

**Summary of the Case (from the Inquiry Brief)**  
**Long Island University-Westchester Graduate Campus**  
**Teacher Education Program<sup>1</sup>**  
**Audit Dates: September 19-20, 2005**

*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 written by Dr. Iris Goldberg, Dr. Helaine Marshall, Dr. Rebecca Rich, Dr. Janet Simon, Dr. Beth Weiner of the full-time faculty, in consultation with the Academic Dean, Dr. Sylvia Blake, and was approved by the Teacher Education faculty on October 18, 2007.

**Introduction:**

The Westchester Graduate Campus of Long Island University was established in 1975 to serve a primarily adult student body of working professionals from Westchester and surrounding counties in New York and Connecticut. Although the programs were originally housed on the grounds of Mercy College, a new campus was established in January 2002 on the grounds of Purchase College in Purchase, New York. Newly designed master's degree and advanced certificate programs in teacher education also were crafted at that time and have been submitted and approved by the New York State Education Department. An Associate Provost/Academic Dean serves as the primary on-campus administrator, and the program employs 5 full time and 28 part time faculty.

The WGC is seeking TEAC accreditation for a masters and advanced certificate program in eight areas, each involving a number of different options: (1) Early Childhood (birth to grade 2, with 3 programs); (2) Childhood Education (grades 1-5, with 3 programs); (3) Middle Childhood and Adolescence Education in all academic subjects (with 4 programs); (4) Middle Childhood and Adolescence Education and Special Education in all academic subjects (with 4 programs); (5) Special Education (with 4 programs); (6) Literacy Birth –grade 12 (with 3 programs); (7) TESOL all grades (with 2 programs); and (8) Advanced Certificates (9 areas). Between September 2002 and May 2005, 197 students were admitted to the program.

The WGC is committed to serving an adult student body, and a distinguishing characteristic of the teacher education programs is its population. Approximately 64% (126) of those admitted since 2002 are between the ages of 30-35. Twenty-six percent are between the ages of 36 to 50. Among all

admitted students, 80% (157) are female. Ethnicity of students in the program is not known. Eighty-three students have graduated between September 2002 and January 2005. Because of the relatively small number of graduates in each of the new program options, data across all 83 graduates were aggregated throughout the Brief.

Another central characteristic of WGC is its commitment to an eclectic approach to teacher preparation. Major features include attention to a variety of theoretical perspectives and educational philosophies, as well as research-based approaches to teaching. The programs utilize an infusion model to prepare its graduates in a number of important areas. Throughout WGC courses, faculty develop students' skills at differentiating instruction and meeting the needs of diverse learners, using technology, reflecting on teaching, and collaborating with peers.

### **Program Claims:**

Faculty in teacher education make the following six claims about their program relative to TEAC principles 1.1-1.3:

WGC graduates demonstrate understanding of the subjects they teach (*TEAC Principle 1.1, p. 10*).

- WGC graduates plan effective lessons in their subject area, differentiating instruction to meet the needs of all students, including those with cultural and ability differences (*TEAC Principle 1.2, p. 10*).
- WGC graduates teach effectively (*TEAC Principle 1.3, p. 10*).
- WGC graduates are life long learners and continually reflect on their on teaching by setting professional goals and evaluating their own teaching (*TEAC Cross Cutting Theme: Learning to Learn, p. 10-11*).
- WGC graduates understand and apply research to design instruction to meet individual needs (*Cross Cutting Theme: Diversity, p. 11-12*).
- WGC graduates use technology for their own learning and integrate technology in their teaching (*Cross Cutting Theme: Technology, p. 12*).

### **Assessment Methods:**

The WGC assessment scheme employs several categories of evidence: (1) GPA in undergraduate and graduate education courses, as well as GPA for supervised/student teaching; (2) faculty ratings of student portfolio materials submitted midway through the program and at program completion; (3) scores on three New York state exams --- *Liberal Arts and Science Test, Content Specialty Tests*, and *Assessment of Teaching Skills – Written exam*; (4) ratings by WGC faculty and self ratings by graduates on specific skills and dispositions on the PEF checklist (at the end of student teaching); (5) (for

cross-cutting themes) evidence of alignment of instruction across the program, specific tasks related to skills that are embedded in the curriculum, and assessment of students' applications to the program by the faculty, and by the Academic Oversight Committee if necessary.

Evidence for the reliability and validity of various assessments was presented in the *Inquiry Brief*. Faculty have developed and used a variety of measures to measure student performance for each TEAC claim. Evidence of validity also included a study of the relationship between student performance on the three state licensure tests. Graduates' scores on the *Content Specialty* tests (CST) and *Liberal Arts* (LAST) tests were found to be significantly correlated, as were scores on the *Assessment of Teaching Skills* (ATS) and *Liberal Arts* exams. Correlations between student scores on the LAST and CST and the total/holistic grades on student portfolios also were statistically significant. However, weak/non-significant correlations were found among scores on the WGC student teaching evaluations and grades on student portfolios. Faculty also reviewed the content of the student teaching final evaluation when it was developed to determine its content validity.

For reliability, mean grades assigned for supervised/student teaching by full time vs. part time faculty were compared, yielding no pattern of differences. Interrater reliability was evaluated for portfolio assessments by two reviewers who independently scored 22 portfolios. Pearson correlation coefficients of holistic rating scores of the portfolio were positive and significant at the .01 level. In addition, internal consistency among ratings for specific items within subareas of the student teacher evaluation instrument, the PEF (Pedagogical Knowledge, Teaching Skills, Technology Skills, and Subject Knowledge), was determined by conducting inter-item statistical correlations. Although some showed somewhat weak correlations, sufficient statistically significant positive comparisons occurred to suggest internal consistency for the subareas of the instrument.

