning how to learn	NYS 6, 7 & 8 ACEI 5 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 9702 EDU 9716 EDU 9718 EDU 9719	EDU 9716 EDU 9718 EDU 9719	N/A	N/A	GPA; Pass Comprehensive Exam
1.4.2 Multicultural perspectives and accuracy	NYS 1 ACEI 1,3 CEC 1, 2, 5, 9, 10	EDU 9711 EDU 9700 EDU 7000	N/A	N/A	N/A	GPA
1.4.3 Technology	NYS 4 ACEI 3	EDU 7266	N/A	N/A	N/A	GPA

M. S. Ed. in Childhood Education AND Teaching Students with Disabilities in Childhood, Career Change (48 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate for Teaching Students with Disabilities

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation.* Olney, MD: Author.

Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

Required courses:

Childhood Education Core (24 credits):

EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7135* Current Trends and Research in Teaching of Soc. Studies
EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Math
EDU 7195* Teaching and Learning: Childhood
EDU 7115* Childhood Associate Teaching

Required Courses in Special Education (24 credits):

EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education: Childhood
EDU 9707* Curriculum Adaptation and Modification Planning for Exceptional Students
EDU 9711 Education of Individuals with Exceptionalities
EDU 9712* Educational Assessment of Individuals with Exceptionalities
EDU 9716* Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood
EDU 9718* Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies
EDU 9719* Principles of Applied Behavior Analysis and Positive Behavioral Supports
EDU 9702* Practicum in Special Education: Childhood

*Field Experience Courses

Table D.9 | M. S. Ed. in Childhood Education (1-6) AND Teaching English to Speakers of Other Languages, Career Change – CTES

TEAC components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), ACEI (2007), TESOL (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites						
1.1 Subject matter knowledge	NYS 2 NAEYC 4	EDU 7000 EDU 9001 EDU 9006 EDU 9010			In development	GPA
1.2 Pedagogical knowledge	NYS 3 & 5 NAEYC 1, 3, 4	EDU 7195 EDU 7135 EDU 7136 EDU 7137 EDU 9004/9 EDU 9012 EDU 9015/7	EDU 9004/9 EDU 9012		In development	GPA; Pass CST for Special Education
1.3 Caring and effective teaching skill	NYS 1 & 4 NAEYC 1, 3, 4	EDU 7115 EDU 9014	EDU 7115 EDU 9014	Must pass LAST, CST, ATS-W and Workshops to take EDU 7115	In development	GPA; Pass EDU 7115; Pass Comprehensive Exam
1.4.1 Learning how to learn	NYS 6, 7 & 8 NAEYC 5	EDU 7000 EDU 9013	N/A	N/A	In development	GPA
1.4.2 Multicultural perspectives and accuracy	NYS 1 NAEYC 2	EDU 7000 EDU 9003/5		N/A	In development	GPA
1.4.3 Technology	NYS 4	EDU 7266	N/A	N/A	In development	GPA

M. S. Ed. in Childhood Education (1-6 AND Teaching English to Speakers of Other Languages, Career Change – CTES (48 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (ii) Initial Certificate in Childhood Education (grades 1 through 6), and §52.21 (b) (2) (iv) (c) (3) (x) Initial Certificate for Teaching English to Speakers of Other Languages (all grades)

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

Teachers of English to Speakers of Other Languages. (2009). *Standards for the recognition of initial TESOL programs in P–12 ESL teacher education*. Alexandria, VA: Author.

Required courses:

Childhood Education Core (21 credits):

EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7135 Current Trends and Research in the Teaching of Social Studies
EDU 7136 Current Trends and Research in the Teaching of Science
EDU 7137 Current Trends and Research in the Teaching of Mathematics
EDU 7195 Teaching and Learning: Childhood
EDU 7115 Childhood Associate Teaching

TESOL Foundations (6 credits):

EDU 9001 Foundations of Bilingual and Second Language Education
EDU 9006 Human Development in Cross-Cultural Perspective

TESOL Professional Core (21 credits):

EDU 9003 Literacy Development for First and Second Language Learners OR
EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9004* Content Area Instruction for Linguistically/Culturally Diverse Learners OR
EDU 9009* Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies
EDU 9010* (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
EDU 9012* Methods of Language and Academic Assessment for ELLs and Exceptional Learners
EDU 9013 Research in Language, Culture and Communication
EDU 9014* Practicum and Seminar in TESOL
EDU 9015 Structure of the English Language OR
EDU 9017 Literacy Development Methods for Dialect and Other English Speakers

*Field Experience Courses

Table D.10 | M.S. Ed. in Adolescence Education (7-12), Career Change – AEC

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	**NYS (1998) and Professional Organization by Subject**	**Required Courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online Measures**	**Exit requirements**
1.1 Subject Matter Knowledge	NYS (1998) 2 ACTFL 1 NCTE3 NCTM 1-7 & 9-15 NCSS-A, B NSTA 1, 2, 3, 4, 7	Content Area Courses EDU 3200 EDU 7222 EDU 7585	EDU 3200	NYS Exams: LAST, CST	In development	GPA
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 ACTFL 3, 4, 5 NCTE 4 NCTM 8 NCSS-C NSTA 5, 8	EDU 3270 EDU 7107 EDU 7295 EDU 7702	EDU 7295 EDU 7702	NYS Exam: ATS-W	In development	GPA
1.3 Caring Teaching Skill	NYS (1998) 1, 4 ACTFL 1, 2, 3, 4, 5 NCTE 4 NCTM 8, 16 NCSS-C NSTA 5, 9	EDU 3200 EDU 7290 EDU 7295 EDU 7117	EDU 7117: Associate Teaching	N/A	In development	GPA
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 ACTFL 6; NCTE 2; NCTM: N/A NCSS-A, B; NSTA 10	EDU 7000 EDU 7295 EDU 7297 EDU 7585	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 ACTFL 2; NCTE 3; NCTM 7 NCSS-A; NSTA 5	EDU 7000 EDU 7290 EDU 9711 EDU 7107	N/A	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 ACTFL: N/A; NCTE 3; NCTM 6 NCSS-C; NSTA 5	EDU 7267 EDU 7666	N/A	N/A	In development	GPA

M.S. in Ed. – Adolescence Education (7-12), Career Change - AEC (42 credits) – The Career Change specialization is intended for students whose academic background is outside of the field of education. Note: student must demonstrate 30 credit hours (with grades of C or better), of university preparation in content subject courses: Biology, English, Mathematics, Social Studies, or Spanish.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education (grades 7 through 12)

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

American Council on the Teaching of Foreign Languages. (2002). *Program standards for the preparation of foreign language teachers*. Yonkers, NY: Author.

National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: Author.

National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

National Council for the Social Studies. (2002). *National standards for social studies teachers*. Silver Spring, MD: Author.

National Science Teachers Association. (2003). *Standards for science teacher preparation*. Arlington, VA: Author.

Required Courses:

Foundations Courses (12 credits):
EDU 7297 Integrative Research Seminar in Education
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings

Required Special Education Course (3 credits):
EDU 9711 Education of Individuals with Exceptionalities

Required Methods Courses (21 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 7107* Methods and Strategies for Teaching Regular and Special Needs Middle School Students
EDU 7295* Teaching and Learning: Adolescent
EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
EDU 7666 Developing Curriculum Materials for the Web
EDU 7702* Innovative Strategies in Secondary Settings

Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

Associate Teaching (3 credits):
EDU 7117 Adolescent Associate Teaching

* Field Experience Courses
(EDU 7295 should be taken early in the program;
EDU 7117 & 7585 should be taken toward the end.)

Initial Teacher Certificate Options | Graduate Alternative Certification

Table D.11 | M.S. Ed. in Adolescence Education, English (7-12), Alternative Certification Chancellor's Fellows – AEET

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998), NCTE (2006)	Required Courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites		(30 cr. English content)		Bachelor's degree; Selected by NYCDOE; NYS course deficiencies noted	N/A	Min. GPA 3.0; NYS Content courses satisfied
1.1 Subject Matter Knowledge	NYS (1998) 2 NCTE 3	EDU 3220 EDU 7138 EDU 7585			In development	GPA; Pass LAST, CST-English
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 NCTE 4	EDU 2000 EDU 3220 EDU 3270 EDU 7138 EDU 7702	EDU 2000	NYS Exam: ATS-W	In development	GPA; Pass ATSW
1.3 Caring Teaching Skill	NYS (1998) 1, 4 NCTE 4	EDU 2000 EDU 7290 EDU 9711	EDU 2000, Teaching Placement		In development	GPA; Danielson rubric (1996); Required NYS workshops;
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 NCTE 2	EDU 7297 EDU 7585 EDU 7138	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 NCTE 3	EDU 7290 EDU 9711	N/A	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 NCTE 3	EDU 7266	N/A	N/A	In development	GPA

M.S. in Ed. – Adolescence Education, English 7-12, Alternative Certification Chancellor's Fellows - AEET (33 credits) –. This program is intended for individuals who hold a Bachelor's degree in a field other than education. Through arrangements made with the New York City DOE, following completion of EDU 2000 (6 credits) students are placed in classrooms while completing remaining coursework.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: Author.

Required Courses:

Foundations Courses (15 credits):
EDU 2000* Introduction to Teaching (6 credits)
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education
EDU 7138 Current Trends and Research in the Teaching of Language Arts

Required Special Education Course (3 credits):
EDU 9711 Education of Individuals with Exceptionalities

Required Methods Courses (12 credits):
EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7702 Innovative Strategies in Secondary Settings

Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

Table D.12 | M.S. Ed. in Adolescence Education, Mathematics (7-12), Alternative Certification Chancellor's Fellows – AMC

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998), NCTM (2003)	Required Courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites		(30 cr. Math content)		Bachelor's degree; Selected by NYCDOE; NYS course deficiencies noted	N/A	Min. GPA 3.0; NYS Content courses satisfied
1.1 Subject Matter Knowledge	NYS (1998) 2 NCTM 1-7 & 9-15	MTH 403 MTH 404 EDU 2001 EDU 7585			In development	GPA; Pass LAST, CST-Math
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 NCTM 8	EDU 2000 EDU 2001 EDU 3270 EDU 7137	EDU 2000	NYS Exam: ATS-W	In development	GPA; Pass ATSW
1.3 Caring Teaching Skill	NYS (1998) 1, 4 NCTM 8, 16	EDU 2000 EDU 7290 EDU 9711	EDU 2000, Teaching Placement		In development	GPA; Danielson rubric (1996); Required NYS workshops;
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 NCTM: N/A	EDU 7297 EDU 7585	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 NCTM 7	EDU 2000 EDU 7290 EDU 9711	EDU 2000	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 NCTM 6	EDU 7666	N/A	N/A	In development	GPA

M.S. in Ed. –Alternative Certification Chancellor's Fellows - AMC (39 credits) – This program is intended for individuals who hold a Bachelor's degree in a field other than education. Through arrangements made with the New York City DOE, following completion of EDU 2000 (6 credits) and EDU 2001 (6 cr), students are placed in classrooms while completing remaining coursework.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education

[1]**Professional Organization Standards:** National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

Required Courses:

EDU 2000* Introduction to Teaching (6 cr)

EDU 2001 Content, Principles and Practices of Mathematics Curriculum Instruction Development/Adolescent (6 cr)

EDU 3220 Approaches, Materials and Performance Evaluation in Literacy Development/Adolescent

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

EDU 7137 Current Trends and Research in the Teaching of Mathematics in Middle School and Secondary Settings

EDU 7290 Human Relations in Inclusive Settings

EDU 9711 Education of Individuals with Exceptionalities

EDU 7666 Advanced Technology in Education

EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

MATH 403 Mathematics Seminar I

MATH 404 Mathematics Seminar II

Table D.13 | M.S. Ed. in Adolescence Education, Mathematics (7-12) AND Teaching Students with Disabilities in Adolescence, Alternative Certification Transitional B – AMSP

