

STANDARD 1

CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Element 1 - Content Knowledge for Teacher Candidates

In keeping with the Professional Education Unit's Conceptual Framework theme of Competency, all of the teacher preparation programs at Salisbury University (SU) require candidates to develop in-depth knowledge of a content area. Teacher candidates develop a commitment to scholarship and continue to expand their knowledge and facility in their respective fields of study. The programs candidates complete are in alignment with Specialized Program Associations' (SPA) standards, standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), the Maryland Technology for Teachers Standards (MTTS), and are informed by the Voluntary State Curriculum (VSC) endorsed by the Maryland State Department of Education (MSDE). Programs promote the acquisition and application of content knowledge by requiring candidates to complete courses in the arts and sciences and in professional education. In addition, admission into the Professional Teaching Education Programs (PTEP) requires demonstrated proficiency in content areas.

Teacher candidates wishing to pursue Early Childhood education (ECED) and Elementary Education (ELED) licensure must meet the following requirements for program admission:

- Complete a minimum of 56 hours in general education and minor courses with an overall grade point average (GPA) of 2.75 and grades of C or better in all courses applied to the program, including transfer courses; and,
- Pass the PRAXIS I pre-professional skills test.

Requirements in the ELED and ECED programs ensure that candidates possess both the breadth and depth of content knowledge that they need to be effective teachers. Core courses in English, Math, Science, and Social Studies provide background knowledge as well as the related skills in each discipline. For example, in 2000, the ELED program was revised to include nine credit hours of Mathematics, and faculty from the Departments of Mathematics and Education revised coursework to ensure competence in algebra and geometry. Science courses all have laboratory components to give candidates the opportunity to actively engage in science. This increased content preparation addresses both a needed improvement identified by the initial 1999 NCATE/MSDE Review, and is a component of the *Maryland Redesign in Teacher Education (Maryland Redesign)*.

Moreover, because strong content knowledge is necessary for teaching at any age/grade level, elementary certification in the State of Maryland is specified for grades one through eight. It is possible that an elementary candidate will be teaching a single subject in the middle school. The *No Child Left Behind Act* also requires in-depth knowledge in the subject area in which a teacher is instructing. Prior to admission to the ELED program, candidates must declare a minor (consisting of at least 15 credits) in a content area. [See the Exhibit Center for list of minors](#). Candidates are strongly encouraged to declare a minor in a content area in which they might conceivably be teaching, such as the Social Sciences, Math, or one of the other sciences. Another option for those enrolled in the ELED program is to complete a dual major of Elementary Education and a subject area major.

Candidates wishing to pursue Secondary/K-12 certification must meet the following program admission requirements:

- Complete a minimum of 56 credit hours with an overall GPA of 2.50 or better, including transfer courses, and grades of C or better;
- Have a declared major in content area with a declared track in Secondary/K-12 education with completion of at least 12 credits in the major field;
- Have a cumulative GPA of 2.75 in their respective academic major courses (i.e., Biology, Chemistry, English, French, Health Education, History, Math, Music, Physical Education, Physics, Spanish, and ESOL);
- Pass the PRAXIS I examination.

Content course requirements for Secondary teaching candidates may vary from non-teaching tracks according to department guidelines of the candidate's major. In some disciplines, the major requirements are identical; in others, program requirements are similar. For example, while all SU English majors take one course in language and one in diversity, respectively, Secondary English Education majors must select from a prescribed list that offers courses such as *Study of Language*, *Survey of Modern English Grammars*, and *Language and Culture*. Course selections are more restrictive for Secondary Math and Science Education candidates to ensure specific content is mastered. For example, Secondary Chemistry Education majors complete the core courses required of all Chemistry majors and take additional courses not required of the traditional majors. Similarly, Secondary Physics Education majors take the core courses required of all Physics majors, as well as an elective in Physical Geography; and, Secondary Biology Education majors must follow the same program as their non-education track peers, but must also complete Laboratory Safety and Mathematics requirements.

Candidates pursuing a Master of Arts in Teaching (MAT) degree must:

- Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area;
- Submit passing scores for the PRAXIS I test;
- Take PRAXIS II content portion in the appropriate content area;
- Undergo a structured interview by the joint M.A.T. Admissions Committee;
- Possess either an undergraduate GPA of at least 3.0 in the last half of the undergraduate program, or a prior graduate degree;
- Submit an essay written on campus in a supervised setting focusing on some current educational issues as determined by the MAT Admissions Committee; and,
- Submit three letters of recommendation from individuals who can speak to the following criteria:
 - ability to write at an appropriate skill level for graduate level work; and,
 - a level of motivation appropriate to carry the candidate through a rigorous graduate program.

MA TESOL candidates must meet the following criteria for program admission:

- Have an undergraduate English major, its equivalent (i.e., 30 semester hours of English beyond freshman English), or a major in a related area;
- A GPA of 3.0 in the major courses;
- Successful completion of a standardized entrance examination (i.e., the Graduate Record Examination General Test, the Miller Analogy Test, or PRAXIS I);
- Two letters of recommendation from individuals qualified to judge the applicant's ability for graduate work in English;
- A written description of the applicant's reason for pursuing English graduate study and his/her

academic goals within the discipline.

While each Professional Teacher Education Program has its own particular requirements for admission into the program, all programs require candidates to demonstrate a solid foundation of content knowledge by attaining and maintaining a good academic standing and proficiency in their studies as demonstrated by their GPAs, and by passing the PRAXIS I exam.

Table 1.1.1 Cumulative GPAs for all Teacher Candidates Admitted to PTEP by Semester			
	Fall 2002 (n=339)	Fall 2003 (n=347)	Fall 2004 (n=301)
Average Cumulative GPA	3.05	2.94	2.85

n=Total Number of Teacher Candidates

Examination of the GPAs for candidates who are beginning their professional methods classes reveals that candidates' average GPA is substantially above the 2.75 requirement. The GPAs shown in Table 1.1.1 are consistent across programs and across academic years, indicating that SU candidates enter the Professional Teacher Education Programs with a solid background in content knowledge.

The Unit confirms candidate achievement of knowledge acquisition by checking GPAs at several points during a candidate's preparation. Candidate GPA data that indicates acquisition of content knowledge at entry to the professional program is compared to candidate GPAs at entry into internship in Table 1.1.2.

Table 1.1.2 Average Cumulative GPAs for All Teacher Candidates Across Programs			
Candidates Entering Professional Methods Courses	Spring 2003	Spring 2004	Spring 2005
Elementary Education	3.35 (n=72)	3.31 (n=76)	3.27 (n=81)
Secondary Education	3.33 (n=55)	3.39 (n=67)	3.31 (n=46)
K-12 Education*	2.96 (n=11)	3.21 (n=33)	3.12 (n=36)
Candidates Entering Internship	Spring 2003	Spring 2004	Spring 2005
Elementary Education	3.40 (n=93)	3.49 (n=75)	3.41 (n=58)
Secondary Education	3.35 (n=45)	3.39 (n=41)	3.41 (n=61)

K-12 Education*	3.29 (n=15)	3.16 (n=25)	3.31 (n=37)
Candidates Graduating from Professional Education Unit	Spring 2003	Spring 2004	Spring 2005
Elementary Education	3.47 (n=125)	3.49 (n=99)	3.45 (n=109)
Secondary Education	3.26 (n=43)	3.33 (n=40)	3.47 (n=76)
K-12 Education*	3.23 (n=17)	3.16 (n=26)	3.34 (n=30)
Early Childhood Education	-----	-----	3.50 (n=13)

*K-12 programs include Music, Physical Education and TESOL.

As Table 1.1.2 indicates, for the past two years the average GPA for all candidates beginning professional methods courses has been 3.2 or higher and, over the past three years, the average GPA for candidates entering the internship or graduating from the Unit has exceeded 3.16. These data also show a decline in the number of candidates in Elementary Education, which may reflect more stringent program requirements.

After admission to a professional program, teacher candidates continue to build their competency and demonstrate the depth and breadth of their content knowledge in a variety of ways. Other forms of assessment include:

- Candidate completion of assessments from program specific courses that include content
- Assessment of interns by supervisor
- Assessment of interns by mentor teacher
- Intern exit surveys
- Alumni surveys

Candidates must also demonstrate their mastery of content knowledge by passing the PRAXIS II exam. PRAXIS II examination is required for licensure in Maryland. Recent SU candidates were not required to take PRAXIS II as a requirement for program completion. Beginning in Spring 2005, PRAXIS II exam scores are required for successful completion of SU's teacher education programs. Overall, PRAXIS II test results reveal that SU teacher candidates possess the content knowledge necessary to support teaching competency.

Academic Year	Number of SU Teacher Candidates Passing PRAXIS II	SU Pass Rate	Number of MD Statewide Teacher Candidates Passing PRAXIS II	MD Statewide Pass Rate
1999-2000	170 (n=174)	98%	1676 (n=1759)	95%
2000-2001	185 (n=199)	93%	1655 (n=1742)	95%

2001-2002	205 (n=217)	94%	1628 (n=1697)	96%
2002-2003	226 (n=238)	95%	1748 (n=1789)	98%
2003-2004	216 (n=222)	97%	1835 (n=1876)	98%

n = Total number of individuals taking PRAXIS II

As noted in Table 1.1.3, SU candidates demonstrate proficiency in content knowledge at the conclusion of the professional program. The Unit exceeds the NCATE 80% rule for PRAXIS II pass rates.

Additional assessments demonstrate SU candidates' mastery of content knowledge and are documented throughout a variety of course-related assignments, which are in alignment with SPA standards. Program Reports were submitted to all professional organizations charged with reviewing initial certification programs. These reports, the revised reports, and supporting evidence made in the original reports can be found in the Exhibit Center.

Secondary Education teacher candidates are required to create programmatic portfolios that are evaluated through the use of SPA standards by Methods instructors and at the termination of the internship. In these portfolios, candidates demonstrate the ability to process and use content knowledge. Candidates work with PDS liaisons, faculty, mentor teachers, and university supervisors to select, describe, and reflect upon artifacts that demonstrate content knowledge. Portfolio samples from across programs also document candidates' mastery of content knowledge. (A scoring rubric and candidate portfolios can be found in the [Exhibit Center](#).) Teacher candidates in the ELED and ECED programs create portfolios during their internship and a systematic portfolio review process is being implemented in the Fall 2005-2006.

Candidates further demonstrate their knowledge of content while teaching. Both mentor teachers and university supervisors evaluate candidates' performance and evidence of content knowledge during internship. The Mentor and Supervisor Evaluation of Intern table represents an aggregate score for content knowledge. During Fall 2004 and Spring 2005, mentor teachers and supervisors rated interns on two outcomes related to content knowledge. Multiple assessments were performed by mentor teachers and university supervisors. Teachers evaluated candidates on each outcome at four transition points, whereas university supervisors evaluated each intern at two transition points across and within the internship. For each outcome an intern would have six evaluations. The total summary of data combines both content knowledge outcomes so that data for one intern would be based on 12 observations points, six for the first content outcome and six for the second content outcome. The summary scores that are presented in the document represent the Unit average for content knowledge. Data are reported for each program. In addition Unit scores were created by averaging program scores. In some instances individual candidates did not have six evaluations on content. Most had multiple evaluations. No candidates, with one exception had less than two evaluations of content knowledge. For more detail on individual content outcomes see Standard 1 unit assessment system. The outcomes that indicate content knowledge from the Mentor and Supervisor Evaluation of Intern form were based on the following indicators:

Content Knowledge

- The intern demonstrates an accurate understanding of concepts central to the curriculum
- The intern selects materials from state and/or local curricular materials

Table 1.1.4 Mentor and Supervisor Summary of Candidates' Content Knowledge														
SPRING 2003														
Program (n=# of Candidates)	BIOL (n=6)	ECED (n=7)	ELED (n=90)	ENG (n=10)	FREN (n=1)	HIST (n=17)	MATH (n=8)	MUSC (n=1)	SPAN (n=2)	Total (n=142)				
Combined Mentor and Supervisor Evaluations														
Target or Acceptable (n= # Evaluations)	100% (n=30)	100% (n=11)	99% (n=441)	100% (n=47)	100% (n=3)	100% (n=92)	100% (n=40)	100% (n=6)	100% (n=4)	99.9% (n=674)				
FALL 2004														
Program (n=# of Candidates)	ECED (n=4)		ELED (n=37)	HLTH (n=2)	TESOL (n=1)		TOTAL (n=44)							
Mentor Evaluations														
Target or Acceptable (n=# Evaluations)	81.5% (n=16)		96% (n=262)	75% (n=16)	100% (n=4)		89% (n=298)							
Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)	90% (n=10)		97% (n=166)	100% (n=6)	Not Reported		96% (n=182)							
Aggregate Mentor & Supervisor Evaluations (n=# of Evaluations)	86.5% (n=26)		96.5% (n=428)	87.5% (n=22)	100% (n=4)		93% (n=480)							
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=4)	100% (n=14)	96% (n=56)	98% (n=420)	95% (n=158)	92% (n=12%)	99% (n=182)	100% (n=34)	100% (n=76)	100% (n=10)	98% (n=214)	80% (n=10)	100% (n=8)	95% (n=1190)
Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)	100% (n=2)	100% (n=2)	92% (n=26)	97% (n=249)	100% (n=92)	100% (n=8)	100% (n=62)	100% (n=21)	100% (n=42)	100% (n=8)	100% (n=101)	100% (n=14)	67% (n=8)	91.7% (n=627)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	100% (n=6)	100% (n=16)	94% (n=82)	97.5% (n=669)	97% (n=250)	96% (n=20)	99.5% (n=244)	100% (n=55)	100% (n=118)	100% (n=18)	99% (n=315)	90% (n=24)	83.5% (n=16)	93.4% (n=1817)

As shown in Table 1.1.4, evaluations from both mentors and supervisors indicate that SU teacher candidates possess knowledge of the subjects they are teaching. Unit data during Spring 2003 revealed that almost 100% of the interns received evaluations rating them at the *adequate, proficient or superior* levels. During Fall 2004 and Spring 2005, 93% of interns were rated at the *acceptable or target* levels.

Candidates' content knowledge is further assessed through multiple evaluations, including self-assessments by candidates, by recent program completers, and assessments by employers. In Spring 2005, interns who just completed their professional programs of study were asked to assess their knowledge, skills, and dispositions by ranking their current ability as excellent, very good, good, fair, or poor. Survey data revealed that candidates completing their professional education programs believed they had mastered their content knowledge: 98% or more Spring 2005 ECED and ELED interns rated their knowledge of subject

matter as good, very good, or excellent, and 100% of respondents in the Secondary and K-12 programs indicated they knew the subject matter they were teaching. These data strongly support that candidates know their content. Program entrance requirements coupled with extensive coursework in subject areas for ECED/ELED and Secondary teacher candidates, respectively contribute to this factor.

