

Summary of the Case (from the Inquiry Brief)
Hofstra University
Teacher Education Program¹
Audit Dates: March 16-18, 2009

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the *Inquiry Brief*:

The *Inquiry Brief* was prepared by the faculty writing committee of Darra Pace, George Giuliani, Sage Rose, Diane Schwartz, Holly Seirup, Judy Kaufman, Michael Ludwig, Debra Goodman, Terry McGinnis, Nancy Halliday, Maureen Murphy, David Foulk, Karin Spencer, Karleen Edwards, and Donna Levinson, and was approved by the School of Education, Health and Human Services faculty on December 5, 2008.

Introduction:

Founded in 1935 as New York University's (NYU) Nassau College-Hofstra Memorial, the institution separated from NYU in 1939 and became Long Island's first private university, Hofstra University, in 1963. Currently Hofstra University has ten schools that offer a variety of undergraduate and graduate programs. The newest school is the Hofstra-North Shore/LIJ School of Medicine which plans to enroll its first class in 2011.

The first degrees in education were offered in 1940; a Master of Science degree in Education was first offered in 1951, and the first doctorate was awarded in 1970. Mission and offerings expanded and name changes ensued. The Division of Education became the School of Education in 1963, then as its services grew it was renamed the School of Education and Allied Human Services in 1997, and finally the School of Education, Health, and Human Services (SOEHHS) in 2008. Six departments within the school offer 82 New York certification options with 254 concentrations, including 50 options for initial certification, 20 options for advanced professional certification, and 12 options for additional certification. The teacher education preparation, which is staffed by 71 full-time faculty members, had 1334 students enrolled in Fall 2008 and graduated 605 students in the 2006-2007 academic year.

Program claims:

Claim 1: Graduates of Hofstra's teacher education program have acquired a broad liberal arts background and demonstrate competency in the subjects they will teach.

Claim 2: Graduates of Hofstra's teacher education program demonstrate competency in pedagogical content knowledge and skills.

Claim 3: Graduates of Hofstra's teacher education program demonstrate concern for all pupils by providing caring and safe learning environments that respect pupils of diverse backgrounds, learning styles, and abilities.

Evidence supporting the claims

- ***Student teaching rubric means*** (*Claim 1, Claim 2, Claim 3, cross-cutting themes*)

The faculty developed new rubrics in 2007, one for the Department of Curriculum & Teaching (C&T) and the Department of Health Professions & Family Studies (HPFS), one for the Department of Physical Education & Sports Sciences (PESP), and one for the Special Education (SPED) option within the Department of Counseling, Research, Special Education & Rehabilitation. The three rubrics differ from each other, but each reflect the ten Interstate New Teacher Assessment and Support Consortium standards as well as what the faculty consider to be valued aspects of teacher performance, and hence the faculty consider them to be valid instruments for measuring the claims. With respect to the reliability of the assessments, the faculty found the previous version of the instruments to be acceptably reliable, citing Cronbach's alpha values computed for four categories of items that ranged between 0.57 and 0.84 over the three-year period 2004-2007. However, the Cronbach's alpha values for the new versions were lower than desired, which the faculty attributed to the newness of the instruments and which they plan to address through improved administration. For all relevant program options, average ratings on both versions of the instruments fell between satisfactory/proficient and excellent/exemplary.

- ***GPA means and standard deviations*** (*Claim 1, Claim 2*)

The faculty computed GPAs for the liberal arts core as well as for content and pedagogy courses, having consulted departmental faculty for guidance as to how to classify courses for this purpose. Mean GPAs for a sample of 337 students, grouped by subject area, ranged from 2.9 to 3.4 for the general education liberal arts core courses, from 2.8 to 3.9 for content courses, and from 3.5 to 3.9 for pedagogy courses.

