



COPPIN STATE
UNIVERSITY

“Nurturing Potential ... Transforming Lives”

INSTITUTIONAL REPORT

Education Unit

“Teacher as a Reflective Facilitator of Learning”

NCATE Continuing Accreditation Visit
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SECTION I: OVERVIEW OF THE INSTITUTION

INSTITUTIONAL IDENTITY

Coppin State University (CSU), a campus of the University System of Maryland, is a comprehensive urban institution offering programs in liberal arts and sciences and professional disciplines. The institution is located on 52 acres in North West Baltimore, and is committed to excellence in teaching, research, and continuing service to its community. CSU provides educational access and diverse opportunities for students with potential for success, and for students whose promise may have been hindered by a lack of social, personal, or financial opportunity. High quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for new workforce careers in a global economy. In meeting its goal to promote achievement and competency, Coppin expects high academic achievement and the highest standards of conduct with individual support, enrichment, and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative, and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. CSU applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications align with academic programs.

Named in honor of Fanny Jackson Coppin, an outstanding African-American educator and dedicated teacher, CSU, as a Historically Black Institution (HBI), fulfills a particularly important mission for the state of Maryland. Founded in 1900 as a one-year training program, CSU became a normal school in 1926 and a college for teachers in 1930, grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. The University was officially renamed Coppin State University on April 13, 2004. CSU's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland (USM), working with a population of students who may not have had access to higher education. As an institution of higher learning and as a major public service provider, CSU has produced exemplary educators, role models, and leaders. The University has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future for its students.

CSU is primarily serviced by the Baltimore City metropolitan area. The average age of Baltimore's citizens is 35 years with an annual income of \$30,078. The 2004 Baltimore, Maryland demographics show that Baltimore City has the following ethnic diversity: Black – 64.3%; White non-Hispanic – 31.0%; Hispanic – 1.7%; American Indian – 0.8%, two or more races - 1.5%; and other races – 0.7%. Primary ancestries are German (7.4%), Irish (6.0%), English (3.2%), Italian (2.8%), Polish 2.8%, and United States (2.5%).

The fall 2005 data reported by the Office of Institutional Research for the fall 2005 semester indicate that Coppin has an enrollment of 5,847 undergraduate and graduate students.

Active participation in the community by faculty and students provides practical evidence of a public service emphasis. Faculty members work in the Schools of Arts and Sciences, Professional Studies (including education), Nursing, and Graduate Studies. There is also an Honors College, which consists of McNair and Honors programs.

INSTITUTIONAL LEADERSHIP

For 33 years Coppin State College soared under the leadership of Dr. Calvin W. Burnett. However, CSU has experienced significant changes in its administrative leadership over the past three years. In March 2003, Dr. Stanley F. Battle was installed as the new Chief Executive Officer. In May 2004, Dr. Sadie R. Gregory was hired as Provost and Vice-President for Academic Affairs. These leaders have provided significant support to education. Under the new leadership, CSU has also experienced a change in its organizational structure, which is discussed in Standard 6.

INSTITUTIONAL MISSION

The primary mission of CSU is to provide high quality undergraduate and graduate education in the arts and sciences and in preprofessional and professional areas, including education and nursing. Within the University of Maryland System, CSU has the unique mission of focusing primarily on the problems, needs, and aspirations of Baltimore's citizens from its central city and its immediate community. As a part of that community, the university faces and addresses many challenges. In order to meet these challenges, CSU will continue to develop as a model comprehensive urban liberal arts university offering innovative, career-oriented instructional programs designed to serve the needs of the city, the metropolitan area, the state, and the nation.

The University is committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. An institutional pioneer in urban education, CSU is the first and only higher education institution in the state to assume responsibility for the restructuring and administration of a public elementary school. Coppin assumed operation of nearby Rosemont Elementary School in 1998. Rosemont Elementary is located in the Greater Rosemont Community, an area adjacent to the University. In 1997, the Maryland State Department of Education (MSDE) declared Rosemont "...below acceptable standards." As the operator of Rosemont, Coppin hired staff and developed the school's educational program. In 2000, Rosemont Elementary first-graders led Baltimore City in the largest percentile gains in first grade reading. In 2003, Rosemont was removed from MSDE's "watch list." MSDE noted that Rosemont has "...made enough progress to exit the school improvement program." In 2005, Rosemont documented that all special education students were functioning at the proficiency level on the adapted Maryland School Assessment and the school was designated a charter school in the Baltimore City School System.

The University is also the only higher education institution in Maryland to house a public high school on its campus while serving as the operator. The Coppin Academy opened its doors on Coppin's campus in fall 2005.

Through advanced technology and telecommunications, CSU will continue to advance the understanding and use of emerging technologies by integrating technology into a range of teaching and learning practices, client management, student services, and institutional advancement operations. CSU was named number 19 in the 50 most wireless college campuses by the U. S. News & World Report for its wireless Internet accessibility. In 2005, CSU received the EDUCAUSE prestigious Award for Excellence in Networking: Innovation in Network Technology, Services, and Management. Coppin's selection marks the first time any university in Maryland has received this national award. Coppin is also the first HBCU (Historically Black Colleges and Universities) to be so honored.

INSTITUTIONAL VISION

In accordance with the 2004 Maryland State Plan for Postsecondary Education, *The USM in 2010 Revisited: Responding to the Challenges That Lie Ahead*, and the *CSU in 2010: Nurturing Potential ... Transforming Lives*, the university will:

1. Restructure and strengthen academic programs through revitalization, enhancement, and expansion that are performance benchmarked to meet the needs of an increasingly diverse student population as well as the marketplace in the central city, the metropolitan area, the state, and the nation. CSU will maintain its commitment to those students, particularly African-Americans who come from economically challenged communities.
 - 1A. Restructure and revitalize selected academic programs and add new offerings at the undergraduate and graduate levels that complement the uniqueness of the institutional mission, prepare graduates for service to the state's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency and effectiveness.
2. Enhance student success by attaining an optimal enrollment and enrollment mix of students based on admissions policies, institutional studies regarding retention and graduation expectations, the use of technology, and supported by a student friendly environment.
 - 2A. Increase the enrollment from 4000 to 5000 students within ten years ensuring that the growth is related to increased retention efforts, academic program development, and facility plans.
 - 2B. Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.
 - 2C. Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation in search of an urban educational experience.
 - 2D. Increase activities that foster student development and support the core values and standards established by the University to promote retention.
 - 2E. Continue to develop a supportive and student friendly environment that promotes mental and physical health, career opportunities, social interaction, personal development, leadership, and residential life experiences.
3. Construct and renovate facilities and improve infrastructure to provide a state-of-the-art learning environment that attracts and retains academically competitive students and faculty.
4. Expand external relations and improve advancement operations by enhancing the larger educational, economic, and business interests of CSU while building and nurturing mutually beneficial relationships among and between pre-alumni, alumni, philanthropic, government, corporate, and community constituencies in support of academic excellence.
 - 4A. Support and promote the image and mission of CSU.