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998), CEC (2009), NCTM (2003)	Required Courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites		(30 cr. Math Content)		Bachelor's degree; Selected by NYCDOE; NYS course deficiencies noted	N/A	Min. GPA 3.0; NYS Content courses satisfied
1.1 Subject Matter Knowledge	NYS (1998) 2 NCTM 1-7 & 9-15 CEC 4,7,8	EDU 2001 EDU 7106 EDU 9704 EDU 9707 EDU 9711 EDU 9712 EDU 9711 EDU 9003			In development	GPA; NYS Exams; LAST, CST's in Math and Special Ed.
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 NCTM 8 CEC 1,2,3,4,5,6,7,8,9,10	EDU 2000 EDU 2001 EDU 7107 EDU 9704 EDU 9718 EDU 9003	EDU 2000		In development	GPA; NYS Exam: ATS-W
1.3 Caring Teaching Skill	NYS (1998) 1, 4 NCTM 8, 16 CEC 1,2,3,4,5,6,7,8,9,10	EDU 2000 EDU 9711	EDU 2000, Teaching Placement		In development	GPA; Danielson rubric (1996); Required NYS workshops;
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 NCTM: N/A CEC 1,2,3,4,5,6,7,8,9,10	EDU 9718 EDU 7585	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 NCTM 7 CEC 1,2,5,9,10	EDU 9711 EDU 7107	EDU 2000	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 NCTM 6	EDU 7267 or EDU 7666	N/A	N/A	In development	GPA

M.S. Ed. in Adolescence Education, Mathematics 7-12 AND Teaching Students with Disabilities in Adolescence, Alternative Certification Transitional B – AMSP (42 credits)

This program is intended for individuals who hold a Bachelor's degree in a field other than education. Through arrangements made with the New York City DOE, following completion of EDU 2000 (6 credits) and EDU 2001 (6 cr), students are placed in classrooms while completing remaining coursework.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

Required Courses:

EDU 2000* Introduction to Teaching (6 cr)

EDU 2001 Content, Principles and Practices of Mathematics (6 cr)

EDU 7106 Understanding Socio-Emotional, Cultural and Cognitive Aspects of Middle School Learners in General and Inclusive Settings

EDU 7107 Methods and Strategies for Teaching Regular and Special Needs Middle School Students

EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings

OR

EDU 7666 Developing Curriculum Materials for the Web

EDU 9003 Literacy Development for First and Second Language Learners

Required Special Education Course

EDU 9711 Education of Individuals with Exceptionalities

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities; Math, Science, Social Studies

EDU 9704 Research and Collaborative Partnerships and Strategic Instruction for General, special and Inclusive Education; Adolescence

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students

EDU 9712 Educational Assessment of Individuals with Exceptionalities

Research Methodology/Thesis (3 credits):

EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

*Fieldwork course

Initial/Professional Teacher Certificate Options | Graduate Field Change | DCI

Tables delineate the Master's degree program options for those holding an initial teaching certificate. Candidates may elect to add another area (field change) at the same time they complete courses for the transition from an initial to a professional certificate (professional certificates also require documentation of teaching experience).

Table D.14 | M. S. Ed. in Early Childhood Education (B-2), Field Change – ECF

TEAC components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	**NYS (1998), NAEYC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online Measures**	**Exit requirements**
Pre-requisites	Initial NYS classroom teaching certificate in another certification area (e.g., Childhood Education)	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS 2,7 [2] NAEYC 4	EDU 3200 EDU 7123 EDU 7124 EDU 7128 EDU 7129	EDU 3200	N/A	In development	GPA; NYS Exams: CST – Multi-subject
1.2 Pedagogical knowledge	NYS 2, 3, 4, 7 [3,5] NAEYC 1, 3, 4	EDU 7122 EDU 7126 EDU 7128 EDU 7129	EDU 7122 EDU 7126 EDU 7128	N/A	In development	GPA
1.3 Caring and effective teaching skill	NYS 1, 4, 5, 6, 7, 8 [1,4] NAEYC 1, 3, 4	EDU 3200 EDU 7124 EDU 7126 EDU 7128 EDU 7114	EDU 7114	(LAST, ATS-W passed from initial cert.) New CST – if necessary - to be passed prior to EDU 7114	In development	GPA; Danielson rubric (1996); pass EDU 7114
1.4.1 Learning how to learn	NYS 2 [6,7,8] NAEYC 5	EDU 7129 EDU 7585	EDU 7122 EDU 7126 EDU 7128	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Multicultural perspectives	NYS 1 NAEYC 2	EDU 7122 EDU 7127 EDU 9737	EDU 7122 EDU 9737	N/A	In development	GPA
1.4.3 Technology	NYS 4	EDU 7129	N/A	N/A	In development	GPA

M. S. Ed. in Early Childhood Education (B-2), Field Change – ECF (36 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) Initial Certificate, and §52.21 (b) (2) (iv) (c) (3) (i) Initial Certificate in Early Childhood Education (birth through grade 2)

[1]**Professional Organization Standards:** National Association for the Education of Young Children. (2009). *NAEYC standards for early childhood professional preparation programs.* Washington, DC: Author.

Required Foundation Courses (15 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7122* Program in Early Childhood Education
EDU 7126* Observing and Recording the Behavior of Young Children
EDU 7127 Schools, Family and Community Partnerships
EDU 7128* Integrated Curriculum in Early Childhood

Required Special Education Course (3 credits):
EDU 9711 Education of Individuals with Exceptionalities
OR EDU 9737 Early Childhood Special Education

Required Methods Courses (12 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 7123* Creative Arts in Early Childhood Education
EDU 7124 Literature in Early Childhood Education
EDU 7129 Mathematics and Science in Early Childhood

Required Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching Learning Process

Required Associate Teaching (3 credits):
EDU 7114* Early Childhood Associate Teaching (Student Teaching/Internship) [Minimum of 20 days §52.21 (b)(3)(i)(b)(2)]

*Field Experience Courses
(EDU 7114 and EDU 7585 should be taken toward the end of the program.)

Table D.15 | M. S. Ed. in Childhood Education (1-6), Field Change – CEF

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), ACEI (2007)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 ACEI 2	EDU 3200 EDU 7135 EDU 7136 EDU 7137 EDU 7222 EDU 7585	EDU 3200 EDU 7135 EDU 7136 EDU 7137	NYS Exams: LAST, CST from initial certification	In development	GPA; CST in new content area
1.2 Pedagogical knowledge	NYS (1998) 3, 5 ACEI 1, 3, 4	EDU 7135 EDU 7136 EDU 7137	EDU 7135 EDU 7136 EDU 7137	NYS Exam: ATS-W from initial cert.	In development	GPA
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 ACEI 1, 2, 3, 4	EDU 3200 EDU 7290	EDU 3200		In development	GPA
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 ACEI 5	EDU 7000 EDU 7195 EDU 7297 EDU 7585			In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Multicultural perspectives	NYS (1998) 1 ACEI 1, 3	EDU 7000 EDU 7290			In development	GPA
1.4.3 Technology	NYS (1998) 4 ACEI 3	EDU 7666			In development	GPA

M.S. Ed. in Childhood Education (1-6), Field Change - CEF (33 credits) – The Field Change specialization in Childhood Education is intended for students who have received or have qualified for an initial certification outside of Childhood Education.

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (ii) Teaching Childhood Education (grades 1 through 6)

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation*. Olney, MD: Author.

Required Courses:

Required Foundation Courses (12 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education

Required Methods Courses (18 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 7135* Current Trends and Research in the Teaching of Social Studies
EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Mathematics
EDU 7195* Teaching and Learning: Childhood
EDU 7666 Developing Curriculum Materials for the Web

Required Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching Learning Process

*Field Experience Courses
(EDU 7195 should be taken early in the program;
EDU 7585 should be taken toward the end.)

Table D.16 | M.S. Ed. in Adolescence Education (7-12), Field Change – AEF

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998) and Professional Organization by Subject	Required Courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
1.1 Subject Matter Knowledge	NYS (1998) 2 ACTFL 1 NCTE3 NCTM 1-7 & 9-15 NCSS-A, B NSTA 1, 2, 3, 4, 7	12 credits in Content Area EDU 7222 EDU 7585	N/A	NYS Exams: LAST, CST	In development	GPA
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 ACTFL 3, 4, 5 NCTE 4 NCTM 8 NCSS-C NSTA 5, 8	EDU 7222 EDU 3270 EDU 7107 EDU 7295 EDU 7702	EDU 3270 EDU 7107 EDU 7295 EDU 7702	NYS Exam: ATS-W	In development	GPA
1.3 Caring Teaching Skill	NYS (1998) 1, 4 ACTFL 1, 2, 3, 4, 5 NCTE 4 NCTM 8, 16 NCSS-C NSTA 5, 9	EDU 7290	N/A	N/A	In development	GPA
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 ACTFL 6; NCTE 2; NCTM: N/A NCSS-A, B; NSTA 10	EDU 7000 EDU 7297 EDU 7585	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 ACTFL 2; NCTE 3; NCTM 7 NCSS-A; NSTA 5	EDU 7000 EDU 7290	N/A	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 ACTFL: N/A; NCTE 3; NCTM 6 NCSS-C; NSTA 5	EDU 7666	N/A	N/A	In development	GPA

M.S. Ed. in Adolescence Education (7-12), Field Change – AEF (33 credits) – The Field Change specialization is intended for students who wish to pursue a Master's degree in a different certification area than their Initial Certificate, thereby obtaining a second certificate.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education (grades 7 through 12)

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

American Council on the Teaching of Foreign Languages. (2002). *Program standards for the preparation of foreign language teachers*. Yonkers, NY: Author.

National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: Author.

National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

National Council for the Social Studies. (2002). *National standards for social studies teachers*. Silver Spring, MD: Author.

National Science Teachers Association. (2003). *Standards for science teacher preparation*. Arlington, VA: Author.

Required Courses:

Foundations Courses (12 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives on Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education

Required Methods Courses (15 credits):
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 7107* Methods and Strategies for Teaching Regular and Special Needs Middle School Students
EDU 7295* Teaching and Learning Adolescent
EDU 7702* Innovative Strategies in Secondary Settings
EDU 7666 Developing Curriculum Materials for the Web

One course elective (3 credits):
EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
OR EDU 9006 Human Development in Cross Cultural Perspective

Required Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching Learning Process

*Field Experience Courses

Initial/Professional Teacher Certificate Options | Graduate | DHSC

Tables delineate the Master's degree program options for those holding an initial teaching certificate. Candidates may elect to add another area (field change) at the same time they complete courses for the transition from an initial to a professional certificate (professional certificates also require documentation of teaching experience).

Table D.17 | M. S. Ed. in Teaching English to Speakers of Other Languages (TESOL) – TES

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), TESOL (2009)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree; English lang. proficiency	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2	EDU 9001 EDU 9002 EDU 9006 EDU 9010 EDU 9015	EDU 9002 EDU 9010		Course grades: EDU 9001 EDU 9002	GPA; Pass Comprehensive Examination
1.2 Pedagogical knowledge	NYS (1998) 3, 5	EDU 9003/5 EDU 9004/9 EDU 9012	EDU 9009 EDU 9012		Course grades: EDU 9003 EDU 9004 EDU 9012	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4	EDU 9014	EDU 9014		Course grade: EDU 9014	GPA; Pass Comprehensive Examination
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8	EDU 9013	N/A	N/A	In development	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1	EDU 9002 EDU 9006	EDU 9002	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4	EDU 7266 or 7267 or 7666	N/A	N/A	In development	GPA

M. S. Ed. in Teaching English to Speakers of Other Languages (TESOL) – TES (33 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (x) Initial Certificate in Teaching English to Speakers of Other Languages (all grades)

[1]**Professional Organization Standards:** Teachers of English to Speakers of Other Languages. (2009). *Standards for the recognition of initial TESOL programs in P–12 ESL teacher education*. Alexandria, VA: Author.