In a similar Unit investigation of content knowledge, 2002-2003 alumni were asked to rank their current ability as *excellent*, *very good*, *good*, *fair*, or *poor*. Respondents consistently ranked themselves with high marks; 97% of ECED/ELED and 100% of Secondary and K-12 respondents believed their preparation in content knowledge was *excellent*, *very good*, or *good*.

Additionally, surveys were distributed to employers of SU graduates located in nine counties on the Eastern Shore of Maryland. Analysis of the data revealed that 94% of the program completers teaching as professionals for three years or longer received favorable reviews from their employers for subject matter expertise. These data provide a consistent picture that SU program completers are well prepared in content knowledge.

Maryland Redesign of Teacher Education

Early Childhood and Elementary Education teacher candidates are required to take 9 credit hours of Mathematics and 12 credit hours of Science as prerequisites to the professional program. These credit hours are in specified courses in which content is aligned with NCATE, NAEYC, NCTM, NSTA, and ACEI standards. It should be noted that the Maryland Voluntary State Curriculum was devised from the national standards, guaranteeing that candidates successfully complete coursework reflecting knowledge they will teach as part of the Voluntary State Curriculum. Successful completion of these courses provides evidence of candidates' proficiency in mathematics and science. The table below reports ECED and ELED teacher candidates' GPAs in the content areas of math and science.

	Academic Year	GPA
Science	2001-2002	2.98 (170)
	2002-2003	2.97 (n=194)
	2003-2004	2.98 (n=145)
	2004-2005	2.98 (n=109)
Mathematics		

n=All Prospective ECED and ELED Program Candidates

Content course assessment scores are consistent in both Math and Science over a 4-year period, tending to cluster at just below 3.0, indicating that ECED and ELED candidates are well prepared in their Math and

Science coursework, and that they possess knowledge and skills consistent with Maryland's content standards for P-12.

Secondary Education teacher candidates must major in the content area in which they plan to teach. ([See program checklists in Exhibit Center.](#)) In Secondary Math, Science, English, Social Studies, and Foreign Language, the content methods courses and reading in the content courses are combined into a two-semester sequence that addresses all content area reading outcomes as outlined by MSDE, and meet all the pedagogical standards outlined by individual SPAs. The integration of these courses into the respective content methods courses was implemented in 2001. The effectiveness of this integration has been closely monitored by faculty, and preliminary data suggest that the integration has led to a more effective use of reading/learning strategies to enhance subject area learning for P-12 students.

In addition, Unit and local school system faculty work together to achieve K-16 standards alignment. SU faculty and Deans from Liberal Arts, Science and Technology, and Education and Professional Studies serve on the Teacher Education Council. In the Secondary and K-12 programs, Arts, Sciences and Education faculty serve on the Secondary/K-12 Curriculum Committee. ([See minutes in Exhibit Center.](#)) The Regional Professional Development School Council also includes local teachers, school administrators and Unit faculty who collaborate on issues and grant activities related to professional development schools. Evidence for this is provided through the many grant-funded projects undertaken by Unit faculty. (See Table 5.3.2, Summary of Unit Grant Funding 1999-2005.)

Element 2 - Content Knowledge for Other Professional School Personnel

The Seidel School of Education and Professional Studies offers graduate programs for other school personnel including programs in educational administration and in reading. Candidates admitted to the graduate programs possess extensive knowledge in their fields and further develop that knowledge in during graduate coursework.

Graduate admission requirements for the Reading Specialist and the Educational Leadership programs require:

- Two recommendations from qualified individuals who support the candidate's ability for graduate study;
- An undergraduate GPA of 2.75 or higher
- Meeting with a faculty member with the appropriate expertise in the M.Ed. program to discuss program goals and career objectives;
- A current elementary, secondary, or K-12 teaching certificate (Reading Specialist M.Ed. only)
- Evidence of at least two years of satisfactory teaching performance (Educational Leadership M.Ed. only).

As graduate candidates pursue their degrees, they must maintain good academic standing and demonstrate knowledge through program coursework. All master's level graduate programs require a minimum of 33 graduate credit hours, and candidates must maintain a cumulative GPA of at least 3.0, with no grade lower than a C, and no more than 6 credit hours of C or C+.

The Unit's data review process has led to decisions regarding graduate program revisions and ongoing improvements. As a result, the Unit continues to more closely align programs with standards, and plans are underway to develop and enhance existing program assessments. For example:

- The Reading Specialist graduate program, based on International Reading Association (IRA) standards, was approved in 2001 and will have its first full program graduates in Fall 2005.

Program participants complete assessments based on the IRA standards as embedded in program courses; and,

- The M.Ed. in School Administration (Educational Leadership) will be revised in the 2005-2006 academic year in accordance with SPA standards and aligned with Educational Leadership Constituent Council (ELCC) standards and the Maryland Instructional Leadership Framework. The new program will require that the candidates enter as a cohort and complete a field-based component. There will also be additional coursework emphasis in community involvement, technology, and instructional leadership.
- The Teaching and Learning with Technology track in the M. Ed. program was developed using the International Society for Technology in Education (ISTE). Program participants complete a portfolio to demonstrate their mastery of the ISTE standards.

In addition, two programs have been developed to provide continuing educational opportunities for area math and science teachers. In 2002, SU began the Master of Science in Mathematics Education (MSME), a professional degree program that provides advanced content in mathematics and is offered collaboratively by the Department of Education and the Department of Mathematics and Computer Science. The program is specifically designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools, and content is aligned with National Council of Teachers of Mathematics (NCTM) standards. A similar program was also implemented for science teachers, with close collaboration of the Henson School of Science faculty.

Element 3 - Pedagogical Content Knowledge for Teacher Candidates

Pedagogical content knowledge is an important focus of the Conceptual Framework of the Seidel School of Education and Professional Studies. Two of the major themes, Informed and Reflective Pedagogy, and Scholarship, focus directly on pedagogical content knowledge with its emphasis on best teaching practices and research-based instruction.

Teacher preparation programs at SU build pedagogical content knowledge through coursework and field experiences. Pedagogical content knowledge must take into account the multicultural influences, multiple intelligences, and diversity that comprise today's P-12 student learners. Professional education programs aim to develop and strengthen each candidate's commitment to diversity. Success in a commitment to diversity will allow candidates to guide student learning while continually modifying and revising learning experiences based on student responses. Through technology candidates deliver information effectively to all students including those with special needs. SU programs require teacher candidates to diversify their instruction to meet the needs of all learners.

Candidates in the ECED and ELED programs complete methodology courses in pedagogical content areas such as Reading/Language Arts, Creative Arts, Math, Science, and Social Studies. They also take courses that address content skills more broadly, such as classroom management and reading assessment. In compliance with the *Maryland Redesign*, elementary teacher candidates must complete four courses in reading: *Process and Acquisitions; Materials in Reading; Reading Instruction; and, Reading Assessment*, and complete a performance assessment in each course. In order to develop a more comprehensive program in language and literacy, course content was broadened to include a focus on language arts, specifically the writing process, as well as a greater emphasis on children's literature. Consequently, with MSDE (2001) approval, course titles were modified to the present courses of *ELED 310 – Language Arts Instruction, ELED 316 - Reading Instruction, ELED 408 – Children's Literature, ELED 427 – Classroom Assessment and Intervention in Reading*. A fifth course, *ELED 317 – Creative Arts Instruction* was added to provide candidates with additional work in related areas of language and literacy including but not limited to: creative dramatics, reader's theatre, writing and revision and improvisation. These courses are currently being revised by all Maryland universities according to the MSDE guidelines adopted as a result of the *Maryland Reading First Grant*.