### **Results:**

Faculty concluded that they have more than adequate evidence, from multiple sources, to support their claims that WGC graduates are caring, competent, qualified teachers. Their four claims and major evidence for the claims included all of the following.

*For the claim that graduates have acquired a body of subject knowledge and are mastering knowledge claims:*

- Mean tests scores for licensure tests that assess liberal and content

knowledge exceed those required by New York state for licensure (Means = 253-255, Passing Score = 220).

- Average GPA at admission was 3.12, above the WGC 2.75 requirement.
- Mean portfolio score on a three-point scale (1 = poor, 2 = satisfactory, 3 = excellent) by faculty raters on the subject matter section was 2.20, above the 2.00 minimum score for a “satisfactory” grade.
- Mean faculty and student self-assessment ratings of four items on the final student teaching assessment (PEF) ranged from 1.15-1.34 on a three-point scale (1 = very effective, 2 = effective, 3 = needs work).

*For the claim that graduates have acquired knowledge of pedagogy and educational research and can plan effective lessons:*

- Mean performance on the *Assessment of Teaching Skills-Written* exam was 256, above the 220 required by New York State for licensure.
- Mean GPA for graduates in education courses in the program was 3.81.
- Mean portfolio rating of student documents related to pedagogical knowledge was 2.20.
- Mean ratings of pedagogical knowledge by faculty and students at completion of student teaching on the PEF averaged 1.23 – 1.46 on a three-point scale (1 = “Very Effective,” 2 = “Effective,” 3 = “Needs Some Work”).

*For the claim that graduates can teach effectively:*

- Mean GPA of graduates in student teaching was 3.93.
- Mean rating of faculty evaluating the teaching skills section of student portfolios was 2.20.
- Both faculty and graduates themselves rated teaching skills on the PEF as very effective or effective, with mean ratings ranging from 1.21-1.44 for specific items.

*For the cross-cutting claim that graduates are life long learners, continually reflecting on their on teaching:*

- Field advisors/faculty mean ratings for items in each area of the final student teaching/practicum assessment (Subject Matter Knowledge, Pedagogical Knowledge, and Teaching Skills) were below 1.50, with “1” indicating very effective performance and “2” indicating effective performance.
- Mean rating by faculty for all three areas of the graduates’ portfolios was 2.20 (2 = satisfactory and 3 = distinction).

- Mean GPA in 700 level graduate education courses was 3.93 (Teaching Skills).
- Graduates' research projects (TED 505) and curriculum topics/alignment in TED 505 and methods courses provided additional evidence to the faculty.

*For the cross-cutting claim that graduates understand and apply research to design instruction to meet individual needs:*

- Curriculum topics and curriculum alignment in TED 510, 515, 520, and other methods courses were aligned with the focus on multicultural perspectives.
- Graduates' portfolio artifacts and reflections supported the claim.
- Graduates were placed in diverse settings.

*For the cross-cutting claim that graduates use technology for their own learning and integrate technology in their teaching:*

- Curriculum topics such as computer-based research methods and use of computer technology were addressed in TED 505, 510, 515, 520, and other methods courses.
- Graduates' portfolio artifacts and materials supported the claim.
- Mean ratings of student teachers by faculty on three items that focus on technology on the final student teaching assessment were 1.30, 1.32, and 1.36, on a scale of which 1 (very effective performance) and 2 (effective performance).

### **Internal Audit:**

Additional evidence of the effectiveness of the quality control system in monitoring and exploring quality comes from the internal audit, which was initiated through the records of six graduates of the program in May 2004. The audit was designed by three members of the faculty, as well as the academic dean, and conducted by two of these faculty members. Their findings were presented to the entire faculty for review and approval.

The audit findings suggested, for the most part, that procedures and systems of monitoring quality were succeeding. All teacher education programs have been approved by New York State. With some exceptions, documentation required by the audit for the curriculum (element 4.1) and faculty (element 4.2) were located and met expectations (syllabi, documentation for course substitutions, Academic Oversight Committee minutes, faculty vitae, course evaluations). Facilities, equipment and supplies consistently were viewed as sufficient to meet program needs. Adequate support services were available,

and audits indicated that all criteria stated in the catalog and on the web for admissions, recruitment, and certification policies and procedures were accurate and followed. Moreover, the WGC has published student grievance procedures and routinely conducts course evaluations.

**Evidence of Commitment:**

The faculty concluded as well that the University is committed to teacher education and that they have the capacity to offer a quality program. Their conclusion is based on the evidence of parity between their program and norms for the teacher education program at Brooklyn campus, as well as a comparison with other units at the Westchester campus.

**Audit Visit:**

The auditors conducted most of the audit in the conference room of the Westchester Graduate Campus building, on the campus of SUNY-Purchase in Purchase, NY, with occasional interviews of faculty and students in an adjacent classroom in the building.

**Overview of the audit opinion and commitment finding:**

Overall the *Brief* earned a qualified audit opinion, and each component of the TEAC system received a clean or qualified opinion. The auditors also concluded that the evidence supports the view that Long Island University is committed to the teacher education program at the Westchester Graduate Campus.

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<sup>1</sup> **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:**

The LIU-Westchester's Graduate Education Program includes options in Childhood, Early Childhood, TESOL (all grades), Writing and Reading (B-6, 5-12), Literacy (B-6, B-12), English(5-9, 7-12), Social Studies(5-9, 7-12), Math(5-9, 7-12), Science(5-9, 7-12), Languages other than English, Special Education(1-6, 5-9, 7-12) and the state, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.