ACCREDITATIONS

A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, Coppin is committed to affording educational access to traditionally underrepresented students to high-quality academic programs, as evidenced by its continued commitment to maintaining accreditations by the

National Council for Accreditation of Teacher Education, the National League for Nursing, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools. (Artifacts G.1 & 2)

THE EDUCATION UNIT

The Education Unit (EU) offers a variety of undergraduate and graduate programs that prepare students for careers in teaching. The EU at CSU offers undergraduate teacher education programs in special education, elementary education, early childhood education, and secondary education. The EU also offers graduate level initial certification programs in special education and Master of Arts in Teaching. Advanced certification programs are offered in special education and reading. The programs also qualify students for positions in non-teaching fields such as sports management, dance, and adult education. An integral component of the teacher education program is the development of the teacher education students' understanding of the realities of our multicultural, inter-dependent world and their ability to work effectively with all children. Preparing individuals to guide and instruct learners of all ages, each program is based on a core of general education courses from the humanities and fine arts, the social and behavioral sciences, the natural and physical sciences, and health and physical education. Teacher education candidates are immersed in pre-professional and professional courses that are aligned to specialized program association standards and MSDE standards and initiatives. The EU works collaboratively with the faculty within the School of Arts and Sciences, which offers content courses to education students. The Secondary Education Collaborative, maintained within the EU, also promotes collaborative efforts between the School of Arts and Sciences and the EU. Students who major in any teacher education program may also minor in a discipline in the School of Arts and Sciences. Students are provided many opportunities to integrate practice with theoretical course work through collaborative arrangements with public schools. The programs offered by the EU, along with other pertinent facts, are detailed in Table 1.

The EU is housed in the School of Professional Studies. The structure of the institution was reorganized in 2004, after the institution's designation was changed from college to university. The Academic Reorganization Committee, established by the president to make recommendations regarding reorganizing the institution, recommended that some departments that were housed within the Division of Arts and Sciences and the Division of Education be combined to form the new School of Professional Studies. Consequently, the new School of Professional Studies became home to the EU, social sciences, criminal justice/law enforcement, applied psychology/ or rehabilitation counseling, and social work. There are four departments within the EU: Adult and General Education; Curriculum and Instruction; Health, Physical Education, Recreation and Dance; and Special Education. The Director of Education, administrative head of the EU, has oversight of all education programs. The Institution, Academic Affairs, and the EU Organizational Charts are included in Standard 6.

Maintaining and improving the quality of teacher education is a primary goal of the EU. Excellence in all aspects of the program is essential for each teacher candidate to achieve each of the identified outcomes. Several factors, which significantly influence the quality of the teacher education program and thus of candidate preparation, have been identified. Such factors as human, fiscal, and physical resources, including technology, are essential to support teacher education.

THE UNIT AND THE STATE CONTEXT

The Unit is guided by educational reform initiatives such as the *Maryland Redesign of Teacher Education (Maryland Redesign)*, the Professional Development School (PDS) initiative, and the Voluntary State Curriculum. (VSC) (Artifacts G.3, 4, 5) The Unit has infused the standards and expectations of the *Maryland Redesign* and the VSC into all aspects of its teacher education program, including field and clinical experiences. The Redesign requires that teacher education programs focus on developing a strong academic background, performance assessment skills, extensive internship experiences, technology, and linkages with P-12 priorities. The VSC defines what students should know and be able to do at each grade, pre-K through 8, in four content areas: reading/English language arts, mathematics, science, and social studies. It also defines what students should know and be able to do in tenth-grade reading. The extensive internship requirement, to be completed on-site at a PDS, was implemented at CSU prior to the last NCATE visit. Changes were made to the curriculum, bringing it into alignment with the tenets of the *Maryland Redesign*, which focused on content knowledge, in mathematics, science, and reading. For example, candidates in each teacher education program are required to complete a minimum of 12 hours of mathematics, 11 hours in the natural sciences, and 12 hours in reading, and to demonstrate proficiency in technology. The PDS initiative and the *Maryland Redesign* also guided the activities of the Unit as we collaborated with our P-12 schools to reflect linkages to P-12 priorities and documented evidence of candidates' effect on student achievement. The elements of the VSC guided changes in instruction in methods courses and in the extensive internship. Grant requests prepared by the unit resulted in additional funding from state agencies, such as MSDE and the Maryland Higher Education Commission (MHEC), have provided additional resources that assist in implementing state initiatives. The new Provost has also committed additional institutional funds to support PDS initiative. Specific changes in the teacher education programs are described below.

Changes Since 2001 NCATE Continuing Accreditation Visit

Campus-Wide Reorganization: The institution underwent major reorganization resulting in a new organizational structure for the academic area. Within the new organizational structure, the Education Unit is housed within the School of Professional Studies. (Artifact G. 6)

Electronically Supported Assessment System: The Unit has in place an electronic assessment system that supports the assessment plan. (Artifact G. 7)

Assessment Committee: The Unit has established an assessment committee to review, and if necessary, update the assessment system for monitoring candidate performance and managing and improving operations and programs. (Artifact G. 8)

Assessment Instruments: All assessment instruments have been revised to reflect the outcomes and indicators of the conceptual framework. (Artifact G. 9)

Professional Development School (PDS) Standards: The Unit has implemented the state designed standards in all of its PDS sites. (Artifact G. 10)

Maryland Teacher Technology Standards (MTTS): The Unit has adopted and aligned the MTTS standards in all coursework and clinical experiences. (Artifact G. 11)

Conceptual Framework: The indicators were updated and modified to reflect consistency with standards and national trends. (Artifact G. 12)

New Program: The Master of Science in Reading program was approved. (Artifact G. 13)

Unit Leadership: As a result of the reorganization structure a Director of Education was appointed.

Changes in Program Leadership: The leadership of the MAT and SPED graduate initial programs has changed. (Artifact G. 14)

Student Resource: To better meet the needs of our pre-candidates and candidates, the Education Resource Center and the Education Technology Center were both enhanced.