Initial certification secondary education candidates (undergraduate and MAT) in compliance with the *Maryland Redesign* complete a two-course sequence—*Content and Reading Methods in the Secondary School, I & II*—in their content area’s methodology and reading. These courses integrate content pedagogy with MSDE requirements in reading instruction and facilitate candidate learning of specific reading techniques in his/her specific content area. Candidates in K-12 programs also complete coursework designed to meet SPA and state licensure requirements. In K-12 programs, the reading and content area courses are integrated into the methods courses for Physical Education majors and for Music Majors. Health majors complete six credits in reading in content area courses. TESOL candidates complete six credits in *Methods of Teaching Reading to LEP Students* and three credits in *Methods of Teaching Writing to LEP Students*.

All candidates engage in coursework to learn how to adapt information and instructional techniques for all learners. For example, elementary and early childhood candidates complete *EDUC 415, Inclusion Instruction*, whereas secondary candidates complete *SCED 367, Inclusive Instruction for Secondary Teachers*. Coursework in technology is also required of all teacher candidates; *EDUC 318, Computers in Education*, for Elementary and Early Childhood teacher candidates and *EDUC 319, Technology in Education*, for Secondary teacher candidates.

Following admission into the Professional Education program, candidates must continue to build and demonstrate their competency and the depth and breadth of pedagogical knowledge in a variety of ways, including course grades, test scores, and teaching practice. For example, candidates demonstrate their mastery of pedagogical content knowledge is earning “grades of C or better” in their professional education courses. Table 3.1.1 indicates that on average candidate GPAs in professional coursework prior to entering internship are well above the 2.75 Unit requirement for admission to internship.

	Spring 2003	Spring 2004	Spring 2005
Elementary Education	3.40 (n=93)	3.49 (n=75)	3.41 (n=58)
Secondary Education	3.35 (n=45)	3.39 (n=41)	3.41 (n=61)
K-12 Education	3.29 (n=15)	3.16 (n=25)	3.31 (n=37)

n=Total Number of Teacher Candidates

SU teacher candidates also demonstrate their knowledge of pedagogical content through PRAXIS II exams. PRAXIS II measures general and subject-specific pedagogical skills and knowledge, assessment, and principles of learning and teaching. Although SU teacher candidates have been taking the PRAXIS exams since 2001 some candidates did not take the exam prior to their graduation from the program. Maryland. Recent SU candidates were not required to take PRAXIS II as a requirement for programs. Beginning in Spring 2005, PRAXIS II exam scores are required for successful completion of SU’s teacher education programs. Overall, PRAXIS II test results reveal that SU teacher candidates possess pedagogical content knowledge necessary to support teaching competency.

Academic Year	Number of SU Teacher Candidates Passing PRAXIS II	SU Pass Rate	Number of MD Statewide Teacher Candidates Passing PRAXIS II	MD Statewide Pass Rate
1999-2000	171 (n=175)	98%	1532 (n=1572)	97%

2000-2001	156 (n=170)	92%	1342 (n=1422)	94%
2001-2002	178 (n=188)	95%	1237 (n=1321)	94%
2002-2003	216 (n=231)	94%	1441 (n=1507)	96%
2003-2004	184 (n=189)	97%	1487 (n=1525)	98%

n = number of teacher candidates taking PRAXIS II

As noted in Table 1.3.2, results from the pedagogical component of the PRAXIS II exams indicate that SU's pass rate exceeds the NCATE 80% minimum when data are summarized across initial programs, indicating that SU teacher candidates excel on pedagogical content knowledge.

Mentor teachers and supervisors evaluate SU teacher interns on pedagogical content knowledge using the Mentor and Supervisor Evaluation of Intern assessment. Multiple assessments on multiple outcomes, as previously described on content knowledge, (see page 14) were completed. Outcomes for pedagogical content included the following:

- Provides Active Learning Strategies
- Uses Multiple Instructional Strategies
- Maximizes Instructional Time
- Communicates Effectively
- Creates Long Term Plans
- Lesson Plans Articulate Content Standards
- Effectively Integrates Technology

Table 1.3.3 Mentor and Supervisor Summary of Candidates' Pedagogical Content Knowledge										
SPRING 2003										
Program (n=# of Candidates)	BIOL (n=6)	ECED (n=7)	ELED (n=90)	ENG (n=10)	FREN (n=1)	HIST (n=17)	MATH (n=8)	MUSC (n=1)	SPAN (n=2)	Total (n=142)
Combined Mentor and Supervisor Evaluations										
Target or Acceptable (n= # Evaluations)	95% (n=102)	98% (n=37)	95% (n=1484)	97% (n=159)	100% (n=10)	97% (n=316)	94% (n=138)	90% (n=21)	100% (n=13)	95% (n=2280)

FALL 2004														
Program (n=# of Candidates)	ECED (n=4)	ELED (n=37)	HLTH (n=2)	TESOL (n=1)						TOTAL (n=44)				
Mentor Evaluations														
Target or Acceptable (n=# Evaluations)	88% (n=56)	94% (n=917)	55% (n=56)	92% (n=14)						82% (n=1043)				
Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)	97% (n=35)	96% (n=570)	67% (n=21)	Not Reported					87% (n=626)					
Aggregate Mentor & Supervisor Evaluations (n=# of Evaluations)	92.5% (n=91)	95% (n=1487)	61% (n=77)	92% (n=14)					84.5% (n=1669)					
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Target or Acceptable (n=# of Evaluations)	93% (n=14)	100% (n=50)	96% (n=194)	98% (n=1474)	95% (n=554)	86% (n=42)	98% (n=638)	100% (n=119)	100% (n=269)	97% (n=35)	99% (n=740)	79% (n=87)	100% (n=29)	88.4% (n=4461)
Supervisor Evaluations														
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=7)	90% (n=18)	87% (n=75)	87% (n=798)	88% (n=405)	95% (n=67)	89% (n=295)	91% (n=94)	87% (n=121)	97% (n=36)	92% (n=359)	94% (n=41)	100% (n=18)	97.1% (n=2334)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	96.5% (n=21)	95% (n=69)	91.5% (n=269)	92.5% (n=2272)	91.5% (n=959)	90.5% (n=109)	93.5% (n=933)	97.5% (n=213)	93.5% (n=390)	97% (n=71)	95.5% (n=1098)	86.5% (n=131)	100% (n=47)	92.3% (n=6795)

* There are no secondary internships during the fall semester.

A summary of the data contained in Table 1.3.3 reveals high ratings for SU teacher candidate pedagogical knowledge across all programs. For instance, Unit totals during Spring 2003 reveal that 95% of interns received ratings of *adequate*, *proficient* or *superior* from their mentors and supervisors. In Fall 2004 the majority of candidates, 85% or more, received ratings at *acceptable* or *target*. Also, in Spring 2005, 92% of candidates received ratings of *acceptable* or *target*. (See [Standard 1 Unit Assessment System](#) in the Exhibit Center for more detail on pedagogical content outcomes.)

Overall, these data, as reported in three different evaluations, clearly show that SU candidates are rated highly and are well prepared in areas of pedagogical content knowledge by mentors and supervisors. In addition, the intern exit survey, the alumni survey, and the employer survey all provide data to support this assertion.

In Spring 2005, interns at the completion of their program were asked to assess their pedagogical knowledge and skills by ranking their current ability as *excellent*, *very good*, *good*, *fair*, or *poor*.

	K-12	Elementary	Secondary	All Respondents
Indicator	% Responding Excellent, Very Good, or Good			
Have a broad knowledge of instructional strategies.	100% (n=23)	100% (n=50)	100% (n=40)	100% (n=113)
Use multiple instructional strategies with students.	100% (n=23)	100% (n=50)	100% (n=40)	100% (n=113)
Facilitate student learning of subject matter by presenting the content in clear and meaningful ways.	100% (n=23)	100% (n=50)	95% (n=40)	98% n=(113)
Use multiple forms of assessment to monitor students' progress.	100% (n=23)	100% (n=50)	100% (n=40)	100% (n=113)
Assess and analyze students' learning to develop meaningful learning experiences for them.	100% (n=23)	100% (n=47)	100% (n=40)	100% (n=110)
Develop and teach lessons that are aligned with state standards.	100% (n=23)	100% (n=49)	100% (n=40)	100% (n=112)
Develop and teach lessons that are aligned with national standards.	100% (n=22)	94% (n=50)	100% (n=40)	97% (n=112)

n=Number of Actual Responses

As noted in Table 1.3.4, interns completing their programs rank themselves as well prepared in pedagogical knowledge; 98% or more evaluated themselves as *good*, *very good*, or *excellent*.

Alumni who completed their degrees in 2002-2003 were asked to assess their pedagogical knowledge and skills by ranking their current ability as *excellent*, *very good*, *good*, *fair*, or *poor*. Similar to the Intern Exit data, alumni rank themselves with high marks for preparation in pedagogical knowledge and skills, see Table 1.3.5.

	K-12	Elementary	Secondary	All Respondents
Indicator	% Responding Excellent, Very Good, or Good			
Have a broad knowledge of instructional strategies.	100% (n=12)	94% (n=68)	100% (n=17)	99% (n=99)
Use multiple instructional strategies with your students.	100% (n=12)	96% (n=67)	100% (n=16)	97% (n=95)
Facilitate your students' learning of subject matter by presenting the content in clear and meaningful ways.	100% (n=12)	99% (n=68)	100% (n=16)	98% (n=97)
Use multiple forms of assessment to monitor	100%	94%	94%	95%

your students' progress.	(n=11)	(n=67)	(n=16)	(n=93)
Assess and analyze your students' learning to develop meaningful learning experiences for them.	100% (n=12)	96% (n=68)	94% (n=16)	96% (n=96)
Develop and teach lessons that are aligned with state standards.	100% (n=12)	97% (n=68)	100% (n=16)	96% (n=96)
Develop and teach lessons that are aligned with national standards.	100% (n=12)	97% (n=67)	100% (n=16)	96% (n=96)

n=Number of Actual Responses

Employer surveys also support the conclusion that professional program completers are well prepared in pedagogical knowledge and skills. Outcomes including the program completers ability to provide active learning strategies; use multiple instructional strategies; maximize instructional time; and, communicate effectively were all ranked favorably by candidate's employers. See exhibit center for the [Employer Survey results](#).

SU's Professional Education Unit is strongly committed to educating teacher candidates in the use of, and comfort with technology as an instrument for enhancing student instruction. Since 2000, the Professional Education Unit at SU has worked to improve candidates' technological competency and to increase the use of technology. Education faculty members have incorporated technology into their courses in a variety of ways to familiarize candidates with different methods and to model how technology can be an effective educational tool. All candidates complete either *EDUC 318—Computers in Education* or *EDUC 319—Technology in Education*, which are aligned with the Maryland Teacher Technology Standards (MTTS). Both courses demand the same outcomes, but *EDUC 318* provides more introductory preparation.

To demonstrate their mastery of the MTTS, teacher candidates are required to complete the following performance tasks. In *EDUC 318—Computers in Education*, candidates provide evidence that they are able to meet MTTS 3, 4, and 7. Teacher candidates create WebQuests, Treasure Hunts, and PowerPoint presentations to meet MTTS 1 (Information Access) and 2 (Communication). Likewise candidates complete common assessments across all sections of *EDUC 318* to address the MTTS performance task for standards 3, 4, and 7. Students analyze a scenario to address MTTS 3 (Legal, Social Issues), analyze school data using Excel and MSWord to address MTTS 4 (Assessment), and analyze emerging technology to address MTTS 7 (Professional Growth). To meet MTTS 5 (Integrating Technology), beginning in Spring 2005, university supervisors assess interns during a lesson that illustrates the intern's ability to integrate technology successfully into the classroom.

Another assessment tool for measuring candidate expertise in pedagogical content knowledge and technology is the web-based programmatic portfolio prepared by teacher candidates—a requirement for program completion for Secondary teacher candidates. The portfolios require candidates to reflect on their knowledge and experience, and demonstrate how to adjust lesson and unit plans for different learning circumstances. Creating portfolios also demands that candidates demonstrate their use of technology. (See [scoring rubrics and sample portfolios](#) in the Exhibit Center). Currently, the Unit is in the process of implementing systematically a programmatic portfolio for ELED and ECED teacher candidates.

In Spring 2005, SU alumni from 2002-2003 were asked to rate their attitude toward technology, as well as their ability to integrate technology into their instruction. Beginning in Spring 2004, all program graduates have completed an instructional technology component required as part of their approved program's completion. It should be noted that elementary education candidates who graduated in 2002-2003 were not required to complete an instructional technology course, although an elective course was made available, and students in the secondary programs completed a 1-credit course in audio-visual materials. It is expected that responses from alumni surveys will shift to higher rankings in future years due to continued

program revisions that incorporate technology into the classroom. Table 1.3.6 show the percent of alumni rating themselves *excellent*, *very good* and *good* in the use of, and attitudes about technology in the classroom.

	K-12	Elementary	Secondary
Indicator			
Facilitate student learning of subject matter through meaningful integration of technology.	91% (n=11)	90% (n=68)	94% (n=16)
I feel prepared to effectively integrate technology into my classroom instruction.	92% (n=13)	82% (n=71)	88% (n=17)
It is important to integrate technology into my classroom instruction.	83% (n=12)	93% (n=70)	94% (n=17)

Regardless of the changes in professional education technology requirements, 87% of alumni respondents rated themselves as *excellent*, *very good*, or *good* in the use of, and attitude towards, technology in the classroom, see Table 1.3.6.

Employer focus group data gathered from one county on Maryland’s Eastern Shore strongly suggests that SU graduates are highly skilled in the use of technology. This is exemplified by one employer’s statement: “SU candidates are better prepared technologically than candidates from any other university.” ([Refer to Exhibit Center for transcript of focus group.](#))

Review of all assessment data have led faculty to conclude that SU teacher candidates are well prepared in pedagogical content knowledge. The Elementary, Secondary and K12 programs have been revised since the initial 1999 NCATE/MSDE review, and the process for continued analysis of data for program improvement is well established.

Element 4 - Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The need to apply varied instructional strategies is an essential component of practice in each discipline, and SU professional education Unit faculty expect teacher candidates to apply the knowledge and skills attained through rigorous content and pedagogical study to teaching practice. By developing programs with integrated coursework and field experiences, the Unit encourages teacher candidates to connect the academic with the practical, and theory with practice, to ensure that knowledge and skills are closely linked. Indeed, one of the goals identified in the SU course catalog is to “assist prospective teachers in developing as reflective persons, who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences” ([SU Undergraduate and Graduate Catalog 2005-2007, p. 165](#)), and is reflective of the Unit’s commitment to preparing teacher candidates who are reflective practitioners, as evidenced in SU’s Conceptual Framework.