- ***New York State Teacher Certification Examination (NYSTCE) score means and standard deviations*** (*Claim 1, Claim 2*)

New York teachers must pass three certification exams in order to obtain initial certification: scores on the Liberal Arts and Science Test (LAST) and the option-specific Content Specialty Tests (CST) support the program's first claim regarding liberal arts and subject matter knowledge, and scores on the Assessment of Teaching Skills-Written (ATS-W) supports the program's second claim regarding pedagogical content knowledge and skills. The faculty note that the NYSTCE organization uses multiple sources to continually establish validity of its tests. Mean scores for a sample of 337

students, grouped by subject area, on the LAST and ATS-W ranged from the high 240s to the 260s and on the CST from the 230s to the 260s, relative to a passing score of 220 and maximum score of 300.

- **Literacy Content Specialty Test subareas** (*Claim 1, Claim 2, Claim 3*)
The NYSTCE Content Specialty Examination for literacy candidates includes content (relevant to Claim 1), pedagogy (relevant to Claim 2), and professionalism (relevant to Claim 3), so the faculty have reported scores for relevant subareas for a sample of 35 literacy students. The mean score for the content subarea was 249, the mean scores for the two pedagogy subareas were 253 and 263, and the mean score for the professionalism subarea was 269, again relative to a passing score of 220 and maximum score of 300.
- **Literacy option exit requirements** (*Claim 1, Claim 2, Claim 3, cross-cutting themes*)
The literacy option requires an essay reflecting literacy content knowledge, a 30-hour literacy practicum culminating in a clinical report demonstrating ability to use appropriate instructional strategies and professional practices. Average ratings for a sample of 16 of 33 essays ranged between passing and exemplary, and for a sample of 15 of 31 clinical reports ranged between satisfactory and exemplary.

Capstone projects or theses (*Claim 2, cross-cutting themes*)

The MA option requires a capstone based on a classroom-based research project. The capstone will be graded with a rubric which is currently under development.

Pre- and post-clinical supervision survey items (*Claim 3, cross-cutting themes*)

The clinical supervision survey collects students' self-reported assessments of their preparation for teaching based on their pre- and post-supervision conferences. The survey, first piloted in Fall 2007, was found to be highly reliable with a Cronbach's alpha of 0.93. Average ratings reflected agreement to strong agreement on positively-worded items.

Internal audit:

The faculty conducted an audit based on 47 of the 599 2006-07 program completers. The sample was chosen randomly, then additional students were added from majors and departments for which no students were selected, with the exception of the MA in Foundations of Education which had no graduates in 2006-07.

The internal audit committee undertook probes in the areas of program capacity and quality, faculty quality, student quality, and university support. Targets included evidence of regular student advisement, adherence to curricular requirements, appropriateness of instructional space, feedback from partnership sites and found the quality control system for the most part to be working as designed, with exceptions in the areas of adherence to admissions requirements, completeness of student folders, opportunity for students to evaluate courses, and review of part-time faculty.

Plans for program improvement

- Institute a school-wide plan for achieving consistency in methods used to collect and use data within the entire teacher education program.
- Add and continue to develop new sources of data, especially those related to the caring claim and cross-cutting themes
- Standardize assessments across program options in ways that allow investigation of the effectiveness of courses, program options, and field experiences while still providing for the differentiation required for assessment in areas of discipline-related differences.
- Explore ways to ensure more consistent access to New York State Teacher Certification Exam data.
- Allow administration of evaluations for summer and three-week January session courses.
- Continue to improve consistency in the rubric assessments.
- Replace Pass/Fail student teaching grading system with three-grade system which includes Pass with Distinction as well as Pass and Fail.
- Make sure rubrics are consistently the same for cooperating teachers and supervisors, and that all parties file their rubrics.
- Improve reliability of the new student teaching rubrics.
- Utilize an electronic data collection system to help systematize and institutionalize data collection for future reports.
- Develop rubrics and other measures to quantify the learning of the MA and Certificate options students related to the TEAC claims and cross-cutting themes.
- Incorporate more follow-up of graduates and feedback with partnerships.

Statement regarding commitment and capacity:

The faculty concluded that Hofstra University is committed to the Teacher Education Program and that there is sufficient capacity to offer a quality program.