SPAs reports were submitted to the respective associations for approval for national recognition as indicated in the following table. (Artifacts G. 15, 16, 17, 18, 19, 20, 21, 22)

Table I: Teacher Education Programs Offered by the Unit

Program Name	Award Level	Program Level (Initial or Advanced)	# of Credit Hours	# of Students (Pre-Candidates/ Candidates)	Agency or Association Reviewing Program\$	Status of Review
Early Childhood (Prek-3)	Bachelor	Initial	126	80/10	NAEYC	Approved
Elementary Education (1-8)	Bachelor	Initial	126	100/15	ACEI	Approved
Special Education	Bachelor	Initial	126	42/12	CEC	Submitted
Secondary Biology	Bachelor	Initial	141#	0/0	NSTA	**
Secondary Chemistry	Bachelor	Initial	150#	0/0	NSTA	**
Secondary Mathematics	Bachelor	Initial	138#	2/0	NCTM	**
Secondary English	Bachelor	Initial	138	5/0	NCTE	**
History/Social Studies	Bachelor	Initial	131#	5/6	NCSS	Submitted
MS in Reading	Masters	Advanced	36	0/21	IRA	**
Master of Arts in Teaching	Masters	Initial		70/10		
ELED:			46		ACEI	Approved
SCED Math:			44		NCTM	**
SCED English			44		NCTE	**
SCED history/social Studies			44		NCSS	Submitted
SCED biology/chemistry			44		NSTA	In Rejoinder
M. Ed. in C & I (on-campus & on-line)	Masters	Advanced	36	52		**
Special Education	Masters	Initial	36	47/15	CEC	Submitted@
Special Education	Masters	Advanced	36	0/5	CEC	** ^

** Program was not required to submit a SPA report since the program either had no graduates or no enrollees preparing to graduate in 18 months.

Candidates in SCED teacher certification programs must complete a major in the content area and a minor/concentration in teacher education.

@ In existence prior to the development of the MAT program and offered by the department of SPED

^ For teachers holding certification in special education

\$ SPAs are the same for both undergraduate and graduate programs.

SECTION II: CONCEPTUAL FRAMEWORKS

INTRODUCTION

The conceptual frameworks for graduate and undergraduate teacher preparation programs describe programs that prepare teacher candidates as “Reflective Facilitators of Learning” to teach P-12 students. These programs prepare teachers to assist students to achieve at the highest level and to ensure that all candidates shall become all they are capable of becoming. The conceptual frameworks describe and summarize the teacher education program by delineating expected knowledge, skills, and dispositions. The frameworks articulate the relationships among aspects of teacher education and outline structures, candidate performance criteria, and modes of assessment and evaluation. The development of the knowledge, skills, and dispositions of Coppin teachers is traced from admission to graduation. The conceptual frameworks represent in-put from all areas of teacher education, and their wide dissemination and discussion is the basis for expanded knowledge and shared understanding of the program.

The theme, “Teacher as a Reflective Facilitator of Learning,” emphasizes the role of the teacher in creating and affirming a climate for learning and initiating instructional activities that stimulate P-12 students to be active participants in their own learning (Schon, 1995). This is in line with the positive beliefs (dispositions) that learning is an active process and that all children can learn. The teacher facilitates, instructs, and acts as a catalyst in the learning process. Graduates of the CSU teacher education program apply their knowledge of content, student learning, teaching skills, and behavioral strategies to facilitate the learning of each student, which is the ultimate goal of every teacher.

The theme, “Teacher as a Reflective Facilitator of Learning,” describes a cognitive process, which is the goal for each CSU teacher candidate. Bringing together multiple levels of knowledge of teaching and learning, the new teacher analyzes, evaluates, and adjusts his/her teaching to facilitate the learning of all students. Reflection encourages faculty members to consider how their past, present, and future instructional options are impacting student learning and to make adjustments when necessary (Orlich, et. al., 2004). The practice of teachers who are reflective facilitators of learning is characterized by an adjustment of instructional behavior based on a meta-cognitive approach in the assessment and evaluation of their teaching (Orlich, et. al. 2004; Charalambous, 2003; and Schon, 1987). However, early studies (Schulman, 1988; Feiman-Nemser and Buchmann, 1985; Buchmann and Schwille, 1983) found that novice teachers present unique challenges in the area of reflection. Therefore, the EU has introduced strategies, such as the use of reflective journals and practicum reflection reports, which will assist novice teachers in the area of reflection. The teacher must apply varied teaching techniques to meet student needs, to attain curriculum goals, and to help all students achieve positive learning outcomes. The teacher critiques his/her own role in the teaching-learning process and focuses on student learning outcomes as a mean of evaluating the effectiveness of the teaching (Walsh, 1992). By reflecting on her/his own performance, applying knowledge of content, considering performance assessments, each student’s strengths and needs, and weighing alternatives from a repertoire of instructional strategies, the teacher can evaluate his/her own teaching, and try alternative strategies to enhance each student’s learning. This self-evaluation is an example of assessment and change leading to increased learning.

Conceptual Models

Undergraduate: A living tree is the visual model symbolizing the CSU undergraduate teacher education program. (See Figure 1.) The living tree captures the vision of teacher education. Ever changing and growing, the tree has all the components of a dynamic learning environment to prepare knowledgeable, creative, and effective teachers as reflective facilitators for school classrooms of the new century.

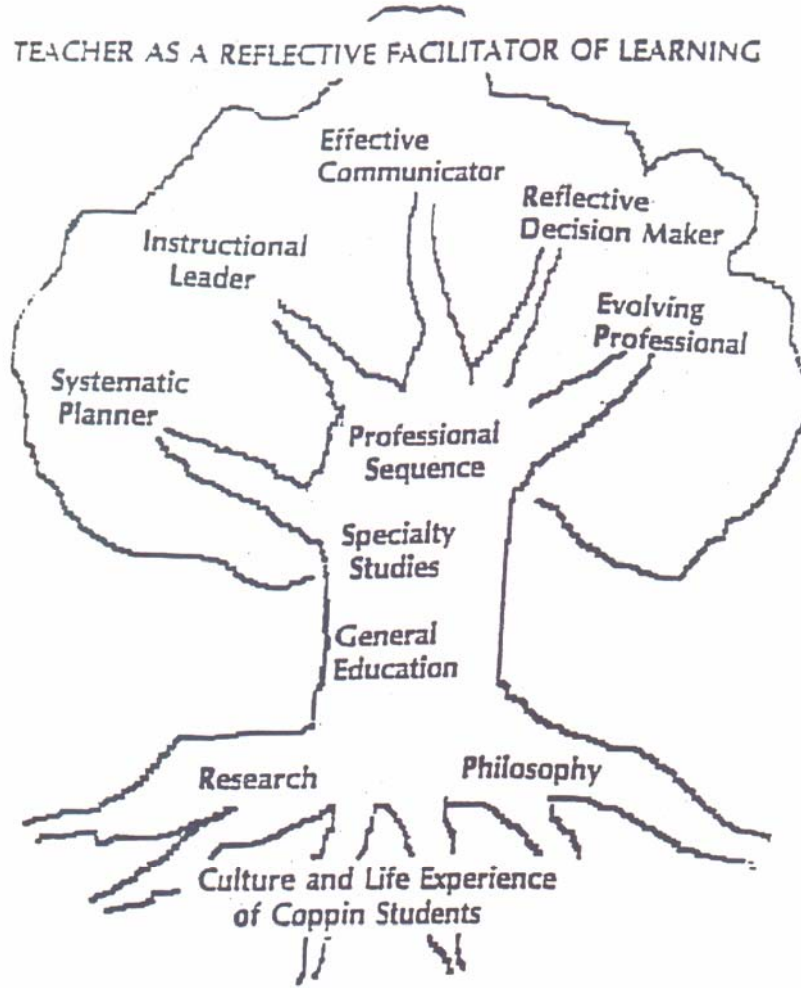
Parts of the tree symbolize the program components. The tree is rooted in the students' background of experiences and grows from a strong, nurturing culture. Since its founding in 1900 to prepare teachers for the city's African American schools, Coppin teacher candidates have brought to teacher education a rich culture, prior experiences, love, and empathy for children. The roots of the tree are grounded in philosophy and research and the cultural and life experiences of candidates. The teacher education program draws from these roots – the sources of our knowledge, skills, and dispositions. From this base has grown a strong commitment to knowledge and to utilizing technology to support teaching and learning. These roots are the basis for a long-standing belief in equity and in the ability of all children to learn.