SU teacher candidates begin building their professional knowledge and skills early in their academic careers. In the foundation level course, *EDUC 210 - School in a Diverse Society*, candidates consider the interaction between their future careers as teachers, the students with whom they will work, and the communities where their students live. In this course, candidates consider professional ethics, laws and policies, diversity of student populations, and the roles and responsibilities of professional communities, as well as the use of research in teaching. The course culminates in a Family Literacy Project, which consists of resources that diverse families may use to enhance young children’s literacy. Candidates must research recommended practices for family literacy and infuse these practices into their projects. Beginning in

Spring 2004, course instructors, using a common rubric, assess candidates on the merits of this project by ranking the projects as *unacceptable*, *acceptable*, or *target*. (See [Exhibit Center](#) for sample projects.)

Teacher candidates performed successfully on this assessment, with 96% of teacher candidates scoring at either the *target* or *acceptable* level in Spring 2004, and 97% reaching these levels in Fall 2004.

All pre-professional teacher candidates learn and practice assessment of student learning through work completed in either *EDUC 304 - Learning and Assessment* (ELED and ECED) or *EDUC 300 - Development, Learning, and Assessment* (Secondary and K-12). Candidates evaluate multiple intelligence theory and its implications for teaching and assessing student learning, complete a Multiple Intelligence Inventory, and reflect on how multiple intelligences are used for teaching and assessment.

Table 1.4.1 Multiple Intelligence Inventory ELED Assessments			
Spring 2004, Fall 2004, and Spring 2005			
	Unacceptable	Acceptable	Target
Spring 2004 (n=90)	3%	26%	71%
Fall 2004 (n=60)	0%	57%	43%
Spring 2005 (n=62)	10%	48%	42%

n=Number of completed assessments.

As noted in Table 1.4.1, course assignment data reveal that 97% of teacher candidates in ELED are at the *acceptable* or *target* level for this assessment. Secondary Education teacher candidates complete this assignment as well. Although this evaluation tool has been used for at least three semesters, candidates' products are assessed by course instructors, and data collection has, to date, been incomplete. The Unit is aware of this lack of consistency in data collection and plans a more rigorous data collection process.

The development of skills such as lesson planning, implementation of instructional strategies, and classroom management are essential for effective instruction, and are developed through methodology courses specific to content area. All methodology courses are aligned with state and national standards, of which candidates are expected to demonstrate mastery. Each methods/pedagogy course and elementary methods blocks A and B has a common assessment across multiple sections of the respective courses. The data aggregation allows faculty to draw insights on candidates pedagogical practices. Assessments and their alignment with SPA standards are demonstrated in the seminar course that accompanies the internship semester. Using common rubrics, candidates link course assessments to the SPA standards—a selection process that results in the programmatic portfolio. Seminar discussions, portfolio reviews, and/or action research poster sessions provide candidates with opportunities to highlight their strengths and identify their weaknesses in meeting standards. Candidate success in mastering the professional knowledge and skills needed as a professional is observed through course grades, assessment results, teaching practice, and in the creation of programmatic portfolios.

SU teacher candidates are rated highly in their professional and pedagogical knowledge by both mentor teachers and supervisors. Mentor teachers and supervisors evaluate SU teacher interns on pedagogical content knowledge using the Mentor and Supervisor Evaluation of Intern assessment. Multiple assessments on multiple outcomes, as previously described on content knowledge (see page 15), were completed. Outcomes for professional and pedagogical knowledge included the following:

Professional and Pedagogical Knowledge Outcomes Evaluated by Mentor Teacher

- Uses self-reflection to improve instruction
- Intern attends school activities
- Intern establishes productive relationships
- Intern maintains detailed student records

- Intern understands the rights of students and the laws governing confidentiality

Professional and Pedagogical Knowledge Outcomes Evaluated by University Supervisor

- Uses Self-reflection to Improve Instruction

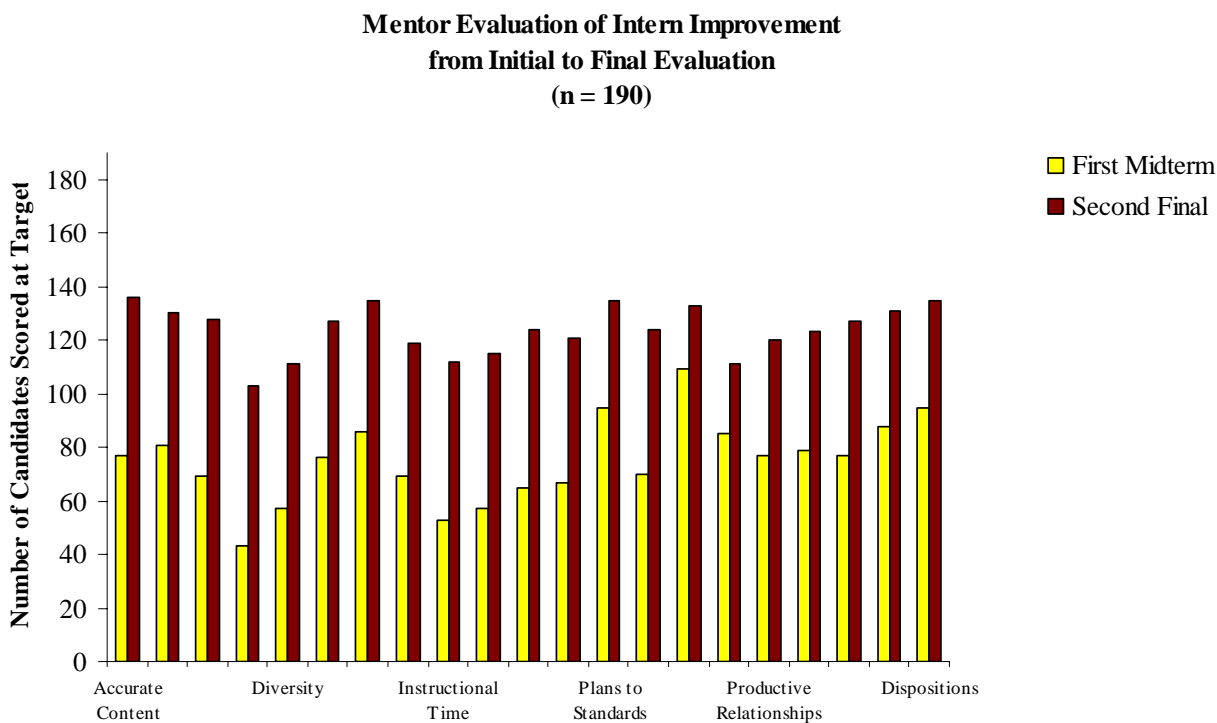
Table 1.4.2 Summary of Candidates' Professional and Pedagogical Knowledge and Skills														
SPRING 2003														
Program (n=# of Candidates)	BIOL (n=6)	ECED (n=7)	ELED (n=90)	ENG (n=10)	FREN (n=1)	HIST (n=17)	MATH (n=8)	MUSC (n=1)	SPAN (n=2)	Total (n=142)				
Combined Mentor and Supervisor Evaluations														
Acceptable, Proficient, or Superior (n= # Evaluations)	100% (n=29)	100% (n=11)	99% (n=440)	100% (n=47)	100% (n=3)	100% (n=92)	98% (n=40)	100% (n=6)	100% (n=4)	99.5% (n=672)				
FALL 2004 *No secondary internship in Fall semester														
Program (n=# of Candidates)					ECED (n=4)	ELED (n=37)	HLTH (n=2)	TESOL (n=1)	TOTAL (n=44)					
Mentor Evaluations														
Target or Acceptable (n=# Evaluations)					90% (n=32)	97% (n=517)	78% (n=32)	80% (n=8)	86% (n=589)					
Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)					100% (n=5)	95% (n=77)	33% (n=3)	Not Reported	76% (n=85)					
Aggregate Mentor & Supervisor Evaluations (n=# of Evaluations)					95% (n=37)	96% (n=594)	55.5% (n=35)	80% (n=9)	80% (n=665)					
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Target or Acceptable (n=# of Evaluations)	93% (n=15)	89% (n=38)	94% (n=132)	96% (n=1061)	96% (n=404)	93% (n=29)	99% (n=460)	99% (n=85)	98% (n=201)	92% (n=25)	96% (n=528)	77% (n=120)	92% (n=25)	91% (n=3038)
Supervisor Evaluations														
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=1)	100% (n=2)	100% (n=9)	97% (n=108)	97.5% (n=40)	100% (n=4)	97.5% (n=26)	100% (n=10)	100% (n=10)	100% (n=4)	100% (n=49)	100% (n=6)	100% (n=2)	99% (n=271)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	96.5% (n=16)	94.5% (n=40)	97% (n=141)	96.5% (n=1169)	97% (n=444)	96.5% (n=33)	98% (n=486)	99.5% (n=95)	99% (n=211)	96% (n=29)	98% (n=577)	88.5% (n=126)	96% (n=27)	95% (n=3309)

Table 1.4.2 shows that in Spring 2003, almost 100% of interns were rated at the *adequate, proficient, or superior* levels. During Fall 2004 and Spring 2005 semesters, the majority of candidates, 80% and 95%, respectively, received ratings at *acceptable* or *target* levels.

As further confirmation of interns’ pedagogical and professional knowledge, analysis of mentor evaluations provides an overview of interns’ continued overall improvement in this area over time (Figure 1.4.1).

Surveys of interns, alumni, and employers also provide evidence that SU teacher candidates are well prepared for the classroom. Employers indicate that SU program completers are proficient, rating them highly in their professional and pedagogical knowledge. Alumni concur; 93% or more of SU graduates felt themselves to be proficient in professional and pedagogical knowledge. Candidates currently completing their teacher preparation program felt even more confident than alumni; 99% or more interns rated their proficiency as *good*, *very good*, or *excellent*.

Figure 1.4.1 Mentor Evaluation of Intern Improvement from the initial evaluation to the final evaluation period.



Note: Each candidate has two internship assignments.

Element 5 - Professional Knowledge and Skills for Other Professional School Personnel

Both the Reading Specialist Master’s and Educational Leadership Master’s degrees have practicum experiences. During practicum experiences candidates demonstrate their proficiency in professional knowledge and skills. The Reading Specialist program has a two-semester practicum where candidates assess, design, and deliver instruction to students with special needs in literacy. Sample case reports of P-12 students attending the May Literacy Lab are located in the Exhibit Center. The Education Leadership program, under major revision, requires a semester-long practicum. During practicum, candidates in the Education Leadership program are mentored by an educational leader in a P-12 setting.

Element 6 - Dispositions for All Candidates

Commitments to excellence, life-long learning, and active citizenship—all desirable dispositions for teacher candidates—undergird the entire SU educational experience. The University’s mission statement specifically refers to those values. In addition, the University embraces the values of community and diversity. Opportunities for service learning, an institute to promote civic engagement (PACE), a multicultural festival, and promotion of undergraduate research all testify to the University’s commitment to its values. SU teacher candidates learn and live in an environment that embraces and fosters excellence and service.

The Professional Education Unit programs at SU are developed with the philosophy that graduates must be “caring, competent, and committed” professionals. As informed practitioners, candidates should possess a full understanding of the theories that guide practice in education, demonstrate competence and skill, apply their knowledge in educational settings, make appropriate instructional decisions and reflect on their practice. Recognizing that a caring educator is essential to the learning and personal development of students, we believe that our graduates should respect individual worth and appreciate the value of education for all persons

Reflecting the importance the Unit gives to dispositions, candidates are evaluated on dispositions at several points during their programs: while enrolled in foundations courses; during methods course field placements; and twice during the full time internship. Teacher candidates are expected to behave professionally and to exhibit the Unit’s core values in all their interactions with students. Currently, data on SU teacher candidates’ dispositions are collected by course instructors and by employers of program completers after graduation (see [survey responses in the Exhibit Center](#)), and by mentors and supervisors. However, like many other universities, SU continues to work toward developing a more comprehensive system for assessing candidate dispositions.

SU teacher candidates are rated highly in their professional dispositions by both mentor teachers and supervisors. Mentor teachers and supervisors evaluate SU teacher interns on professional dispositions using the Mentor and Supervisor Evaluation of Intern assessment. Multiple assessments on multiple outcomes, as previously described on content knowledge, were completed. Outcomes for professional and pedagogical knowledge included the following:

Professional Dispositions

- Intern Meets the Expectations of Appropriate Professional Behavior
- Intern Recognizes Professional Dispositions and Adjusts Accordingly

Table 1.6.1 Mentor and Supervisor Summary of Candidates’ Dispositions										
SPRING 2003										
Program (n=# of Candidates)	BIOL (n=6)	ECED (n=7)	ELED (n=90)	ENG (n=10)	FREN (n=1)	HIST (n=17)	MATH (n=8)	MUSC (n=1)	SPAN (n=2)	Total (n=142)
Combined Mentor and Supervisor Evaluations										
Target or Acceptable (n= # of Evaluations)	100% (n=30)	100% (n=11)	99% (n=438)	100% (n=47)	100% (n=3)	99% (n=92)	98% (n=40)	100% (n=6)	100% (n=4)	99.5% (n=671)

FALL 2004														
Program (n=# of Candidates)	ECED (n=4)	ELED (n=37)	HLTH (n=2)	TESOL (n=1)	TOTAL (n=44)									
Mentor Evaluations														
Target or Acceptable (n=# Evaluations)	88% (n=16)	99% (n=258)	82% (n=16)	100% (n=4)	92% (n=291)									
Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)	100% (n=5)	95% (n=77)	33% (n=3)	Not Reported	76% (n=85)									
Aggregate Mentor & Supervisor Evaluations (n=# of Evaluations)	94% (n=21)	97% (n=335)	57.5% (n=19)	100% (n=4)	87% (n=369)									
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Target or Acceptable (n=# of Evaluations)	100% (n=6)	88% (n=16)	100% (n=54)	96% (n=423)	94% (n=141)	100% (n=11)	97% (n=184)	100% (n=34)	100% (n=78)	100% (n=10)	99% (n=212)	86% (n=14)	100% (n=10)	95% (n=1213)
Supervisor Evaluations														
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=2)	100% (n=4)	100% (n=18)	95% (n=207)	95% (n=80)	100% (n=8)	97% (n=52)	96% (n=22)	100% (n=20)	100% (n=18)	97% (n=96)	100% (n=10)	100% (n=4)	99% (n=531)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	100% (n=8)	94% (n=20)	100% (n=78)	95.5% (n=634)	94.5% (n=241)	100% (n=19)	97% (n=242)	98% (n=60)	100% (n=98)	100% (n=18)	98% (n=308)	93% (n=28)	100% (n=14)	97% (n=1744)

As noted in Table 1.6.1, mentor teachers and supervisors concur that SU interns have acquired desirable dispositions. In Spring 2003, 98% or more of interns received *adequate*, *proficient*, or *superior* ratings in the categories of collaboration, ethics, and relationships. In Fall 2004, 87% of interns received ratings at *acceptable* or *target*. In Spring 2005, the Unit aggregate score revealed that across all programs 97% of interns received ratings at *acceptable* or *target*.

Element 7 - Student Learning for Teaching Candidates

Professional teacher education programs at SU are designed to prepare teachers who will meet the goal of seeing their students succeed. By creating opportunities to practice the skills, behaviors, and processes that are used to facilitate student learning and academic achievement, the professional education programs help candidates acquire the experience to work confidently and effectively in promoting student learning.

In March 2005, the Association for Childhood Education International (ACEI) designated the SU Elementary Education program as a nationally recognized program. This program review revealed that SU candidates are able to effectively assess student learning, use assessments in instruction, and develop meaningful learning experiences for students throughout their program. For example, at least 88% of all ELED candidates were rated at the *acceptable* or *target* level in all lesson plans, unit plans, and reflections related to student learning. In most cases more than 95% scored at the *acceptable* or *target* level. (See

Planning Assessment in individual SPA reports in the Exhibit Center.) Likewise, Secondary/K-12 teacher preparation programs provide the same opportunities in introductory and methods courses.

There is a focus on enhanced P-12 student learning throughout the program. Candidates examine research-based methods and complete an assessment in each content area. Elementary education candidates assess students in numerous content areas, such as Creative Arts, Language Arts/Reading, Math, Science, and Social Studies. Candidates in the Secondary programs assess students in the particular content area of the program. All candidates complete a field experience connected with each methods course in which they plan, teach, and reflect on student learning; they learn how to develop a lesson with student learning as the focus, and write a reflection about what they experience and about how their students performed. These assessments, consisting of lesson plans, unit plans, and reflections, and programmatic portfolios are evaluated by instructors through the use of rubrics.

SU teacher candidates also consider the specialized needs of students and learn to adapt their teaching methods accordingly. During the final year of their program, candidates are engaged in developing case studies that examine the needs of inclusion students. Candidates in the ELED program assess and evaluate the needs of struggling readers in a reading assessment course, and create an individualized instruction plan for students they are tutoring. Candidates in Secondary programs take an inclusion course concurrently with their second semester of reading and content methods and apply the principles they learn to developing strategies to adjust lessons for students with particular needs.

SU teacher candidates are rated highly in their impact on P-12 learning by both mentor teachers and supervisors. Mentor teachers and supervisors evaluate SU teacher interns on impact on P-12 learning using the Mentor and Supervisor Evaluation of Intern assessment. Multiple assessments on multiple outcomes, as previously described on content knowledge (see page 14), were completed. Outcomes for impact on P-12 learning included the following:

Impact on P-12 Learning

- Understands P12 Growth and Development
- Uses Multiple Assessments
- Applies Instruction to Diverse Learners

Table 1.7.1 Mentor and Supervisor Summary of Impact on P-12 Learning										
SPRING 2003										
Program (n=# of Candidates)	BIOL (n=6)	ECED (n=7)	ELED (n=90)	ENG (n=10)	FREN (n=1)	HIST (n=17)	MATH (n=8)	MUSC (n=1)	SPAN (n=2)	Total (n=142)
Combined Mentor and Supervisor Evaluations										
Acceptable, Proficient, or Superior (n= # Evaluations)	95% (n=89)	100% (n=33)	98% (n=1308)	97% (n=141)	100% (n=8)	99% (n=276)	100% (n=120)	100% (n=18)	100% (n=11)	99.8% (n=2004)
FALL 2004										
Program (n=# of Candidates)			ECED (n=4)	ELED (n=37)			HLTH (n=2)	TESOL (n=1)	TOTAL (n=44)	
Mentor Evaluations										
Target or Acceptable (n=# Evaluations)				80% (n=24)	92% (n=393)	59% (n=24)		100% (n=6)	82.5% (n=447)	

Supervisor Evaluations														
Target or Acceptable (n=# of Evaluations)	93% (n=15)	92% (n=244)	78% (n=9)	Not Reported	87.6% (n=268)									
Aggregate Mentor & Supervisor Evaluations (n=# of Evaluations)	86.5% (n=39)	92% (n=637)	68.5% (n=38)	100% (n=6)	86.8% (n=715)									
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Target or Acceptable (n=# of Evaluations)	78% (n=9)	83% (n=23)	98% (n=81)	93% (n=641)	94% (n=242)	83% (n=18)	94% (n=271)	100% (n=51)	94% (n=123)	100% (n=15)	97% (n=316)	67% (n=21)	100% (n=15)	88.4% (n=1826)
Supervisor Evaluations														
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=3)	100% (n=4)	98% (n=33)	91% (n=358)	90% (n=137)	100% (n=12)	98% (n=93)	100% (n=33)	94% (n=52)	100% (n=12)	98% (n=153)	100% (n=21)	100% (n=6)	99% (n=917)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	89% (n=81)	91.5% (n=27)	98% (n=123)	92% (n=1085)	92% (n=376)	91.5% (n=30)	96% (n=379)	100% (n=89)	94% (n=181)	100% (n=27)	97.5% (n=469)	83.5% (n=45)	100% (n=21)	93.8% (n=2743)

The data illustrated in Table 1.7.1, provide evidence that SU teacher candidates are having a positive impact on P-12 student learning. In Spring 2003, mentors and supervisors rated 98% or more of SU interns at the *adequate*, *proficient*, or *superior* level for student learning. In Fall 2004, the Unit totals revealed that 86% or more of interns received ratings at *acceptable* or *target*. In Spring 2005, more than 93% of candidates received ratings of *acceptable* or *target* on the outcomes related to impact on student learning.

To further strengthen these findings, data gleaned from the employer survey of graduates' teaching effectiveness indicates that 94.4% of SU alumni have a positive impact on student learning.

Maryland Redesign of Teacher Education

Each of the lesson plans, unit plans, and reflections included in the assessments are developed in alignment with the Maryland Voluntary State Curriculum, the Core Learning Goals, and Maryland State Curriculum priorities. Each assessment evaluates teacher candidate proficiency in knowledge, skills, and dispositions related to Maryland School Assessments. To be successful, candidates must demonstrate knowledge of Maryland's School Accountability System. (See course syllabi and teacher candidate work samples in the [Exhibit Center](#).)

Element 8 - Student Learning for Other Professional School Personnel

Both the Reading Specialist Master's and Educational Leadership Master's degrees have practicum experiences. During these field experiences candidates demonstrate their proficiency in professional knowledge and skills. The Reading Specialist program has a two-semester practicum where candidates assess, design, and deliver instruction to students with special needs in literacy. Summary reports for each P-12 student who is tutored documents pre- and post-test data and/or observations of learning growth and literacy development. Sample case reports from P-12 students attending the May Literacy Lab are located in the Exhibit Center. The Education Leadership program, under major revision, requires a semester-long

practicum. During practicum, candidates in the Education Leadership program are mentored by an educational leader in a P-12 setting. A programmatic assessment system for M. Ed. tracks is being developed and will focus on the enhancement of student learning as an integral component.

Summary

Salisbury University candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.