¹ **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Initial/ Professional Certificates: Baccalaureate Degrees leading to recommendations for initial certification in the teaching area

1. BA: Dual Cert in Early Childhood Education (Birth-Grade 2) and Childhood Education (Grades 1-6)
2. BA: Early Childhood Education
3. BA: Elementary Education
4. BA: English Education
5. BA: French Education
6. BA: German Education
7. BA: Italian Education
8. BA: Russian Education
9. BA: Spanish Education
10. BA: Mathematics Education
11. BA: Biology Education
12. BA: Chemistry Education
13. BA: Earth Science Education
14. BA: Physics Education
15. BA: Social Studies Education
16. BBA: Business Education
17. BSED: Dance Education
18. BSED: Fine Arts Education
19. BS: Health Education
20. BSED: Music Education
21. BSED: Physical Education

Initial/ Professional Certificates: Master's Degrees leading to recommendations for initial certification in the teaching area

22. MA: Teaching of Writing (Birth-6 or 5-12)
23. MS: Health Education
24. MS: Physical Education
25. MSED: Business Education
26. MSED: Dual Cert in Early Childhood Ed (Birth- Grade 2) and Childhood Ed (Grades 1-6)
27. MSED: Early Childhood Education
28. MSED: Early Childhood Special Education
29. MSED: Elementary Education
30. MSED: English Education
31. MSED: Fine Arts Education
32. MSED: French Education
33. MSED: German Education
34. MSED: Russian Education
35. MSED: Spanish Education
36. MSED: Inclusive Early Childhood Special Education (Birth-2)
37. MSED: Inclusive Elementary Special Ed (1-6)
38. MSED: Inclusive Sec Special Ed (7-12)
39. MSED: Literacy Studies (Birth-6) and Special Ed (Birth-2) or (1-6)
40. MSED: Literacy Studies (Birth-6 or 5-12 or B-12)
41. MSED: Mathematics Education
42. MSED: Music Education
43. MSED: Biology Education
44. MSED: Chemistry Education
45. MSED: Earth Science Education
46. MSED: Physics Education
47. MSED: Social Studies Education

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48. MSED: Special Ed and Creative Arts Therapy (Early Child, Birth-1) or (Child-Adol, 1-12)
 49. MSED: Special Education (Childhood, Middle Childhood or Adolescent)
 50. MSED: TESOL

Professional/Permanent Certificates (in conjunction with three years of teaching experience) to professional certification

51. MA: Bilingual Education
52. MA: Early Childhood Education
53. MA: Elementary Education
54. MA: Elementary Ed/Math, Science, and Tech
55. MA: Foundations of Education
56. MA: Special Education
57. MA: English Education
58. MA: Fine Arts Education
59. MA: French Education
60. MA: German Education
61. MA: Russian Education
62. MA: Spanish Education
63. MA: Mathematics Education
64. MA: Music Education
65. MA: Science Education: Biology
66. MA: Science Education: Chemistry
67. MA: Science Education: Earth Science
68. MA: Science Education: Physics
69. MA: Social Studies Education
70. MA: Wind Conducting

Certificates of Advanced Study/Professional Diplomas/Annotations/ Extensions offered to working teachers and leading to initial certification in a new area

71. AdvCert: Bilingual Education Extension
72. AdvCert: Fine Arts and Music Education
73. AdvCert: Gifted Education Extension
74. AdvCert: Middle Child Extension (5-6) or (7-9)
75. AdvCert: Secondary Education
76. AdvCert: Severe or Multiple Disabilities
77. AdvCert: TESL
78. C.A.S.: Literacy Studies (Birth-6 or 5-12)
79. Intensive Non-Degree Certification (INDC) Program: Fine Arts
80. Intensive Non-Degree Certification (INDC) Program: Music Education
81. Intensive Non-Degree Certification (INDC) Program: Secondary Education
82. PD: Advanced Literacy Studies (Birth-6 or 5-12)