The trunk of the tree represents the strength of the academic program - the curriculum. General education requirements and specialty studies (content knowledge) and the professional sequence (pedagogy) provide varied modes of instruction, relationships with a strong, diverse and caring faculty, effective teaching models, encounters with theory, research and technology, field observations and experiences, portfolio development, positive models and strategies for teaching, simulations, performance assessment, opportunities to develop positive dispositions, and supervised practice in teaching P-12 students. Alignment of program components with NCATE, Maryland Teacher Technology Standards (MTTS), Interstate New Teacher Assessment and Support Consortium (INTASC), and content standards is emphasized. In the academic program, teacher candidates develop knowledge in specific disciplines in the arts and sciences and the pedagogical knowledge, skills, and dispositions essential for teacher competence. The intellectual vitality of the faculty - instructing, facilitating, advising, and mentoring, is the life-giving flow reawakening the tree and opening new worlds to each new cohort of Coppin teacher education candidates. Faculty members set the tone for learning on campus; they set the pattern for high standards and positive dispositions.

At the top of the tree are performance-based outcomes, which describe knowledge, skills, and dispositions exhibited by a CSU teacher. The CSU undergraduate teacher candidate meets the following outcomes: Systematic Planner, Instructional Leader, Effective Communicator, Evolving Professional, and Reflective Decision Maker. The teacher skills, in the school setting, reflect a strong subject knowledge base, mastery of the most recent research-tested teaching practices, a mature self confidence, enthusiastic self-motivation, and a caring interest in the students and their learning. Under each of the five outcomes are indicators (see complete conceptual framework document in artifact room) that measure knowledge, skills, and disposition that are aligned with the ten INTASC Principles, MTTS, and Unit standards.

The model of a living tree also provides the vehicle for systematic program evaluation and change. Watchful attention and care of the tree correspond to evaluating and modifying the teacher education program. The tree needs care, like all dynamic and living organisms – like teacher education candidates. As the tree needs fertilizer and mulch, and may require pruning or grafting,

FIGURE 1: Undergraduate Conceptual Framework Model



the teacher education program needs the infusion of new standards and regular measures of performance as a basis to revise and strengthen the program.

Graduate: The conceptual framework for graduate teacher education programs is designed to facilitate the processes of planning, teaching, and assessing learning (Eby and Kujawa 2000; LaBoskey, 1994). A wheel is the symbolic representation of the graduate conceptual framework (See Figure 2). A wheel, like a circle, is a curve consisting of all those points of a plane that lie at a fixed distance from a particular point in the plane - called the center. In this instance, the center of the wheel, within the concentric circle, is the teacher candidate. Each circle that emanates from the outer circumference to the center shows the knowledge, skills, and dispositions of the graduate teacher candidate in the EU. The base of the circle lists the foundation upon which the goals of graduate programs find support.

Emanating from the center of the circle is the graduate teacher education candidate whose graduate degree program is centered on teaching as a reflective process. Our graduate candidates bring knowledge of global education, research, technology, and diversity to the graduate teacher education experience. Within the outer circle are performance-based outcomes, which describe skills and dispositions demonstrated by a CSU graduate program teacher graduate -- Systematic Planner, Instructional Leader, Decision Maker, Reflective Practitioner, Action Researcher, and Effective Communicator. Under each of the six outcomes are indicators that measure knowledge, skills, and dispositions aligned with the ten INTASC Principles, MTTTS, and Unit standards. (Please see conceptual framework document for complete list of indicators.)

The graduate experience is based on pedagogy, reflection, professional studies, research, analysis, field experiences, and content knowledge. The teacher skills and dispositions in the school setting reflect strong subject knowledge, mastery of current, research-tested teaching practices, and a genuine concern for student and learning.

SHARED VISION

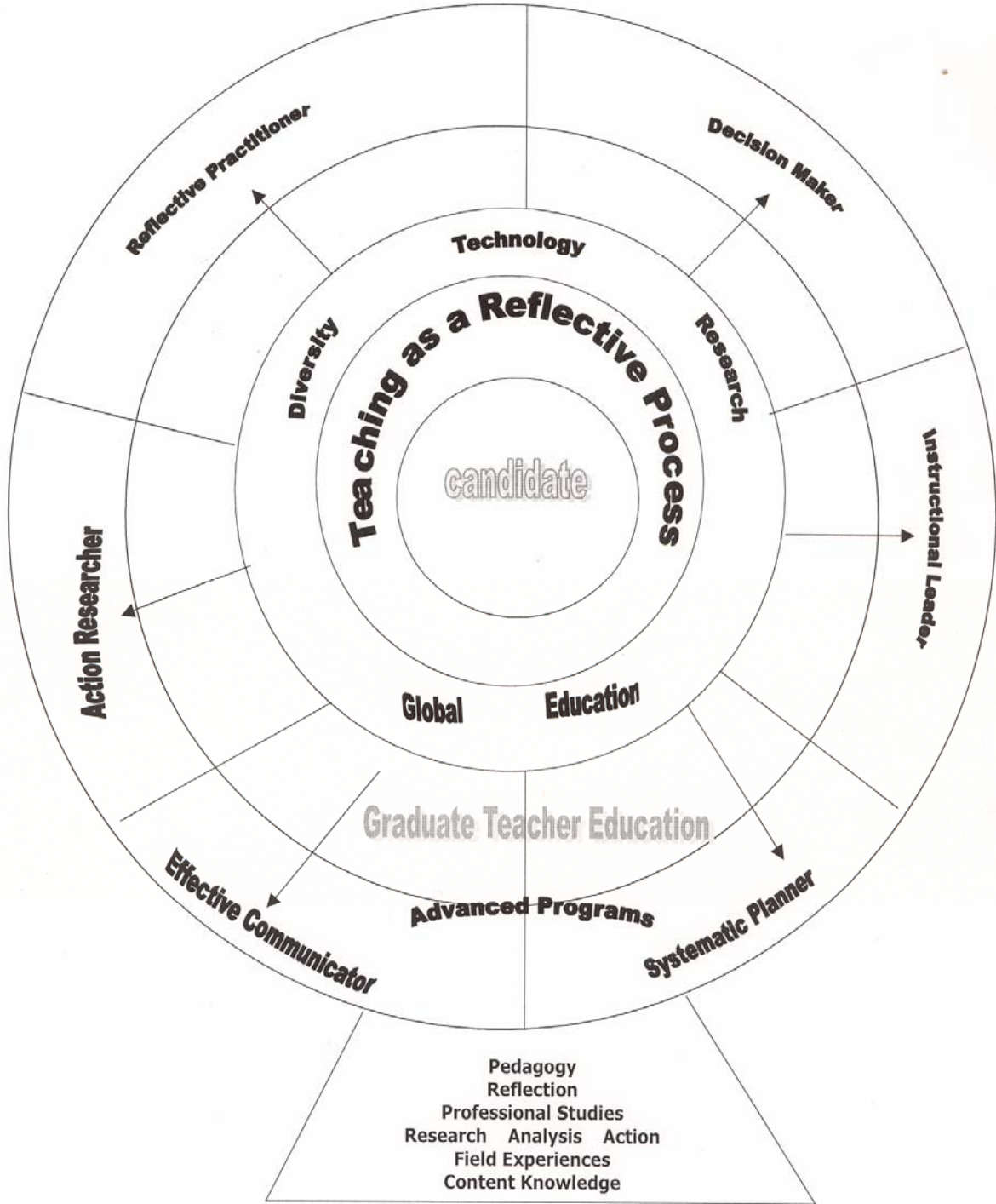
The conceptual frameworks are a shared vision of the teacher education program. They were developed in 1990 with input from faculty members, the Administrative Council, and The Teacher Education Advisory Board, and reviewed and approved by the Teacher Education Council, which included the Dean of the School of Arts and Sciences and the then-Dean of Education. As the programs changed and evolved the unit administrators continue to work with all constituents involved in preparing teachers. The performance indicators, defining specific knowledge, skills, and dispositions for candidates, under each of the outcomes, were revised to reflect INTASC principles, MTTTS, secondary, and NCATE and professional program standards. The summaries of each outcome were added in 2000. The narrative of the framework was also revised in 2000 and in 2004. Faculty members, PDS school liaisons, school administrators, and supervising teachers provide feedback by completing surveys. The data collected from employers, graduates, candidates, supervising teachers, and university supervisors provide a basis for additional changes.

COHERENCE

Faculty members continue to include a copy of the applicable conceptual framework in their syllabi. All program documents, including assessment instruments, manuals and course syllabi, are aligned with the conceptual frameworks. Each outcome, with isolated and corresponding indicators,

FIGURE 2: Graduate Conceptual Framework Model

“The Teacher As a Reflective Facilitator of Learning”



is reflected in all rubrics and the unit's assessment system. The conceptual frameworks are discussed in orientation sessions, classes, advisement sessions, departmental forums, and the director's discussions. The conceptual frameworks guide and inform the activities of the Unit, including the planning, implementation, and evaluation of the candidates and the assessment of curriculum, and field and clinical experiences.

In fall 2005 the Administrative Council, the unit's leadership team, developed a faculty assessment instrument designed to measure faculty effectiveness by the outcomes of the conceptual framework. Faculty members, having approved the application of this instrument, determined that it would be used once per academic year to assess faculty - but would not replace the institution's official faculty Evaluation Form B. In addition to the five common outcomes of the two conceptual frameworks, this instrument also assesses faculty productivity and is used in faculty conferences to guide faculty development and improvement.

The success of the unit's teacher education programs is directly related to the outcomes of the conceptual framework. Each candidate and prospective candidate is assigned an advisor. The process for assigning academic advisors differs by department. Documentation of the process is included in the artifact room. The advisor works with the prospective candidate to create a tentative curriculum plan, based on the projections of course enrollment and anticipated graduation date. The candidates and prospective candidates are guided during the advisement process by the phases of the program and the assessment system. These phases are aligned with the conceptual framework; thus, candidates continue to interact with expectations and guidelines as they progress through the program. Prior to completing the 30 credits required for admission to a teacher education program, the prospective candidate is advised by a counselor from the Undeclared Major and Freshman Advisement Office. The director of that office works collaboratively to guide the prospective candidate through early program requirements. After meeting the admission requirements, the candidate is assigned a program advisor from the department housing his or her major area of study.

Faculty members within the EU are expected to exemplify the outcomes of the conceptual framework. In order to ensure currency of information, faculty members are guided through planned professional development activities. These activities include advisement processes, admission policies, program requirements, conceptual framework alignment, technology use, and pedagogical strategies.

A systematic monitoring and assessment model includes program evaluation and periodic performance assessments with mechanisms to implement changes to enhance program quality and growth. As the environment and requirements change, the standards-based program must be continually re-evaluated and revised to ensure that standards are integrated across the curriculum in content disciplines, pedagogy, and professional practice. Candidate performance assessments, with designated screening points and criteria, ensure that each teacher candidate demonstrates content knowledge, teaching skills and affirming dispositions, thereby mastering the outcomes and becoming a Reflective Facilitator of Learning. The quality and effectiveness of the teacher education program directly affects the proficiency and competence of teacher graduates, and measures of candidate competency are a major basis for revising the teacher preparation program.

PROFESSIONAL COMMITMENTS AND DISPOSITIONS

CSU is committed to excellence in teaching, research, and continuing service to its community and provides educational access and diverse opportunities for students with high potential for success, although opportunities for these students may have been hindered by negative social, personal or financial factors. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of ideas, thus becoming critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service.

The alignment of the indicators guiding each conceptual framework outcome allows the unit to be precise in guiding and assessing students' commitments to dispositions. However, the EU focuses strongly on the dispositions of individualizing instruction based on value of and appreciation for student development; believing in and monitoring self-growth and continuous learning, value for self-directed learning and critical thinking; connecting lessons to students' experiences, cultural background and family/community environment; promoting responsibility, participation, and respect for others, the environments, and the classroom; valuing self-directed learning and critical thinking; listening empathically; valuing flexibility to adapt to student's interests; recognizing and carrying out professional responsibilities in giving and receiving help from others; expressing enthusiasm for the students and the subject; and investigating student's environments, problems, and concerns. The dispositions are assessed throughout the program, including the various transition points.

COMMITMENT TO DIVERSITY

Our commitment to diversity is woven throughout the unit vision and the conceptual frameworks' outcomes and indicators. The unit's commitment to diversity is grounded in the institution's commitment as described in the institution's vision. The institution prepares graduates for service to the state's increasingly racially, ethnically, and culturally diverse and aging citizenry while reviewing existing structures to maximize efficiency and effectiveness. The EU strives to enhance student success by attaining an optimal enrollment of students based on admissions policies, institutional studies regarding retention and graduation expectations, the use of technology, and support by a student friendly environment. We are involved in promoting the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin. The EU has created an action plan, which includes seeking to diversify the student population by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience. As we recruit a diverse student/teacher population, we are committed to enhance a supportive and student friendly environment that promotes mental and physical health, career opportunities, social interaction, personal development, leadership, and residential life experiences.

COMMITMENT TO TECHNOLOGY

Guided by the Maryland Teacher Technology Standards (MTTS), CSU, and the University System of Maryland (USM) are committed to infusing technology into all aspects of the University. Faculty and staff development, budget appropriations for hardware and software expansion of the Education

Technology Center (ETC), and dissemination and incorporation of the MTTS standards in courses and activities are essential. The unit works with the Information Technology Division (ITD) to implement MTTS Standards. Faculty members within the EU also serve as members of the campus-wide faculty technology committee. The Unit also offers a technology fluency course, *EDUC 203: Teaching with Audiovisual Technology*, which provides candidates with practical applications for technology use in the classroom. Technology is infused in all education courses and reflects the MTTS. The USM technology course requirements, MTTS, and campus-wide initiatives are documented in a unit matrix that reflects technology performance-based assessments included in different courses within the Unit. Technology course requirements are designed to ensure that CSU teacher candidates are thoroughly conversant with the tools of technology and that they are able to apply technology skills in the classroom. Candidates are required to help those they teach to become adept at using computers, at finding and evaluating information from the internet, and making technology a comfortable part of their learning and living. Technology is also reflected throughout the conceptual framework and is assessed through indicators that support the outcomes.

CANDIDATE PROFICIENCIES ALIGNED WITH PROFESSIONAL AND STATE STANDARDS

The CSU teacher preparation programs are aligned with standards endorsed by the University, the state, and national professional programs, such as NCATE, INTASC, and professional organizations, e.g., the National Council for the Teaching of Mathematics (NCTM), The Association of Childhood Education International (ACEI), The National Association for Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), National Council for Social Studies (NCSS), National Science Teachers Association (NSTA), Maryland Professional Development School standards (PDS), The Maryland Redesign of Teacher Education, and the MTTS. These standards are infused in the programs and the conceptual frameworks. Faculty members participate in workshops and planning sessions designed to incorporate standards in the curriculum, course syllabi, status sheets, and candidate advisement. Standards are reflected in data and information used in decision-making and program revision. We have established procedures to implement changes, while continuing to closely reflect standards and stated outcomes. Table II.I outlines the alignment among the outcomes of the conceptual framework and other standards that drive our teacher preparation programs.

TABLE II.I: Alignment of Outcomes, NCATE Standards, INTASC Principles, Maryland Redesign, and Maryland Teacher Technology Standards

Conceptual Framework Outcomes	NCATE Standard	Interstate New Teacher Assessment and Support Consortium (INTASC)	Maryland Redesign Component	MTTS
Effective Communicator	Standard 1: Knowledge, Skills, and Dispositions	Principle #6: Communication /Knowledge Principle #10: Interpersonal Relationships	Component 1: Strong Academic Background Component 4: Linkage with P-12 Priorities	I, II, III
Instructional Leader	Standard 1: Knowledge, Skills, and Dispositions	Principle #1: Making Content Meaningful Principle #3: Learning Styles/Diversity Principle #4: Instructional Strategies/Problem Solving Principle #5: Motivation & Behavior Principle #6: Communication/Knowledge Principle #7: Planning for Instruction Principle #8: Assessment	Component 1: Strong Academic Background Component 4: Linkage with P-12 Priorities	I, II, III, IV, V, VI, VII
Reflective Decision Maker	Standard 2: Assessment System and Unit Evaluation	Principle #1: Making Content Meaningful Principle #4: Instructional Strategies/Problem Solving Principle # 8 Assessment	Component 3: Performance Assessment Component 4: Linkage with P-12 Priorities	I, III, IV, V, VI
Systematic Planner	Standard 3: Field Experience & Clinical Practice	Principle #2: Child Development and Learning Theories Principle #3: Learning Styles/Diversity Principle #4: Instructional Strategies/Problem Solving Principle #5: Motivation & Behavior Principle #7: Planning for Instruction	Component 2: Extensive Internship Component 4: Linkage with P-12 Priorities	I, II, III, V, VI, VII
Evolving Professional*	Standard 4: Diversity	Principle #9: Professional Growth/Reflection Principle #10 Interpersonal Relationships	Component 2: Extensive Internship Component 4: Linkage with P-12 Priorities	I, II, III, IV, V, VII
Action Researcher**	Standard 4: Diversity	Principle #9: Professional Growth/Reflection	Component 4: Linkage with P-12 Priorities	I, II, III, V,
Reflective Practitioner**	Standard 2: Assessment System and Unit Evaluation	Principle #1: Making Content Meaningful Principle #4: Instructional Strategies/Problem Solving Principle # 8 Assessment	Component 3: Performance Assessment Component 4: Linkage with P-12 Priorities	I, III, IV, V, VI

* undergraduate programs outcome only

** graduate programs outcome

Teacher education is driven by the outcomes and indicators of the conceptual framework. We use our conceptual framework, and the resulting and subsequent assessment instruments, to document that our program graduates have indeed become teachers who are “*Reflective Facilitators of Learning.*”

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

Teacher candidates at CSU have mastered content and are able to facilitate the learning of all students, which is the goal of teaching. Study in the content areas includes concepts, methods of inquiry, vocabulary, relationships, and cognitive models specific to the field of study. Unit faculty believe that a thorough knowledge of content is essential for a teacher to function as a “Reflective Facilitator of Learning” and to be able to select effective strategies to help students understand and apply concepts, facts, and tools of inquiry. As evolving professionals, systematic planners, and instructional leaders, three outcomes of the conceptual framework, teacher education candidates are expected to demonstrate content knowledge of the subjects they teach.

National and state content standards are infused into the learning experiences of teacher education candidates. Each certification area is aligned with the expectations of the specialty area standards, NCATE, MTTs, and state standards (MSDE *Redesign of Teacher Education*). Matrices have been developed to show how programs have been aligned with specialty area standards. Matrices are located in program documents in the artifact room. In 2003 – 2004 there were 18 program completers from initial certification programs at the undergraduate and graduate levels. There were 16 program completers for the 2004-2005 academic year.

Undergraduate Initial Programs

All undergraduate teacher education candidates complete a major in an identified area that leads to certification. The Unit offers certification programs in early childhood (P-3), elementary education (1-8), secondary education (7-12) with specific certification in mathematics education, social studies or history education, English education, biology or chemistry education, and special education (elementary and middle school mild & moderate disabilities). (Maryland does not have a middle school certificate in any area.) Reports were submitted for the following undergraduate teacher education programs:

Table 1.1: Undergraduate Initial Certification Area, SPA, and Report Status

Certification Area	Number of Candidates	SPA	Status
Early Childhood	10	NAEYC	Approved
Elementary Education	15	ACEI	Approved
Special Education	12	CEC	Submitted
Secondary Education: History	6	NCSS	Submitted

No candidates are currently enrolled in teacher education programs in secondary education English, mathematics, and biology or chemistry.

At different phases of the academic programs, candidates must demonstrate knowledge of the content they will teach. To be admitted to any teacher education program in the Unit, students must meet the General Education Requirements (GER) with a Grade Point Average (GPA) of at least 2.7 in the first 30 credits completed. Candidates are required to complete a total of 47 credits in the GER sequence, which include the following areas of study:

- 6 credits in English composition;
- 18 credits in Arts and Humanities (including three in literature, three in philosophy or logic, six in history, and three in the arts);
- 6 credits in behavioral and social science;
- 3 credits in mathematics;
- 8 credits in natural sciences; and
- 6 credits in Interdisciplinary studies.

In addition to the GER requirements, teacher education candidates must also complete a specified number of courses designed to address content. In addition to the credits identified above, candidates must complete an additional three credits in English content and English/language arts pedagogy. Three additional courses in mathematics, including a pedagogy course, are required of candidates. For example, a candidate with a major in elementary education will complete 12 credits in mathematics content and pedagogy, 11 credits in science content and pedagogy, 9 credits in history content and pedagogy (plus 3 credits in Geography and 3 credits in US Government), and 12 credits in reading content and pedagogy. Candidates must complete all mathematics, English, and science courses with a grade of “C” or better. Notebooks with program descriptions, syllabi, status sheets, and assessments, are on display in the artifact room. ([Artifact 1.1.1](#))

In 2001-2002, all education candidates, preparing to teach at the p-8 grade levels or special education were required to complete College Algebra, Mathematics for Elementary Teachers I and II, Basic Statistics, and a three-credit mathematics pedagogy course. The EU collaborated with the mathematics department and conducted a review of the mathematics content required by the state and the content covered in the identified courses, which resulted in revised mathematics requirements for all undergraduate programs. The current requirements are; *MATH 103: Mathematics for Elementary Teachers I*; *MATH 104: Mathematics for Elementary Teachers II*; *MATH 207: Technology-Based Mathematics for Teachers*; and a pedagogy course ELED 302/ECED 338/SPED 305. Evidence of content mastery is detailed in Table 1.1 documenting average grades by academic year, program, and course. (Additional required content courses are *MATH 110: College Algebra*; *BIOL 101: Biological Science*; *PHSC 101: Physical Science*; *EDUC 300: Foundations of Reading Instruction (Processes and Acquisition)*; *REED 401: Diagnosis & Remediation of Reading Difficulties (Assessment)*; and *REED 405: Strategies and Materials for Teaching Reading (Materials)* for non-secondary education teacher candidates. Secondary education teacher candidates are required to complete *EDUC 427: Teaching Reading in the Content Area I* and *REED 428: Teaching Reading in the Content Area II*.

Secondary education candidates are required to master content knowledge in the major. These candidates must have a major in the content area with a minor or concentration in teacher education. Within the required course requirements, candidates are expected to complete *MATH 131: College Algebra for Mathematics and Science Majors*; *SCED 312: Principles of Higher Education*; *SCED 427: Teaching Reading in the Content Area I*; and *REED 428: Teaching Reading in the Content Area II*.

Tables 1.2a and 1.2b document grade point averages of candidates for the 2003-2004 and 2004-2005 academic years.

Table 1.2a: Average Grades Earned in Content Area by 2003-2004 Program Completers

Course→	MATH 110	MATH 103	MATH 104	MATH 207	BIOL 101	PHSC 101	EDUC 300	REED 401	REED 405
Program↓									
ECED (3)	3.5	3.3	3.5	4.0	2.0	3.6	4.0	3.6	3.6
ELED (4)	3.2	3.2	2.75	3.3	2.2	2.5	3.7	3.7	3.7
SPED (2)	**	3.5	3.0	3.0	2.5	3.5	4.0	4.0	4.0

of completers in parentheses

2.0=C; 3.0=B; 4.0=A

** Data not available

During the 2003-2004 academic year, two of the three ECED program completers were on the Deans' List and graduated with GPAs of 3.5 or above. Three of the four ELED program completers were also on the Deans' List.

Table 1.2b: Average Grades Earned in Content Area by 2004-2005 Program Completers

Course→	MATH 110	MATH 103	MATH 104	MATH 207	BIOL 101	PHSC 101	EDUC 300	REED 401	REED 405
Program↓									
ECED (5)	3.0	3.2	3.7	3.3	3.0	3.0	3.6	3.0	3.8
ELED (4)	3.7	4.0	3.5	3.3	3.0	4.0	3.7	4.0	4.0
SPED (5)	3.2	2.6	2.5	**	3.2	3.0	3.0	3.8	3.8

of completers in parenthesis

2.0=C; 3.0=B; 4.0=A

** Data not available

During the 2004-2005 academic year, one of the five ECED program completers was on the Deans' List and graduated with a GPA above 3.5. The four completers for the ELED program were on the Dean's List, and four of the five SPED program completers also achieved averages of 3.5 or above. The grade point averages achieved across programs for both academic year 2003-2004 and 2004-2005 indicate that initial candidates are meeting minimum content standards established by the unit.

Faculty members who teach these content courses have been carefully selected because of their expertise in the content area to ensure that the teaching strategies and content knowledge are appropriately aligned with assessments and content standards.

Many performance assessments, milestones, and evaluation measures demonstrate mastery of content knowledge. These measures include:

- admission to the institution using SAT scores.
- admission to teacher education (30 credits, 2.7 GPA, portfolio review, entrance interview, and Maryland PRAXIS I cut-off scores (Mathematics 177, Reading 177, writing 173 – Composite 527).
- admission to methods courses (2.7 GPA, acceptance to the education unit, approval of department chairperson).
- admission to student teaching experience (2.7 GPA, candidate interview, candidate writing sample, portfolio review, taking of PRAXIS II (Pedagogical content knowledge, skills, & dispositions).
- exiting the program (2.7 GPA, portfolio review, exit interview, satisfactory completion of all course requirements (including case study, and student teaching evaluation), and PRAXIS II.

The PRAXIS I and PRAXIS II examinations are required for admission to and exiting from the teacher education programs at CSU. Prior to PRAXIS, teacher education candidates were required to meet the National Teacher Examination (NTE) requirement for admission to and exiting from the programs. The PRAXIS I is a content specific examination in the areas of reading, writing, and mathematics. PRAXIS II assesses candidates' pedagogical content knowledge, skills, and dispositions. In order to complete the teacher education program at CSU, a candidate must meet both PRAXIS I & II requirements in order to be recommended for graduation and certification. Maryland requires data on program completers, and all program completers from CSU must meet the PRAXIS I & II examination requirements. Table 1.3 documents the PRAXIS pass rates by program completers over three academic years.

Table 1.3: Undergraduate PRAXIS I & II Pass Rate by Academic Year

Academic Year	# of Program Completers	PRAXIS I Pass Rate	PRAXIS II Pass Rate
2002-2003	9	100%	100%
2003-2004	9	100%	100%
2004-2005	13	100%	100%

The Praxis II score data indicate that candidates' content knowledge is being systematically documented and evaluated.

Graduate Initial Programs

The EU is home to two initial certification programs at the graduate level. Candidates may seek initial certification by being admitted into the graduate special education (SPED) program or the Master of Arts in Teaching (MAT) program. The SPED program, a program that existed prior to the MAT program, is offered by the Department of Special Education, while the MAT program is offered by the Department of Curriculum and Instruction. Candidates seek certification in SPED at elementary and middle school levels for the mildly and moderately disabled students. The MAT program offers certification in elementary education (1-8) and SCED (9-12) with specific certification in mathematics education, social studies or history education, English education, and biology or chemistry education. Program reports were submitted for the following graduate teacher education programs:

Table 1.4: Graduate Initial Certification Program, SPA, and Report Status

Certification Area	SPA	Status
Special Education	CEC	Submitted
MAT – Elementary Education	ACEI	Submitted
MAT – Secondary Education: Biology	NSTA	In Rejoinder
MAT - Secondary Education: History	NCSS	Submitted

Graduate teacher education candidates are also expected to demonstrate content knowledge. Knowledge of the content must be demonstrated at different phases of their academic program. In order to be admitted into any teacher education program in the Unit, a student must have earned an accredited undergraduate degree and provide transcripts of all previous work. For example, in order to be admitted into the MAT program with an emphasis in secondary education certification in social studies/history, the applicant's transcript is reviewed to reflect undergraduate course preparation in those content areas. Should the review reveal a need for additional content, the applicant must complete content specific courses in social studies/history prior to being admitted into the MAT program.

For full admission into graduate teacher education programs, each candidate must have passed PRAXIS I with the Maryland required composite score of 527 or individual component scores, have earned a cumulative GPA of 3.0, and have an earned bachelor's degree from an accredited institution. Candidates must pass PRAXIS II prior to graduation.

Table 1.5: Graduate PRAXIS I & II Pass Rate by Academic Year

Academic Year	# of Program Completers	PRAXIS I Pass Rate	PRAXIS II Pass Rate
2002-2003	9	100%	100%
2003-2004	9	100%	100%
2004-2005	3*	100%	100%

* In response to the decline in program completers in 2004-2005 the Unit has in place strategies, including new leadership for the programs, to address the low number of program completers.

The Praxis I and II results suggest that the candidates in the CSU master's program in the education unit have the necessary content knowledge to become excellent educators. Based on the previously stated assessments, all candidates have met the standards set forth by the Unit.

A survey for program completers was developed in fall 2005. Graduates were asked to respond to specific indicators aligned with five outcomes of the conceptual framework. The purpose of this survey was to ascertain graduates' perceptions of the degree to which their programs had prepared them for their job placements. The results are identified below by outcome and average ranking on a scale of 1 to 3 with three being the highest.

Table 1.6: Program Completers Ranking of Preparedness by Outcomes & Dispositions (2003-2005)

Outcome→	Effective Communicator	Systematic Planner	Reflective Decision Maker	Instructional Leader	Evolving Professional	Disposition
Average Score →	2.8	2.7	2.7	2.6	2.6	2.8

N=8

In addition to the outcomes identified above, program completers were asked to indicate whether they felt prepared academically and professionally after completing program requirements. Each program completer indicated a response of 3 (on the scale of 1-3) to the statement “I am prepared for the position that I hold.” The data presented in Table 1.6 indicate that all graduates who participated in the survey felt they were prepared for their placement.

Candidate planning must reflect knowledge of the Voluntary State Curriculum (VSC) and use of differentiated instruction using technology. Candidates are exposed to a variety of instructional strategies, which are modeled by the faculty members. For example, in *EDUC 203: Teaching with Audiovisual Technology*, candidates are required to create and use electronic grade books and charts and graphs as strategies to document their impact on student learning. Candidates are also expected to design and develop classroom web pages that may be used to provide communication to parents and students. Small group assessments, oral presentations, and written assignments, among other strategies, are applied in course development and implementations. (Artifact 1.1.2)

Element 2: Content knowledge for other professional school personnel

The EU offers a Master of Science in Reading program. The professionals enrolled in this program are certified teachers who are seeking designation as reading specialists. Admits will complete all course requirements as set by the MSDE. The reading program has no program completers, and so was not required to submit a program report. (Artifact 1.2.1)

Element 3: Pedagogical content knowledge for teachers

Undergraduate teacher education candidates receive a balanced program in methods and content for the area in which they are preparing to teach. All program completers meet MTTs and INTASC Principles, and demonstrate mastery of pedagogical content knowledge.

At various stages of the teacher education program, there are requirements for candidates to reflect on process, progress, and applications. In fact, reflection, with emphasis on decision making, is one of the outcomes of the conceptual framework at both the graduate and undergraduate levels. Candidates compose weekly reflective journals that are designed to capture personal thoughts on content, pedagogy, dispositions, and goals. Candidates initiate reflective journaling in EDUC 202: Educational Psychology. Reflective journaling is also required in methods courses and again during

student teaching/internship. (Artifact 1.3.1) Candidates' reflections are read by the faculty member assigned to the course. Faculty members are expected to use the reflections as insights into candidates' success. Faculty members also ascertain areas of concern for each candidate and assess candidates' values and beliefs reflected in dispositions and attitudes toward diversity and student learning.

Further, reflection is also required in classes where candidates must critique articles provided by faculty member, or articles that are self selected and specific to the course content. (Artifact 1.3.2) For example, candidates enrolled in undergraduate programs must conduct critical analyses of articles during the three phases of the teacher education process. Student critique articles in *SPED 201: Introduction to the Needs of Exceptional Individuals*, *REED 401: Diagnosis and Remediation of Reading Difficulties*, *REED 405: Strategies and Materials for Teaching Reading*, and during methods courses.

Real life learning situations are also used to encourage candidates' reflection and to document their dispositional attitudes. Candidates participate in debates, in which they reflect on a topic presented by the instructor. