

**St. John's University
The School of Education
Teacher Preparation Program**

TEAC Inquiry Brief

FINAL VERSION

August 19, 2005

**Jerrold Ross, Ph.D., Dean
Barbara J. Nelson, Ed.D, Associate Dean
Zarif Bacilious, Ph.D., Professor of Educational Administration
Nancy Garaufis, Coordinator of TEAC Accreditation**

Inquiry Brief Table of Contents

Section 1

Introduction	p.1
Program Rationale	p.2
Enrollment	p.3
Table 1.1 <i>Numbers and Percentages of Students Enrolled In the Teacher Education Program by Non-Resident and Resident Ethnic Group in the Fall 2003</i>	p.4
Table 1.2 <i>Numbers and Percentages of Freshman 2003 Enrollment by Ethnic Group for University and Teacher Education Program with Minority Population Highlighted</i>	p.5
Table 1.3 <i>Numbers and Percentages of Students Enrolled In the Teacher Education Program (Undergraduate and Graduate) by Non-Resident and Resident Ethnic Group Between 1999 and 2003</i>	
Table 1.4 <i>Number of Degrees Conferred in Teacher Education Program from 1999-2003 for Graduate, Undergraduate and Total by Non-Resident and Resident Ethnic Group</i>	
Figure 1.5 <i>St. John's University Organization Chart</i>	p. 9

Section 2

CLAIMS	p. 10
Table 2.1 <i>New York State Teacher Standards aligned with St. John's Education Program Claims</i>	p. 11
Cross Cutting Themes	p. 12
Table 2.2 <i>Ethnic Diversity of student enrollment in NYC Public Schools Regions 3,4,5 and 7 combined, in 2003</i>	p. 14
Rationale	p. 15
Table 2.3 <i>QP's related to St. John's Teacher Education Program Claims, NY State Standards for Teacher Education, And Program Requirements</i>	p. 16
Table 2.4 <i>Alignment of Measurements of Student Learning to TEAC Quality Principle 1, NY State Standards and Links to Program Requirements</i>	p. 24

Section 3

METHODS	
3.1 Sample	p. 25
3.2 Representativeness of the Sample	p. 25
Table 3.1 <i>GPA's of graduates in sample population vs. program population</i>	p. 25
3.2 Measures	p. 25

Section 4

RESULTS

Reliability Evidence p. 27

Claim 1 – Subject Matter Knowledge

Table 4.1 *Mean and SD, Minimum and Maximum for SAT, LAST and GPA for Sample* p. 27

Claim 2 – Pedagogical Knowledge p. 27

Table 4.2 *Mean and SD, Minimum and Maximum for ATS-W and GPA for Sample* p. 27

Table 4.3 *Mean GPA's from Spring 2001 to Spring 2003 in Undergraduate Program Courses* p. 28

Claim 3 – Teaching Skill p. 30

Validity Evidence p. 31

Table 4.4 *Means and SD's of Student Teaching Evaluation Ratings* p. 31

Table 4.5 *Correlations of Student Teacher Evaluations* p. 32

Table 4.6 *Means and SD's of GP3 averages and Student Teacher Evaluation Ratings Averages* p. 32

Table 4.7 *Correlations of GP3 Averages and Student Teacher Evaluations Ratings Averages* p. 32

Table 4.8 *Means, Medians and SD's of Caring Subscale Questions from the Teacher Preparation Survey* p. 33

Table 4.9 *Means and SD's of Average of Responses to Caring Subscale (CARAV5Q) and Average of Student Teacher Evaluation Ratings (STUAVRAT)* p. 33

Table 4.10 *Correlations of Caring Subscale Responses (CARAV5Q) and Student Teacher Evaluation Ratings (STUAVRAT)* p. 33

Table 4.11 *Pearson Correlations among the Standardized Tests (SATv, SATm, LAST & ATS-W) and GPA's in Subject Matter and Pedagogy for the Sample* p. 34

Section 5

DISCUSSION p. 35

REFERENCES p. 40

**Appendices
Table of Contents**

Appendix A- Internal Quality Control

Section 1 – Results of the Internal Audit	p. A1
Figure A-1 – Quality Control System Diagram	p. A4
Section 2 – Continuing Faculty Discussion and Decision Making Based on Evidence	p. A5
A. Student Satisfaction Inventory and Institutional Priorities Survey 2004	p. A8
B. Teacher Preparation Survey – Undergraduate 2004	p. A16
C. Teacher Preparation Survey – Graduate 2004	p. A20
Section 3 – Academic Program Review	p. A24
A. Table A-2 , Summary of Findings	p. A25
B. Description of Review Process and Criteria	p. A26

Appendix B – Capacity for Program Quality

4.1 – Curriculum	p. B1
4.2 – Faculty	p. B1
Table B-1 <i>Funding sources for research support</i>	p. B2
Table B-2 <i>Funding through Grants for University over Past 5 years by Faculty in School of Education and Percentage of total University faculty</i>	p. B3
4.3 – Facilities, Equipment and Supplies	p. B4
4.4 – Fiscal and Administrative Capacity	p. B7
Table B-3 <i>Full time faculty Salary Comparison based On 2003 data</i>	p. B7
Table B-4 <i>Budget for the School of Education and other Schools/Colleges of the University with allocation per Student</i>	p. B8
Table B-5 <i>FTE Student Credit Hours Taught</i>	p. B10
4.5 Student Support Services	p. B11
4.6 Recruiting and Admissions	p. B11
4.7 Student Complaints	p. B11
Table B-6 <i>Means for SIR II Report on evaluations of School of Education compared to St. John’s University for Undergraduate Classes, Spring 2003</i>	p. B12
Table B-7 <i>Means for SIR II Report on evaluations of School of Education compared to St. John’s University for Graduate Classes, Spring 2003</i>	p. B13
4.8 Partnership between the program and the schools	p. B14
Table B-8 <i>Sampling of Collaborations between Schools And St. John’s University School of Education</i>	p. B15

Appendix C – Faculty

St. John’s School of Education – Full Time Faculty and Adjunct Professors/Administrators as of Fall 2003-Spring 2004	p.C1
Addendum List – Faculty Hired for Fall 2004	p.C4

Appendix D – Program Requirements

Undergraduate Majors offered by the School of Education	p. D1
Graduate Majors offered by the School of Education	p. D3
Associate Teaching	p. D11

Appendix E - Status of Evidence for Quality Principle 1

p. E1

Appendix F – Teacher Preparation Survey

Figure F-1 <i>Teacher Preparation Survey Questionnaire</i>	p. F1
Table F-2 <i>Results of Teacher Preparation Survey (Sample Of 58) with frequency, mean, median, mode and SD’s of Responses</i>	p. F3

Appendix G – Forms

Figure G-1 <i>Evaluation of Associate Teacher by University Supervisor</i>	p. G1
---	-------