Required Courses:

Foundations (9 credits):
EDU 9001 Foundations of Bilingual and Second Language Education
EDU 9002* Psychology and Sociology of Language and Bilingualism
EDU 9006 Human Development in Cross-Cultural Perspective

Technology Course (3 credits):
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings (Childhood Education)
OR EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings (Adolescence Education)
OR EDU 7666 Developing Curriculum Materials for the Web

TESOL Professional Core (21 credits):
EDU 9013 Research in Language, Culture and Communication
EDU 9003* Literacy Development for First and Second Language Learners
OR EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9004* Content Area Instruction for Linguistically/Culturally Diverse Learners
OR EDU 9009* Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies
EDU 9010* (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
EDU 9012* Methods of Language and Academic Assessment for ELLs and Exceptional Learners
EDU 9015 Structure of the English Language
EDU 9014* Practicum and Seminar in TESOL

*Field Experience Courses

Table D.18 | M. S. Ed. in Teaching Literacy (B-6) – LTCB

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 IRA 1	EDU 3200 EDU 3264	EDU 3200	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	GPA; Pass Comprehensive Examination
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3	EDU 3210 EDU 3220 EDU 3230 EDU 3270	EDU 3220 EDU 3230	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5	EDU 3250	EDU 3240 EDU 3250: 50 hours supervised tutoring	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3250	EDU 3250 Grade and Comp. Exam Criterion 5	GPA; Pass EDU 3250 & Practicum Time Log
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4	EDU 3240	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Birth-Grade 6 – LTCB (33 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (birth through grade 6)

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education

OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Theory and Practice (15 credits):

EDU 3200* Language Acquisition and Literacy Development

EDU 3210 Research and Practice of Teaching Writing in General and Inclusive Education, B–6

EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development

EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive Settings

OR EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

Literacy Specialist Core (9 credits):

EDU 3230* Diagnosis and Recommendations for Literacy Performance

EDU 3240* Literacy and Assessment Strategies for Diverse Learners

EDU 3250* Practicum and Seminar in Literacy Instruction, B-6

Electives (3 credits):

EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I

EDU 3242* Multi-sensory Approach to Language Learning and Phonics Instruction Part II

EDU 3278* Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B-12 (OR EDU 9716)

EDU 3283 Research and Strategies in Literacy Leadership

EDU 9003* Literacy Development for First and Second Language Learners

*Field Experience Courses

Table D.19 | M. S. Ed. in Teaching Literacy (5-12) – LTC5

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) IRA 1	EDU 3200 EDU 3265	EDU 3200	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	GPA; Pass Comprehensive Examination
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3	EDU 3215 EDU 3220 EDU 3230 EDU 3270	EDU 3220 EDU 3230	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5	EDU 3255	EDU 3240 EDU 3255: 50 hours supervised tutoring	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3255	EDU 3255 Grade and Comp. Exam Criterion 5	GPA; Pass EDU 3255 & Practicum Time Log
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4	EDU 3240	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Grades 5 to 12 – LTC5 (33 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (grades 5 through 12)

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education

OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Theory and Practice (15 credits):

EDU 3200* Language Acquisition and Literacy Development

EDU 3215 Research and Practice of Teaching Writing in General and Inclusive Education, Grades 5 to 12

EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development

EDU 3265 Teaching Literacy through Literature (Grades 5–12) in General and Inclusive Settings

OR EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

Literacy Specialist Core (9 credits):

EDU 3230* Diagnosis and Recommendations for Literacy Performance (Pre. or Coreq. 3200, 3220 or 3270)

EDU 3240* Literacy and Assessment Strategies for Diverse Learners

EDU 3255* Practicum and Seminar in Literacy Instruction (Grades 5–12)

Electives (3 credits):

EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I

EDU 3242* Multi-sensory Approach to Language Learning and Phonics Instruction Part II

EDU 3228* Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities—Adolescent (OR EDU 9716)

EDU 3283 Research and Strategies in Literacy Leadership

EDU 9003* Literacy Development for First and Second Language Learners

*Field Experience Courses

Table D.20 | M. S. Ed. in Teaching Literacy (B-12) – LTC

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 IRA 1	EDU 3200 EDU 3268	EDU 3200	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	GPA; Pass Comprehensive Examination
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3	EDU 3217 EDU 3220 EDU 3230 EDU 3270	EDU 3220 EDU 3230	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5	EDU 3250 EDU 3255	EDU 3240 EDU 3250 & EDU 3255: 50 hours supervised tutoring each	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3250	EDU 3250/5 Grade and Comp. Exam Criterion 5	GPA; Pass EDU 3250 and EDU 3255 & Practicum Time Logs
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4	EDU 3240	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Birth-Grade 12 – LTC (42 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (birth through grade 12)

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education

OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

OR EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings

OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Methodology Core (21 credits):

EDU 3200* Language Acquisition and Literacy Development

EDU 3217 Research and Practice of Teaching Writing in General and Inclusive Education, B–12

EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development

EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I

EDU 3268 Teaching Literacy through Literature, Grades B–12 in General and Inclusive Settings

OR EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

EDU 3278* Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B-12

Literacy Specialist Core (12 credits):

EDU 3230* Diagnosis and Recommendations for Literacy Performance (Pre. or Coreq. 3200, 3220 or 3270)

EDU 3240* Literacy and Assessment Strategies for Diverse Learners

EDU 3250* Practicum and Seminar in Literacy Instruction (Birth-Grade 6)

EDU 3255* Practicum and Seminar in Literacy Instruction (Grades 5–12)

Electives (3 credits):

EDU 3242* Multi-sensory Approach to Language Learning and Phonics Instruction Part II

EDU 3283 Research and Strategies in Literacy Leadership

EDU 9004* Content Area Instruction for Linguistically/Culturally Diverse Learners

*Field Experience Courses

Table D.21 | M. S. Ed. in Teaching Literacy (B-6) AND Teaching English to Speakers of Other Languages – LTC7

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010), TESOL (2009)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 IRA 1 TESOL 1	EDU 3200 EDU 3264 EDU 9001 EDU 9003 EDU 9010/15	EDU 3200	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	12 credits in a language other than English; GPA; CST TESOL
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3 TESOL 3 TESOL 4	EDU 3210 EDU 3220 EDU 3230 EDU 3240 EDU 9012	EDU 3220 EDU 3230 EDU 3240	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5 TESOL 3 TESOL 4	EDU 3250 EDU 9014	EDU 3250: 50 hours EDU 9014: 100 hours	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3250	EDU 3250 Grade and Comp. Exam Criterion 5	GPA: Pass EDU 3250 and EDU 9014 & Practicum Time Logs
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6 TESOL 5	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4 TESOL 2	EDU 3240 EDU 9004 EDU 9006	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Birth-Grade 6 AND Teaching English to Speakers of Other Languages – LTC7 (48 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (birth through grade 6), and §52.21 (b) (2) (iv) (c) (3) (x) Initial Certificate in Teaching English to Speakers of Other Languages (all grades)

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Teachers of English to Speakers of Other Languages. (2009). *Standards for the recognition of initial TESOL programs in P–12 ESL teacher education*. Alexandria, VA: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education
OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Core (18 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 3210 Research and Practice of Teaching Writing in General and Inclusive Education, B–6
EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3230* Diagnosis and Recommendations for Literacy Performance
EDU 3240* Literacy and Assessment Strategies for Diverse Learners
EDU 3264 Teaching Literacy through Literature, Grades B-6 in General and Inclusive Settings

TESOL Core (18 credits):
EDU 9001 Foundations of Bilingual and Second Language Education
EDU 9003* Literacy Development for First and Second Language Learners
EDU 9004* Content Area Instruction for Linguistically/Culturally Diverse Learners
EDU 9006 Human Development in Cross-Cultural Perspective
EDU 9010* (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
OR EDU 9015 Structure of the English Language
EDU 9012* Methods of Language and Academic Assessment for ELLs and Exceptional Learners

Capstone Courses (6 credits):
EDU 3250* Practicum and Seminar in Literacy Instruction (Birth-Grade 6) – 50 hours
EDU 9014* Practicum and Seminar in TESOL – 100 hours

*Field Experience Courses

Table D.22 | M. S. Ed. in Teaching Literacy (5-12) AND Teaching English to Speakers of Other Languages – LTC6

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 IRA 1 TESOL 1	EDU 3265 EDU 9001 EDU 9003 EDU 9010/15	N/A	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	12 credits in a language other than English; CST TESOL; GPA
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3 TESOL 3 TESOL 4	EDU 3215 EDU 3220 EDU 3230 EDU 3240 EDU 3270 EDU 9012	EDU 3220 EDU 3230 EDU 3240	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5 TESOL 3 TESOL 4	EDU 3255 EDU 9014	EDU 3255: 50 hours EDU 9014: 100 hours	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3250	EDU 3255 Grade and Comp. Exam Criterion 5	GPA; Pass EDU 3255 and EDU 9014 & Practicum Time Logs
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6 TESOL 5	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4 TESOL 2	EDU 3240 EDU 9004 EDU 9006	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Grades 5-12 AND Teaching English to Speakers of Other Languages – LTC6 (48 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (birth through grade 6), and §52.21 (b) (2) (iv) (c) (3) (x) Initial Certificate in Teaching English to Speakers of Other Languages (all grades)

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Teachers of English to Speakers of Other Languages. (2009). *Standards for the recognition of initial TESOL programs in P–12 ESL teacher education*. Alexandria, VA: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education
OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Core (18 credits):

EDU 3215 Research and Practice of Teaching Writing in General and Inclusive Education, 5–12
EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3230* Diagnosis and Recommendations for Literacy Performance
EDU 3240* Literacy and Assessment Strategies for Diverse Learners
EDU 3265 Teaching Literacy through Literature, Grades 5 to 12 in General and Inclusive Settings
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

TESOL Core (18 credits):

EDU 9001 Foundations of Bilingual and Second Language Education
EDU 9003* Literacy Development for First and Second Language Learners
EDU 9004* Content Area Instruction for Linguistically/Culturally Diverse Learners
EDU 9006 Human Development in Cross-Cultural Perspective
EDU 9010* (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
OR EDU 9015 Structure of the English Language
EDU 9012* Methods of Language and Academic Assessment for ELLs and Exceptional Learners

Capstone Courses (6 credits):

EDU 3255* Practicum and Seminar in Literacy Instruction (Grades 5-12) – 50 hours
EDU 9014* Practicum and Seminar in TESOL – 100 hours

*Field Experience Courses

Table D.23 | M. S. Ed. in Teaching Literacy (B-6) AND Teaching Students with Disabilities, Childhood – LTC4

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), IRA (2010)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 IRA 1	EDU 3200 EDU 3268	EDU 3200	CST for Initial Certificate	EDU 3200 Grade and Comp. Exam Criteria 1 & 2	GPA; Pass Comprehensive Examination
1.2 Pedagogical knowledge	NYS (1998) 3, 5 IRA 2 IRA 3	EDU 3217 EDU 3220 EDU 3230 EDU 3270	EDU 3220 EDU 3230	ATS-W for Initial Certificate	EDU 3220 Grade and EDU 3230 Case Study Grade	GPA; Pass Comprehensive Examination
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 IRA 5	EDU 3250 EDU 3255	EDU 3240 EDU 3250 & EDU 3255: 50 hours supervised tutoring each	Pass EDU 3230 & 3240 with B or better and Literacy CST to take EDU 3250	EDU 3250/5 Grade and Comp. Exam Criterion 5	GPA; Pass EDU 3250 and EDU 3255 & Practicum Time Logs
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 IRA 6	EDU 7297 or 9013	N/A	N/A	N/A	GPA; Pass Comprehensive Examination
1.4.2 Multicultural perspectives	NYS (1998) 1 IRA 4	EDU 3240	EDU 3240	N/A	N/A	GPA
1.4.3 Technology	NYS (1998) 4 IRA 5	EDU 7266 or 7666	N/A	N/A	N/A	GPA

M. S. Ed. in Teaching Literacy Birth-Grade 6 AND Teaching Students with Disabilities, Childhood – LTC4 (42 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (xi) Initial and Professional Certificates in Teaching Literacy (birth through grade 6), and §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate in Teaching Students with Disabilities

[1]**Professional Organization Standards:** International Reading Association [IRA]. (2010). *Standards for the preparation of reading professionals, revised 2010*. Newark, DE: Author.

Required Courses:

Educational Foundations and Technology Core (6 credits): Choose one course from each group depending on advisement.

Group A: EDU 7297 Integrative Research Seminar in Education
OR EDU 9013 Research in Language, Culture and Communication

Group B: EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
OR EDU 7666 Developing Curriculum Materials for the Web

Literacy Theory and Practice (12 credits):
EDU 3200* Language Acquisition and Literacy Development
EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3268 Teaching Literacy through Literature, Grades B–12 in General and Inclusive Settings
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

Literacy Specialist Core (15 credits):
EDU 3230* Diagnosis and Recommendations for Literacy Performance (Pre. or Coreq. 3200, 3220 or 3270)
EDU 3240* Literacy and Assessment Strategies for Diverse Learners
EDU 3250* Practicum and Seminar in Literacy Instruction (Birth-Grade 6)
EDU 3255* Practicum and Seminar in Literacy Instruction (Grades 5–12)
EDU 3217 Research and Practice of Teaching Writing in General and Inclusive Education, B–12

Electives (3 credits):
EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I
EDU 3242* Multi-sensory Approach to Language Learning and Phonics Instruction Part II
EDU 3260 Emergent Literacy within a Constructivist, Social Context
EDU 3278* Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B-12
EDU 7124 Literature in Early Childhood Education

*Field Experience Courses

Table D.24 | M. S. in Ed. in Teaching Students with Disabilities in Childhood – TCD

TEAC components	State and Professional Organization standards[1]	Program option requirements that address *Quality Principle 1.0* and state standards				
Quality Principle 1.0	**NYS (1998), CEC (2009)**	**Required courses**	**Field Work requirements**	**Admissions requirements**	**Weave Online measures**	**Exit requirements**
Pre-requisites						
1.1 Subject matter knowledge	NYS 2 CEC 8, 4, & 7	EDU 9711 EDU 9712 EDU 9716 EDU 9718, EDU 9719	EDU 9716 EDU 9712 EDU 9718 EDU 9719	CST	Grade in EDU 9711and EDU 9718	GPA
1.2 Pedagogical knowledge	NYS 3 & 5 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 9702 EDU 9716 EDU 9718 EDU 9719	EDU 9702 (150 hours) EDU 9716 EDU 9718 EDU 9719	ATSW	Grade in EDU 9700, EDU 9719	GPA; Pass CST for Special Education
1.3 Caring and effective teaching skill	NYS 1 & 4 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 9702	EDU 9702 (150 hours)	N/A	Grade in EDU 9702, and Pass Comprehensive Exam	GPA; Pass EDU 9702; Pass Comprehensive Exam
1.4.1 Learning how to learn	NYS 6, 7 & 8 CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	EDU 9719 EDU 9702 EDU 9716 EDU 9718	EDU 9719 EDU 9716 EDU 9718	N/A	N/A	GPA; Pass Comprehensive Exam
1.4.2 Multicultural perspectives and accuracy	NYS 1 CEC 1, 2, 5, 9, 10	EDU 9711 EDU 9700	N/A	N/A	N/A	GPA
1.4.3 Technology	NYS 4	EDU 7266	N/A	N/A	N/A	GPA

M. S. in Ed. in Teaching Students with Disabilities in Childhood – TCD (33 credits)

[1]**State Regulations:** New York §52.21 (b) (2) (ii) and New York §52.21 (b) (2) (iv) (c) (3) (vi) Initial Certificate for Teaching Students with Disabilities

[1]**Professional Organization Standards:** Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6th ed.). Arlington, VA: Author.

Required courses:

Special Education, Childhood Core (30 credits):

EDU 3200 Language Acquisition and Literacy Development

OR EDU 3220* Approaches, Materials, and Performance Evaluation in Literacy Development

OR EDU 3241* Multi-sensory Approach to Language Learning and Phonics Instruction Part I

EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education: Childhood

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students

EDU 9711 Education of Individuals with Exceptionalities

EDU 9712 Educational Assessment of Individuals with Exceptionalities

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports

EDU 9720 Applications of Behavior Management Techniques

EDU 9702 Practicum in Special Education: Childhood

Electives (3 Credits):

EDU 9710 Linguistics for Teachers of English Language (ELL) and Exceptional Learners

EDU 5811 Administration and Supervision of Special Education Services

EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

EDU 6465 Medical and Physical Aspects of Disability

*Field Experience Courses

Professional Teacher Certificate Options | Graduate Continuing | DCI

Tables delineate the Master's degree program options for those holding an initial teaching certificate. Candidates may elect to add another area (field change) at the same time they complete courses for the transition from an initial to a professional certificate (professional certificates also require documentation of teaching experience).

Table D.25 | M. S. Ed. in Childhood Education (1-6), Continuing – CED

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle I* and state standards				
Quality Principle I	NYS (1998), ACEI (2007)	Required courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
Pre-requisites	Initial classroom teaching certificate in childhood education	N/A	N/A	Bachelor's degree	N/A	N/A
1.1 Subject matter knowledge	NYS (1998) 2 ACEI 2	EDU 7135 EDU 7136 EDU 7137 EDU 7138 EDU 7222 EDU 7585	EDU 7136 EDU 7137 EDU 7138	N/A	In development	GPA
1.2 Pedagogical knowledge	NYS (1998) 3, 5 ACEI 1, 3, 4	EDU 7135 EDU 7136 EDU 7137	N/A	N/A	In development	GPA
1.3 Caring and effective teaching skill	NYS (1998) 1, 4 ACEI 1, 2, 3, 4	EDU 7290	N/A	N/A	In development	GPA
1.4.1 Learning how to learn	NYS (1998) 6, 7, 8 ACEI 5	EDU 7000 EDU 7135 EDU 7222 EDU 7297 EDU 7585	EDU 7135	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Multicultural perspectives	NYS (1998) 1 ACEI 1, 3	EDU 7000 EDU 7290 EDU 7666	N/A	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 ACEI 3	EDU 7666	N/A	N/A	In development	GPA

M.S. in Ed. in Childhood Education, Continuing - CED (33 credits) – The Continuing specialization in Childhood Education is intended for students who wish to pursue a Master's degree in the same academic area as their initial certification.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (ii) Initial Certificate in Childhood Education (grades 1 through 6), and §52.21 (b) (2) (iii) (a) (3) Professional Certificate in Childhood Education (grades 1 through 6)

[1]**Professional Organization Standards:** Association for Childhood Education International. (2007). *Elementary education standards and supporting explanation.* Olney, MD: Author.

Required Courses:

Required Foundation Courses (15 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education
EDU 7666 Developing Curriculum Materials for the Web

Required Methods Courses (12 credits):
EDU 7135* Current Trends and Research in the Teaching of Social Studies EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Mathematics
EDU 7138 Current Trends and Research in the Teaching of Language Arts
EDU 7129 Mathematics and Science in Early Childhood

Elective courses (3 credits):
EDU 7410 Identification of the Gifted and Talented
EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented
EDU 9006 Human Development in Cross-Cultural Perspective

Research Methodology/Thesis (3 credits):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

*Field Experience Courses
(EDU 7585 should be taken at the end of the program.)

Table D.26 | M.S. Ed. in Adolescence Education (7-12), Continuing: Biology, English, Math, Social Studies, or Spanish – AEB/AEE/AEM/AESS/AESP

TEAC Components	State and Professional Organization Standards[1]	Program option requirements that address *Quality Principle 1* and state standards				
Quality Principle 1	NYS (1998) and Professional Organization by Subject	Required Courses	Field Work requirements	Admissions requirements	Weave Online Measures	Exit requirements
1.1 Subject Matter Knowledge	NYS (1998) 2 ACTFL 1 NCTE3 NCTM 1-7 & 9-15 NCSS-A, B NSTA 1, 2, 3, 4, 7	12 credits in Content Area EDU 7222 EDU 7585	N/A	NYS Exams: LAST, CST	In development	GPA
1.2 Pedagogical Knowledge	NYS (1998) 3, 5 ACTFL 3, 4, 5 NCTE 4 NCTM 8 NCSS-C NSTA 5, 8	EDU 7222	N/A	NYS Exam: ATS-W	In development	GPA
1.3 Caring Teaching Skill	NYS (1998) 1, 4 ACTFL 1, 2, 3, 4, 5 NCTE 4 NCTM 8, 16 NCSS-C NSTA 5, 9	EDU 7290	N/A	N/A	In development	GPA
1.4.1 Learning to Learn	NYS (1998) 6, 7, 8 ACTFL 6; NCTE 2; NCTM: N/A NCSS-A, B; NSTA 10	EDU 7000 EDU 7297 EDU 7585	N/A	N/A	In development	GPA; Grade in Thesis course (EDU 7585)
1.4.2 Diversity	NYS (1998) 1 ACTFL 2; NCTE 3; NCTM 7 NCSS-A; NSTA 5	EDU 7000 EDU 7290	N/A	N/A	In development	GPA
1.4.3 Technology	NYS (1998) 4 ACTFL: N/A; NCTE 3; NCTM 6 NCSS-C; NSTA 5	EDU 7666	N/A	N/A	In development	GPA

M.S. Ed. in Adolescence Education (7-12), Continuing: Biology, English, Math, Social Studies, or Spanish – AEB/AEE/AEM/AESS/AESP (33 credits) – The Continuing specialization is intended for students who wish to pursue a Master's degree in the same academic area as their Initial Certification.

[1]**State Regulations:** New York §52.21 (b) (2) (ii), and §52.21 (b) (2) (iv) (c) (3) (iv) Initial Certificate in Adolescence Education (grades 7 through 12), and §52.21 (b) (2) (iii) (a) (4) Professional Certificate in Adolescence Education (grades 7 through 12)

[1]**Teacher Preparation Standards for Subject Matter Professional Organizations:**

American Council on the Teaching of Foreign Languages. (2002). *Program standards for the preparation of foreign language teachers*. Yonkers, NY: Author.

National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts*. Urbana, IL: Author.

National Council of Teachers of Mathematics. (2003). *NCTM program standards (2003): Programs for initial preparation of mathematics teachers*. Arlington, VA: Authors.

National Council for the Social Studies. (2002). *National standards for social studies teachers*. Silver Spring, MD: Author.

National Science Teachers Association. (2003). *Standards for science teacher preparation*. Arlington, VA: Author.

Required Courses:

Foundations Courses (12 credits):
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7222 Historical Perspectives on Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7297 Integrative Research Seminar in Education

Methods Course (3 credits):
EDU 7666 Developing Curriculum Materials for the Web

One course elective (3 credits):
EDU 7410 Identification of the Gifted and Talented
Or EDU 9006 Human Development in Cross Cultural Perspective

Research Methodology/Thesis (3 credits taken in last 6 of program):
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

12 graduate credits in student's Liberal Arts CONTENT area:
Biology
English
Math
Social Studies
Spanish

11 | Appendix E | Inventory of evidence

Table E.1 summarizes the data collection plan and Inventory of Evidence for the *Inquiry Brief* developed by the SOE Accreditation Committee during academic year 2009-2010.

Table E.1 | Inventory: Status of Evidence from Measures and Indicators for TEAC Quality Principle *I.0*

Type of Evidence	Available and in the *Brief*				Not Available	
Note: items under each category are examples. Program may have more or different evidence	**In the *Brief*** **Reasons for including the results in the *Brief***	**Location**	**Not in the *Brief*** **Reasons for not including the results in the *Brief***	**Location**	**For future use** **Reasons for including in future *Briefs***	**Not for future use** **Reasons for not including in future *Briefs***
Grades						
1.Student grades and grade point averages	Evidence of student learning for TEAC QPs	Table 4.1and following				
Scores on Standardized Tests						
2. Student scores on standardized license or board examinations*	Evidence of student learning for TEAC QPs	Table 4.1 and following				
3. Student scores on admission tests of subject matter knowledge for graduate study						No subject matter knowledge admission test currently required for MSED graduate study
4. Standardized scores and gains of the program graduates' own pupils			NY state/city regulations and local teachers' unions restrict access to this data.		Associate Teaching form developed during Summer 2010 see Appendix F; data is being collected as of Fall 2010	
Ratings						
5. Ratings of portfolios of academic and associate teaching accomplishments					The Faculty is reviewing the possibility of using an electronic portfolio system.(Task Stream implementation is in progress for UG)	
6. Rubric ratings of capstone and program requirements using 5 faculty developed rubrics					Reliability addressed but still in development (see Appendix F); results not available at this time	
7. Third-party rating of program's students					Investigating possibility to implement with program graduates during professional development (2	

					accomplished to date)	
8. Ratings of in-service, clinical, and PDS teaching			Teachers' union regulations make this an impractical source of data.		Collecting ratings by clients and their parents in clinical setting of SOE Reading and Writing Education Center (data available)	
9. Ratings, by cooperating teacher and college/university supervisors (using Danielson rubric), of practice teachers' work samples.	University Supervisor and Cooperating Teacher ratings included in Brief	Table 4.1 and following		Claims p. 6		
10. Ratings of program expectations by entering students					Collecting data for undergraduate students in Ed 101; graduates in Admission packet but returns not high	
11. Ratings of preparedness for classroom teaching by program completers	UG and GR Exit survey offers student perspectives	Table 4.26., 4.27, 4.28				
12. Rates of completion of courses and program			Not currently considered.		Rates of program completion available from Institutional Research	
13. Graduates' career retention rates					Instrument crafted to collect data from alumni; not currently available	Difficult to obtain as addresses not updated
14. Graduates' job placement rates			Collected by Career Placement Office; available in SOE Dean's Office			Data do not presently impact program planning.
15. Rates of graduates' professional advanced study			Not currently collected (all New York teachers must complete a master's degree within five years of initial certification to maintain a teaching credential). Available through Career Placement Office.			
16. Rates of graduates' leadership roles			Not currently collected.			Too difficult to obtain.
17. Rates of graduates' professional service activities			Not currently collected.			Too difficult to obtain.
Case Studies and Alumni Competence						
18. Evaluations of graduates by their own pupils			NY state/city regulations and teachers' unions prohibit for confidentiality.		Investigating possibility of evaluating graduates teaching performance by their own students in out-of-school time programs and non-public settings (some accomplished)	

19. Alumni self-assessment of their accomplishments			Not currently collected.	Potentially valuable. Faculty is considering a procedure for gathering this information.	
20. Third-party professional recognition of graduates (e.g., NBPTS)			Not currently collected.		Too difficult to obtain.
21. Employers' evaluations of the program's graduates	Provides external measure.	Table 4.29	Principals' ratings of our graduates are collected but are not matched to students.		
22. Graduates' authoring of textbooks, curriculum materials, etc.			Not currently collected.	Potentially valuable. Faculty is considering a procedure for gathering this information.	
23. Case studies of graduates' own pupils' learning and accomplishment			NY state/city regulations and teachers' unions prohibit for confidentiality.		NY state/city regulations and teachers' unions prohibit for confidentiality

* Required by New York State Education Department for teacher certification: LAST, CST, ATS-W.

12 | Appendix F | Local assessments

The following local assessments are used as TEP measures.

Rubric Measures Developed by TEP Faculty

The Faculty have embarked on a two-year plan (to date) to use a system of five (5) rubrics to evaluate coursework assignments and capstones serving as another means of gathering evidence of TEAC Principles. The progress of the rubric plan has been documented in the 2009 and 2010 TEAC Annual reports and is briefly summarized here. The rubrics were validated by an outside professional in the field. At an important meeting of February 2, 2009 for all TEP faculty members, the five rubrics measuring TEAC principles and cross-cutting themes were finalized by faculty vote. TEAC committee members were assigned to ensure that rubric deadlines were met in consultation with faculty and that the appropriate artifacts would be collected. Procedures implemented by faculty to establish reliability across faculty raters continued over a number of semesters. Meetings and training sessions to calibrate raters were held at department level and by rubric-use level.

At the end of this phase of establishing reliability coefficients, results were mixed. The Comprehensive Exam capstone requirement, given in the Department of Human Services and Counseling for Literacy, Special Education and Teaching English to Speakers of Other Languages (TESOL) program completers was quite strong with a reliability coefficient of .79. For a capstone Thesis written by program completers in the program options of the Department of Curriculum and Instruction, the reliability coefficient obtained was .29. For the Technology assignment, a requirement for program completers of both departments, the reliability coefficient was .04. The coefficient obtained for the Teaching Plan/Lesson Plan rubric was .19. No viable results were obtained for the reflective essay assignment due to varied faculty interpretations of the assignment dealing with multicultural perceptions, resulting in few papers which met the criteria for evaluation.

A subsequent review of these reliability phase results indicated that additional training and practice using the rubrics with actual student papers in user group meetings were necessary. Three full-time and part-time faculty meetings took place during the academic year at which time practice with the rubrics occurred with actual student work. Changes occurred in rubric descriptions based on faculty input and consensus, and agreement was reached in procedural use for the next rubric administration. As a result of these initial outcomes, a second phase of reliability assessment was scheduled to be concluded at the end of the Spring 2010 semester. This plan entailed selecting 20-25 total student artifacts for each of the five rubric areas. The total for each rubric area was divided among the number of full-time faculty teaching the course which used that rubric assessment. This meant that each full-time faculty member needed to complete between 14-16 additional rubric evaluations aside from his or her own students' work.

After analysis of faculty ratings during this second phase, it was found that rater agreement was mixed. Faculty decided to use the component categories of two of the rubrics that yielded reasonable results. For the Thesis Capstone Project, Rubric Components #1 and #6, reliability coefficients ranging from .440 to .543 were obtained. For the Technology Rubric, components #1, #7 and #8 had reliability coefficients ranging from .515 to .810. The Teaching Plans and Essay Rubrics did not yield sufficient agreement among raters, and were planned to be discontinued from use. The faculty will explore alternative measurement options to address the areas for which a rubric is not in place.

Going forward the Comprehensive Examination Rubric, the abridged Thesis Rubric and the abridged Technology Rubric will be used by faculty as means of assessing student learning. These Rubrics are reproduced below.

The School of Education – Technology Evaluation Rubric – Revised September 2010

Name of Student:		Student X Number:		Date:	
Course #		CRN:		Instructor:	
	LEVEL OF PERFORMANCE				
CRITERIA OR COMPONENT to evaluate	(0) Unacceptable/ Not-submitted	(1) Inadequate/ Unsatisfactory	(2) Passing/ Basic	(3) Good/ Proficient	(4) Excellent/ Professional
1. Objective(s) and Rationale (1.1)	No evidence of any objective(s), rationale, or learning outcomes	Poorly defined objective(s), rationale, and/or inappropriate learning objectives	Objective(s) and/or rationale are present, but not connected to learning outcomes	Objective(s) and/or rationale are stated and defined with a general connection to learning outcomes	Objective(s) and rationale are well-defined and explicitly stated with distinct connections to learning outcomes
2. Aesthetics ***(Visual design elements, layout, fonts, color, images…) (1.2)***	The artifact did not contain any design elements (unformatted text).	The artifact contained design elements that were irrelevant, sparse, or distracting from the content.	The artifact demonstrated inconsistent use of design elements or the design elements minimally enhanced the content.	The artifact demonstrated consistent use of design elements that were relevant to the content.	The artifact demonstrated a superior use of design elements that complemented the content.
3. Integration (1.2)	The artifact failed to provide evidence of appropriate tools and/or methods related to the content and/or context.	The artifact indicated the presence of technology, but failed to demonstrate a level of compatibility with the content, tools, and/or methods.	The artifact provided basic evidence of appropriate tools and methods related to technology use and instruction.	The artifact provided adequate evidence supporting the selection of appropriate technology resources and application of methods relevant to the content and/or context for teaching and learning.	The artifact provided substantial evidence supporting the selection of appropriate technology resources and the seamless integration of a variety of tools and methods that are relevant to the content and/or context for teaching and learning.

Graduate master's degree program options in the Department of Human Services and Counseling (i.e., Literacy, Special Education, and T.E.S.O.L.) require the completion of a Comprehensive Examination which is evaluated by at least two faculty raters with the following rubric.

The School of Education – Comprehensive Examination Evaluation Rubric – DHSC (September 2010)

Name:			Examiner:		
Program:			Date:		
	LEVEL OF PERFORMANCE				
CRITERIA OR COMPONENT to evaluate	(0) Unacceptable/ Not-Submitted	(1) Inadequate/ Unsatisfactory	(2) Passing/ Basic	(3) Good/ Proficient	(4) Excellent/ Professional Comprehension
1. Knowledge of Content Addressed in Exam (1.1)	Insufficient knowledge of subject matter; facts are reported inaccurately	Minimal knowledge of subject matter; many inaccuracies	Sufficient knowledge of subject matter; a few inaccuracies	Ample knowledge of subject matter; almost all facts are reported accurately and apply to topic	Evidence of mastery of subject matter; no inaccuracies; all facts are in direct relation to topic
2. Writing Conventions (1.1)	Written language is unintelligible and unacceptable	Written language is flawed; answers contain numerous spelling and grammatical errors	Written language is acceptable but poor use of transition elements and anaphoric relationships	Written language is clear and intelligible but a few errors in mechanics	Clear, focused and comprehensively written; good transitions and connections

3. Thoroughness and Depth of Response to Exam Questions (1.1)	No depth and thoroughness in answers; just repeated questions	Minimal depth and thoroughness and lacking in organization	Some depth and thoroughness but not well connected; not fully cohesive	Ample depth to questions; well connected in discussion but some content explanation missing; shows some creativity	Extensive depth to all questions; demonstrates high mastery of content and pedagogical knowledge in answers; creative and organized
4. Pedagogical Knowledge in Ways to Teach to a Range of Students (1.2)	Fails to reflect any understanding of pedagogical issues related to student learning of the content and student diversity	Displays little understanding of pedagogical issues involved in student learning of content and minimal accommodations for student diversity	Displays basic pedagogical knowledge and general accommodations for student diversity, but does not anticipate student misconceptions.	Displays pedagogical practices drawn from current research on best pedagogical practice within the discipline and indicates accommodations for student diversity.	Displays a creative application of research-supported best practices that anticipate student misconceptions with respect to effective and appropriate accommodations for student diversity
5. Demonstration of Effective Teaching Skills in Showing Care in How Students Learn (1.3)	No evidence in answers of effective teaching skills or engaging students in caring way; total emphasis on teaching content	Minimal or ineffective evidence in exam answers of student engagement and reveals no or minimal care in how to engage student(s)	Exam answers reveal at least one opportunity for student engagement but shows little caring skills in how to engage student(s) in lessons	Exam answers provide some evidence of opportunities for student engagement and displays some evidence of caring in how student(s) learn	Exam answers reveal multiple opportunities for high levels of student engagement and care in how to effectively deal with student(s)
6. a) Knowledge of ways to research and seek out resources of current theory and practice **b) Knowledge of how to integrate and transfer methodology to inform others for use in other contexts** ***(Learning to Learn)***	No indication of seeking ways to locate resources No indication of showing others how to use current findings and methodology in transfer situations	Minimal indication of research skills and knowledge of professional resources Displays little knowledge or skill in transferring findings to practice and of showing others how to transfer methodology to use in other contexts	Shows basic knowledge of some professional resources; research skills to locate current theory and practice are weak. Some indication of basic skills of how to transfer methodology and how to show others to make these transfers	Well-informed of various professional resources; knows how to seek out current theories and practice. Evidence of skills of how to transfer findings to other contexts and populations and of ways to show others how to make these transfers	Strongly developed plan and rationale for locating professional resources on own to inform others; Strong evidence of skills of how to transfer findings; stong evidence of showing others, resources and metholodgy to other contexts and /or to other populations.
FINAL EVALUATION	**PASS**	**FAIL**			

Graduate master's degree program options in the Department of Curriculum and Instruction require the completion of a thesis (completed in EDU 7585) which is evaluated by at least two faculty raters with the following rubric.

The School of Education – Thesis (EDU 7585) Evaluation Rubric – Revised September 2010

Name of Student:		**Student X Number:**		**Date:**	
Course #		**CRN:**		**Instructor:**	
	LEVEL OF PERFORMANCE				
CRITERIA OR COMPONENT to evaluate	**(0) Unacceptable/ Not-submitted**	**(1) Inadequate/ Unsatisfactory**	**(2) Passing/ Basic**	**(3) Good/ Proficient**	**(4) Excellent/ Professional**
1. Statement of problem, Context and Rationale for Study (1.1)	Rationale and problem are missing; no context for study provided.	Rationale and/or problem are not apparent; some context provided but haphazard	Context is provided but rationale for the problem and/ or study context are not clear	Context is provided adequately; rationale for the problem is clear.	Thoroughly sets the stage for the study; provides compelling rationale for the work; clearly establishes the problem

2. Discussion; Implications for Teaching Practice (1.2 Pedagogical Skill)	Implications and connections to teaching practice missing	"So what?" may be missing; little connection to practice; implications are minimally discussed or explored	"So what?" is not clear Connections back to practice, literature and real world connections are minimal, but clear; reflection is weak; implications for teaching not fully explored	"So what?" is clear; Good connection to practice and real world contexts; some connections to literature; implications and reflection are explored.	Thoughtful discussion; excellent connection to real world context; connects back to literature and to practice; implications for further practice are helpful; reflection is compelling.
FINAL EVALUATION	**PASS**	**FAIL**			

Assessment of Associate Teachers' Pupils' Learning

To assess how well associate teachers' pupils are learning, the following form must be completed for all formal observations during the Associate Teaching or Internship semester and filed in the Associate Teaching folder, starting with the Fall 2010 semester.

The School of Education – Teacher Education Program

Assessment of Student Teacher's Pupils' Learning

Student Teacher:	**Grade/Class:**
Cooperating Teacher:	**School:**
University Supervisor:	**STJ Course: EDU**
Lesson Title:	**Lesson Date:**
Objective:	
Assessment Measure:	

PUPIL PERFORMANCE SUMMARY:

Grade Category	Number of Pupils	Percent of Class
A (90-100%)		
B (80-89%)		
C (70-79%)		
D (60-69%)		
F < 60%		

Note: Attach a copy of the lesson plan and assessment instrument used, as well as any handouts or other materials.

Any legitimate form of assessment may be used as long as it measures learning for all pupils: quiz (give percent of items answered correctly), portion of a unit test (give percent of those items pertinent to the lesson that were answered correctly), checklist or worksheet (give percent of total items on list satisfactorily demonstrated), essay (give subjectively scored letter grade), etc.

Please convert assessment results to the scale at left, reporting number of pupils who performed at each level and percent of the whole class this number represents.

Accuracy of this Report is Certified by Cooperating Teacher's Signature:

September 2010 **And/or University Supervisor's Signature:**

TEP Associate Teaching Evaluation Form for University Supervisors and Cooperating Teachers

This form was developed by the faculty based on Danielson (1996). The column labeled "For office use" provides the Danielson (1996) item numbers to the left, and a code for TEAC 1.0 principles on the right (D = diversity; L = Learning to Learn). It is followed by the rubric used to guide this evaluation process.

St. John's University – The School of Education

Associate Teaching Evaluation Summary

Student (Associate Teacher)	**Grade/Subject**
Cooperating Teacher	**School**
University Supervisor	**Date of Evaluation**

Evaluation: *(circle one)* ***Midterm or Final*** ***Semester:*** *(circle one)* ***Fall or Spring***

On a scale of 1 to 4 (1-Unsatisfactory; 2- Satisfactory; 3-Proficient; 4- Outstanding) please indicate with a check mark or an X the student's proficiency in each area.

ALL QUESTIONS MUST BE ANSWERED BY ALL SUPERVISORS & COOPERATING TEACHERS

1. PLANNING AND PREPARATION **1a: Demonstrating Knowledge of Content and Pedagogy**	**1**	**2**	**3**	**4**	**For office use**	
Knowledge of Content					1	1
Knowledge of Prerequisite Relationships					2	1
Knowledge of Content-Related Pedagogy					3	1
1b: Demonstrating Knowledge of Students	**1**	**2**	*3*	*4*		
Knowledge of Characteristics of Age Group					*4*	*1*
Knowledge of Students' Varied Approaches to Learning					*5*	
Knowledge of Students' Skills and Knowledge					*6*	*1*
Knowledge of Students' Interests and Cultural Heritage					*7*	*D*
1c: Selecting Instructional Goals	**1**	**2**	**3**	**4**		
Value: Goals represent high expectations for students; and reflect learning and conceptual understanding, curriculum standards, and frameworks.					*8*	*3*
Clarity: Goals are clearly stated as student learning and permit sound assessment					9	
Suitability for Diverse Students: Goals reflect needs of all students in a class					*10*	*3*
Balance: Goals represent opportunities for different types of learning					*11*	*3*
1d: Demonstrating Knowledge of Resources	**1**	**2**	**3**	**4**		
Resources for Teaching					12	L
Resources for Students					13	
1e: Designing Coherent Instruction	**1**	**2**	**3**	**4**		
Learning Activities					14	
Instructional Materials and Resources					*15*	*2*
Instructional Groups					16	
Lesson and Unit Structure					*17*	*2*
Using Technology to teach					*18*	*T*
Congruence with Instructional Goals					*19*	*1*
Criteria and Standards					20	
2. THE CLASSROOM ENVIRONMENT **2a: Creating an Environment of Respect and Rapport**	**1**	**2**	**3**	**4**	For office use	
Teacher Interaction with Students					*21*	*D*
Student Interaction					22	
2b: Establishing a Culture for Learning	**1**	**2**	**3**	**4**		
Importance of the Content					23	
Student Pride in Work					*24*	*3*
Expectations for Learning and Achievement					*25*	*3*
2c: Managing Classroom Procedures	**1**	**2**	**3**	**4**		
Management of Instructional Groups					*26*	*2*
Management of Transitions					27	
Management of Materials and Supplies					28	
Performance of Non-Instructional Duties					29	
2d: Managing Student Behavior	**1**	**2**	**3**	**4**		
Expectations					30	
Monitoring of Student Behavior					*31*	*2*
Response to Student Misbehavior					32	
2e: Organizing Physical Space	**1**	**2**	**3**	**4**		

Safety and Arrangement of Furniture					33	
Accessibility to Learning and Use of Physical Resources					34	
3. INSTRUCTION	**1**	**2**	**3**	**4**	**For office use**	
3a: Communicating Clearly and Accurately						
Directions and Procedures					35	
Oral and Written Language					*36*	*2*
3b: Using Questioning and Discussion Techniques	**1**	**2**	**3**	**4**		
Quality of Questions					*37*	*2*
Discussion Techniques					*38*	*2*
Student Participation					39	
3c: Engaging Students in Learning	**1**	**2**	**3**	**4**		
Representation of Content					40	
Activities and Assignments					41	
Grouping of Students					42	
Instructional Materials and Resources					43	
Structure and Pacing					44	
3d. Providing Feedback to Students	**1**	**2**	**3**	**4**		
Quality: Accurate, Substantive, Constructive, and Specific					*45*	*2*
Timeliness					46	
3e. Demonstrating Flexibility and Responsiveness	**1**	**2**	**3**	**4**		
Lesson Adjustment					*47*	
Response to Students					48	
Persistence					49	
4. PROFESSIONAL RESPONSIBILITIES	**1**	**2**	**3**	**4**	**For office use**	
4a: Reflecting on Teaching						
Accuracy					50	
Use in Future Teaching					51	
4b: Maintaining Accurate Records	**1**	**2**	**3**	**4**		
Student Completion of Assignments					*52*	
Student Progress in Learning					*53*	
4c: Contributing to the School and District	**1**	**2**	**3**	**4**		
Relationships with Colleagues					*54*	*3*
Service to the School					*55*	
Participation in School and District Projects					*56*	
4d: Growing and Developing Professionally	**1**	**2**	**3**	**4**		
Enhancement of Content Knowledge and Pedagogical Skill					*57*	L
4e: Showing Professionalism	**1**	**2**	**3**	**4**		
Service to Students					*58*	*3*
Advocacy					*59*	
Cooperating Teacher Signature	Date					
University Supervisor Signature	Date					
Associate Teacher Signature	Date					

In order to provide adequate data for our ongoing accreditation reporting requirements, it is essential that every one of the 59 items in the evaluation form are completed. Thank you for your cooperation.

Use following page for Narrative Report.
The School of Education
Associate Teaching Narrative Evaluation

Student (Associate Teacher)_____

Evaluation completed by (circle one): Cooperating Teacher/ University Supervisor
School_____**Grade/Subject**_____
Evaluation (circle one): Midterm/ Final Semester (circle one): Fall /Spring Year _____

PLEASE TYPE
This is the most important part of the rating of the associate teacher. This narrative summary should be reasonably detailed, complete, including reference to specific examples of the associate teacher's skills. It should address the associate teacher's abilities and readiness to be a first-year teacher. If there are areas for improvement, these too should be mentioned. The summary should include your recommendation of the associate teacher's potential as a member of the profession.

Student (Associate Teacher) signature _____ **Date** _____
Cooperating Teacher signature _____ **Date** _____
University Supervisor signature _____ **Date** _____

Please Return All Forms to Director of Field Experience, Sullivan 525.

The following rubric developed by TEP faculty based on Danielson (1996) guides the evaluation process.

School of Education
Associate Teaching Evaluation Rubric to be used in conjunction with the Associate Teaching Evaluation Summary Form

	Level of Performance			
Element	**Unsatisfactory – 1**	**Basic – 2**	**Proficient – 3**	**Outstanding – 4**
1. PLANNING and PREPARATION				
Component 1a: Demonstrating Knowledge of Content and Pedagogy				
1 Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
2 Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
3 Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Component 1b: Demonstrating Knowledge of Students				
4 Knowledge of Character-istics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
5 Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
6 Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
7 Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
Component 1c: Selecting Instructional Goals				
8 Value: Goals represent high expectations for students; and reflect learning and conceptual under-standing, curriculum standards, and frameworks.	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
9 Clarity: Goals are clearly stated as student learning and permit sound assessment	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.

10 Suitability for Diverse Students: Goals reflect needs of all students in a class	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
11 Balance: Goals represent opportunities for different types of learning	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.
Component 1d: Demonstrating Knowledge of Resources				
12 Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations through the community.
13 Resources for Students	Teacher is unaware of resources available to assist student who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.
Component 1e: Designing Coherent Instruction				
14 Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
15 Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials
16 Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
17 Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.
18 Using Technology to Teach	No use of technological resources which would support meaningful learning.	Some use of technological resources which engage some students in minimal learning.	Uses technology which supports instructional goals and engages most students in meaningful learning.	Uses technology which is based on student interest and ability to support instructional goals and engage all students in meaningful learning.
Component 1f: Assessing Student Learning				
19 Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
20 Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
2. THE CLASSROOM ENVIRONMENT				
Component 2a: Creating an Environment of Respect and Rapport				
21 Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning,	Teacher-student interactions are generally appropriate but may	Teacher-student interactions are friendly and demonstrate general	Teacher demonstrates genuine caring and respect for individual students. Students

	sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	exhibit respect for teacher as an individual, beyond that for the role.
22 Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.
Component 2b: Establishing a Culture for Learning				
23 Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and student demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
24 Student Pride in Work	Students demonstrate little or not pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of their work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts o their own initiative, helping peers, and ensuring that high-quality work is displayed.
25 Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain high expectations for the learning of all students through planning of learning activities, interactions, and the classroom environment.
Component 2c: Managing Classroom Procedures				
26 Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for groups work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for groups work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
27 Management of Transitions	Much time is lost during transitions	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
28 Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operations.
29 Performance of Non-Instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Component 2d: Managing Student Behavior				
30 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
31 Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
32 Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Component 2e: Organizing Physical Space				

33 Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
34 Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.
3. INSTRUCTION				
Component 3a: Communicating Clearly and Accurately				
35 Directions and Procedures	Teacher directions and procedures are confusing to students	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding
36 Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
Component 3b: Using Questioning and Discussion Techniques				
37 Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
38 Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making un-solicited contributions.
39 Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Component 3c: Engaging Students in Learning				
40 Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate with links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
41 Activities and Assignments	Activities and assignments are inappropriate for students in terms of their ages or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
42 Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
43 Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of

				materials to enhance their own purposes.
44 Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
Component 3d: Providing Feedback to Students				
45 Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
46 Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
Component 3e: Demonstrating Flexibility and Responsiveness				
47 Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
48 Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
49 Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
4. PROFESSIONAL RESPONSIBILITIES				
Component 4a: Reflecting on Teaching				
50 Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
51 Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.
Component 4b: Maintaining Accurate Records				
52 Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignment is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignment is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
53 Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Student contribute information and interpretation of the records.
Component 4c: Contributing to the School and District				
54 Relationships with Colleagues	Teacher's relationships with colleagues are negative or self serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.

55 Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leader-ship role in at least some aspect of school life.
56 Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in major school or district project.
Component 4d: Growing and Developing Professionally				
57 Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Component 4e: Showing Professionalism				
58 Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
59 Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.

TEP Program Completers' Exit Questionnaire

St. John's University – The School of Education – Exit Questionnaire

Your feedback is required to assist us in reaching our goal of continuous improvement of the Teacher Education Program, as well as our on-going accreditation requirements. Please answer the following questions and tell us how well you feel you were prepared for classroom teaching as you complete your Teacher Education program at St. John's University. All responses will be kept in strict confidence.

Please Print

Name (Last, First)		Date
Permanent E-mail Address		Student X Number
Degree	Major	Graduation Date

For each statement below, please rate the degree to which you agree or disagree by placing a single check mark in one box.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel my program helped me understand the subject matter I am responsible for teaching.				
2. I feel my program enabled me to convert my knowledge of subject matter into compelling lessons.				
3. I feel my program prepared me to devise lessons that meet the needs of a wide range of students.				
4. I feel my program enabled me to pursue lifelong learning in my field.				
5. I feel my program enabled me to use current classroom and professional technology.				
6. I feel that the St. John's buildings and classrooms provided me with an environment comfortable for learning.				
7. I feel that St. John's offered adequate student services (e.g., counseling, career placement, advising, financial aid, health care).				

8. I feel that the university catalog and other documents distributed to students provided accurate information describing the program, policies and procedures, and grading policies.	
9. I feel my program encouraged me to evaluate my university courses.	
10. I feel my program helped me acquire knowledge of liberal arts and sciences appropriate for my teaching career.	
11. I feel my program helped me acquire pedagogical knowledge, to be a competent teacher.	
12. I feel my program prepared me to teach students of diverse backgrounds.	
13. I feel my program prepared me to teach students of varying abilities, disabilities, and genders.	

For each statement below, please indicate the level to which you feel you will be (or were) prepared for teaching, with a check mark in one box:	Outstanding	Proficient	Satisfactory	Unsatisfactory
14. I feel the program prepared me to handle the demands of classroom teaching.				
15. I feel my program prepared me in my content area.				
16. I feel my program prepared me for classroom teaching with knowledge of content related pedagogy.				
17. I feel my program prepared me to work with students of different ages.				
18. I feel my program prepared me to accommodate different students' skills and knowledge.				
19. I feel my program prepared me to recognize students' cultural heritage.				
20. I feel my program prepared me to set goals aligned with New York State standards.				
21. I feel my program prepared me for developing goals that reflect needs of all (diverse) students in a class.				
22. I feel my program prepared me for creating goals to represent opportunities for different types of learning.				
23. I feel my program prepared me for designing coherent instruction that utilizes available Instructional Materials and Resources.				
24. I feel my program prepared me to develop lesson plans and thematic units.				
25. I feel my program prepared me to maximize teacher interaction with students.				
26. I feel my program prepared me to maximize student pride in work.				
27. I feel my program prepared me to develop high expectations for student learning and achievement.				
28. I feel my program prepared me to achieve high levels of student learning and achievement.				
29. I feel my program prepared me to manage instructional groups.				
30. I feel my program prepared me to monitor student behavior.				
31. I feel my program prepared me to use oral and written language to communicate with learners.				
32. I feel my program prepared me to develop quality questions to stimulate thinking.				
33. I feel my program prepared me to utilize discussion techniques.				

34. I feel my program prepared me to provide quality feedback to students I teach.
35. I feel my program prepared me to develop and foster relationships with colleagues.
36. I feel my program prepared me to promote parental involvement and collaboration with other professionals.
37. I feel my program prepared me to be aware of available services to students inside or outside the school.
38. I feel my program prepared me to be of good moral character.
39. I feel my program prepared me to foster student self-determination.
40. I feel my program prepared me to be a competent teacher.
41. I feel my program prepared me to be a caring teacher.
42. I feel my program prepared me to be a qualified teacher.
43. I feel my program's curriculum prepared me to be a successful professional.
44. I feel my program was funded by the University on a par with all other programs.
45. I feel the faculty strove to improve my program by using valid and fair assessment data.
46. I feel that my program developed formal partnerships between the program and the clinical sites used for field experiences.
47. I feel my program courses used fair and valid assessments to measure my learning.
48. I feel my program encouraged me to evaluate my courses and program, and express my concerns, grievances and ideas.
49. Please add any additional comments here:

Thank you for your participation in this very important survey.

TEP Questionnaire for Principals

School of Education Questionnaire for Principals

The following questionnaire is designed to gather information about the St. John's University teacher preparation program. This information will assist us in our goal of continuous improvement as well as meet our on-going accreditation requirements. Our objective is to solicit the opinions of school principals who have hired St. John's graduates as full-time teachers.
Your opinions are important to us and we thank you in advance for your assistance. We encourage you to provide as much detail as possible so that we may have an accurate account of your opinion of St. John's graduates working as teachers in your school.
If you have any questions, contact Dr. Richard Sinatra, Associate Dean of Academic Affairs, at (718) 990-1557. Thank you for your cooperation in this important survey.

Please complete the following:

Estimate (if actual number is not known) the number of St. John's graduates hired for a full-time position at your school in the past five years:_____

Name _____
Title _____
School _____
Address _____
City/State _____ ***Zip Code*** _____
Phone _____
Date _____ ***E-mail address*** _____

Completed questionnaires can be returned by regular mail to the address below OR You can request that it be picked up from a St. John's University Supervisor who is currently observing Student Teachers, Teaching

Fellows or Interns in your school.
Nancy Garaufis, Coordinator of Accreditation
St. John's University, School of Education (SUL 507)
8000 Utopia Parkway, Jamaica, NY 11439
Please return the completed survey by March 30, 2010.

Using the rating scale below, please provide your opinion of the performance of St. John's graduates in their abilities to address the following areas. We encourage you to add comments.
1-Unsatisfactory; 2- Satisfactory; 3-Proficient; 4- Outstanding

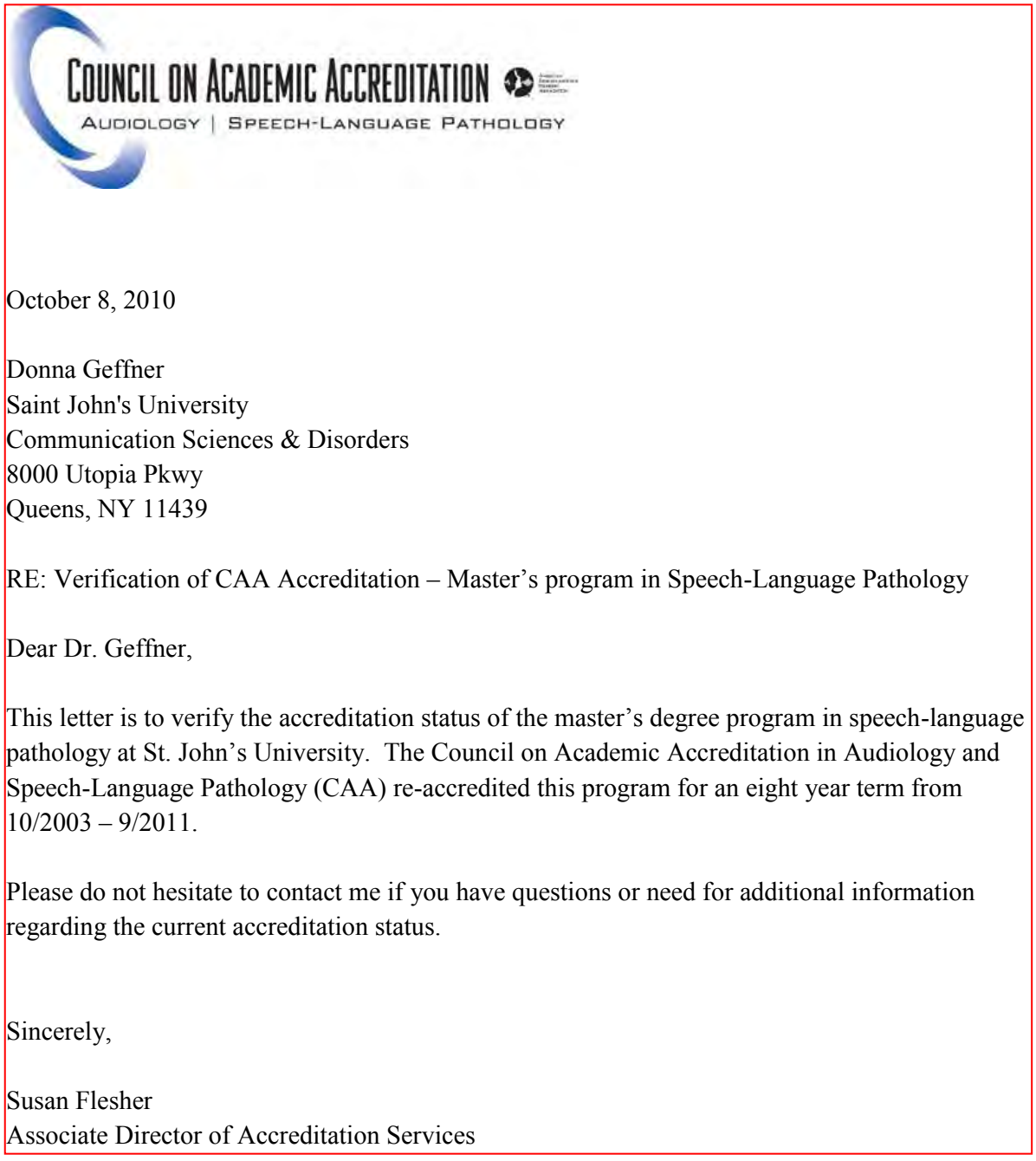
1. SUBJECT MATTER KNOWLEDGE AND PREPARATION	1	2	3	4
a. Demonstrates Knowledge of Content and Subject Matter				
b. Selects Instructional Goals to Align with Content				
c. Demonstrates Knowledge of Resources				
d. Demonstrates Knowledge of How to Connect Standards in Teaching				
e. Demonstrates Knowledge of Technology				
f. Demonstrates Knowledge of Multicultural Perspectives				
g. Demonstrates Knowledge of Assessment Techniques				
COMMENTS:				
2. PEDAGOGICAL KNOWLEDGE & INSTRUCTION	1	2	3	4
a. Makes Use of Lesson and Unit Planning				
b. Uses Appropriate Methods of Instruction (whole class, grouping, individualized, centers, etc.)				
c. Communicates Clearly and Accurately During Instruction				
d. Uses Effective Questioning and Discussion Techniques				
e. Provides Feedback to Students				
f. Demonstrates Flexibility and Responsiveness During Teaching				
g. Makes Use of Technology in Instructional Practice				
h. Assesses for Student Learning				
i. Demonstrates Classroom Management Skills				
j. Communicates with Families Regarding Student Learning				
COMMENTS:				
3. TEACHING SKILL	1	2	3	4
a. Creates a Climate of Respect and Rapport				
b. Engages Students in Learning				
c. Organizes Physical Space to Accommodate How Students Learn				
d. Demonstrates a Caring Attitude Towards Students				
e. Differentiates instruction to Meet the Needs of All Learners				
f. Demonstrates Knowledge of Individual Student Differences				
COMMENTS:				
4. PROFESSIONAL GROWTH	1	2	3	4
a. Reflects on Ways to Improve Teaching				
b. Pursues Professional Resources to Improve Subject Matter and Pedagogical Knowledge (literature, conferences, workshops, teaching centers, etc.)				
c. Exhibits Professionalism with a Variety of Stakeholders (Students, Parents, Colleagues, Coaches and Administration)				
COMMENTS:				

Thank you for your opinions and comments

13 | Appendix G | Programs accredited by other recognized accreditors

Speech-Language Pathology & Audiology program

This program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). See accreditation artifact in Figure G.1.



COUNCIL ON ACADEMIC ACCREDITATION
AUDIOLOGY | SPEECH-LANGUAGE PATHOLOGY

October 8, 2010

Donna Geffner
Saint John's University
Communication Sciences & Disorders
8000 Utopia Pkwy
Queens, NY 11439

RE: Verification of CAA Accreditation – Master's program in Speech-Language Pathology

Dear Dr. Geffner,

This letter is to verify the accreditation status of the master's degree program in speech-language pathology at St. John's University. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) re-accredited this program for an eight year term from 10/2003 – 9/2011.

Please do not hesitate to contact me if you have questions or need for additional information regarding the current accreditation status.

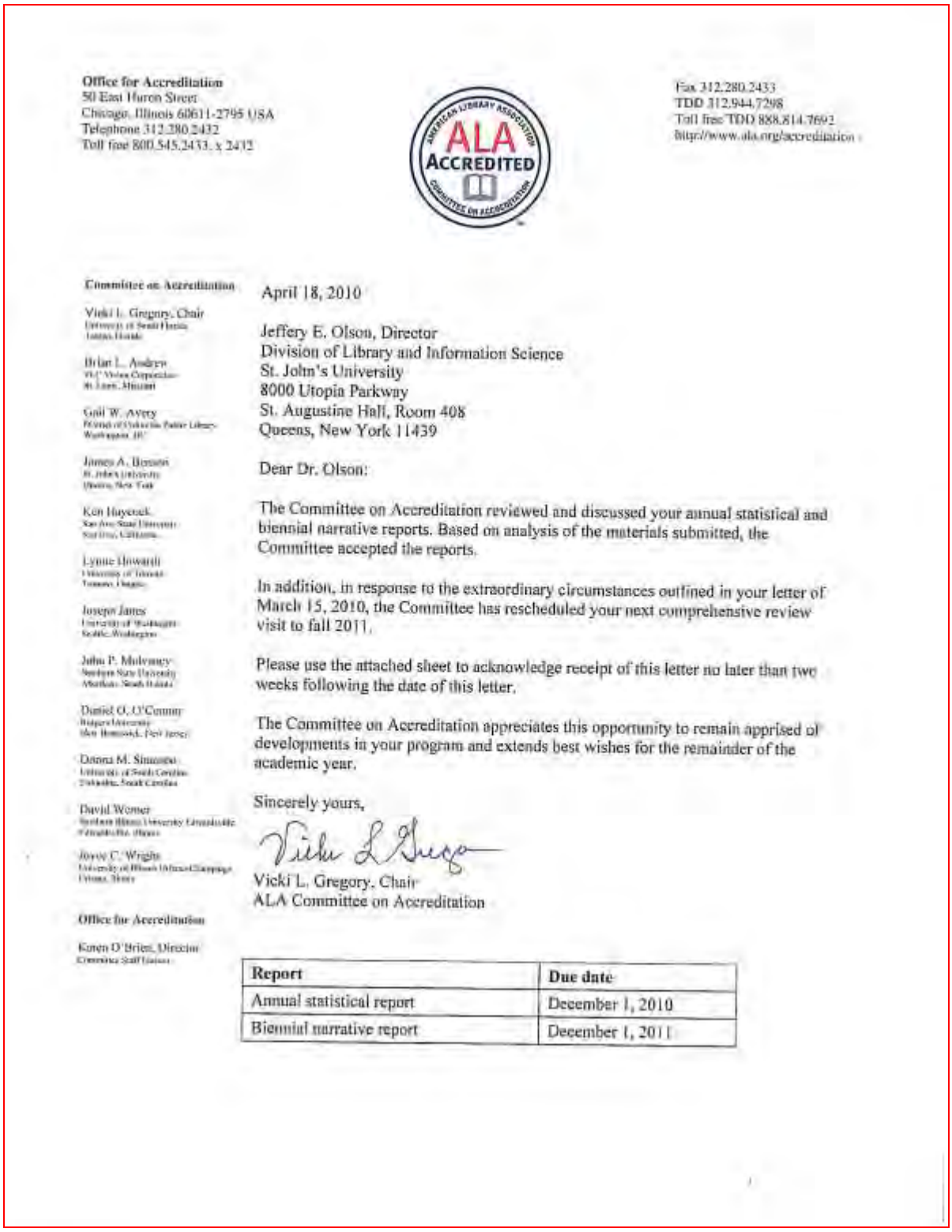
Sincerely,

Susan Flesher
Associate Director of Accreditation Services

Figure G.1 | Accreditation Artifact for Speech Program

Master of Library Science program

This program is accredited by the American Library Association (ALA). See artifact in Figure G.2.



Office for Accreditation
50 East Huron Street
Chicago, Illinois 60611-2795 USA
Telephone 312.280.2432
Toll free 800.545.2433, x 2432

Fax 312.280.2433
TDD 312.944.7298
Toll free TDD 888.814.7692
http://www.ala.org/accreditation

Committee on Accreditation

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Donna M. Sinnamon
David Warner
Joyce C. Wright

Office for Accreditation

Karen O'Brien, Director

April 18, 2010

Jeffery E. Olson, Director
Division of Library and Information Science
St. John's University
8000 Utopia Parkway
St. Augustine Hall, Room 408
Queens, New York 11439

Dear Dr. Olson:

The Committee on Accreditation reviewed and discussed your annual statistical and biennial narrative reports. Based on analysis of the materials submitted, the Committee accepted the reports.

In addition, in response to the extraordinary circumstances outlined in your letter of March 15, 2010, the Committee has rescheduled your next comprehensive review visit to fall 2011.

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

The Committee on Accreditation appreciates this opportunity to remain apprised of developments in your program and extends best wishes for the remainder of the academic year.

Sincerely yours,

Vicki L. Gregory, Chair
ALA Committee on Accreditation

Report	Due date
Annual statistical report	December 1, 2010
Biennial narrative report	December 1, 2011

Figure G.2 | Accreditation Artifact for Library Science Program

Appendix H | Summary of Unit of Analysis Test for Level of Student, Major Option, and Campus

Disaggregation by Level of Student (UG vs. GR)

MANOVA of 20 Dependent Variables by Level

Step 1: MANOVA of 20 Dependent Variables by Level

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
LEVEL	Pillai's Trace	.366	4.279	20.000	148.000	.000
	Wilks' Lambda	.634	4.279	20.000	148.000	.000
	Hotelling's Trace	.578	4.279	20.000	148.000	.000
	Roy's Largest Root	.578	4.279	20.000	148.000	.000

MANOVA results not statistically significant (p<.001)

Step 2: Individual DV Univariate ANOVAs

		Sum of Squares	df	Mean Square	F	Sig.
GPA1_1	Between Groups	63.414	1	63.414	553.478	.000
	Within Groups	126.375	1103	.115		
	Total		1104			

Five statistically significant DV's (p<.001)

Step 3:

	UG		GR				
	Mean	SD	Mean	SD	N	DIF	*d'*
GPA1_1	3.330	.281	3.838	.281	1105	-.503	-1.791
GPA1_2	3.735	.271	3.819	.246	1189	-.084	-.330
GPA1_3	3.589	.541	3.828	.361	1145	-.239	-.552
GP_LTL	3.549	.510	3.737	.439	1155	-.188	-.405
GP_DIV	3.638	.454	3.778	.359	1204	-.137	-.348

Disaggregation by Major with Cluster Groups

MANOVA of 20 Dependent Variables by Level

Cluster 1 – UG Childhood

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
MAJOR	Pillai's Trace	.192	.889	20.000	75.000	.601
	Wilks' Lambda	.808	.889	20.000	75.000	.601
	Hotelling's Trace	.237	.889	20.000	75.000	.601
	Roy's Largest Root	.237	.889	20.000	75.000	.601

Cluster 2 – UG Adolescent

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
MAJOR	Pillai's Trace	3.236	1.270	80.000	24.000	.259
	Wilks' Lambda	.000	1.453	80.000	14.256	.218
	Hotelling's Trace	67.723	1.270	80.000	6.000	.418
	Roy's Largest Root	51.933	15.580	20.000	6.000	.001

Cluster 3 – GR Childhood

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
MAJOR	Pillai's Trace	1.663	.870	60.000	42.000	.693
	Wilks' Lambda	.039	1.196	60.000	36.636	.284
	Hotelling's Trace	9.826	1.747	60.000	32.000	.044
	Roy's Largest Root	8.539	5.978	20.000	14.000	.001

Cluster 4 – GR Adolescent

Insufficient cases for analysis

Cluster 5 – GR Continuing

Insufficient cases for analysis

Disaggregation by Campus (Queens and Staten Island)

Step 1

MANOVA of 20 DVs by Campus

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
CAMPUS	Pillai's Trace	.238	2.313	20.000	148.000	.002
	Wilks' Lambda	.762	2.313	20.000	148.000	.002
	Hotelling's Trace	.313	2.313	20.000	148.000	.002
	Roy's Largest Root	.313	2.313	20.000	148.000	.002

MANOVA results not statistically significant (p>.001).

3/14/2011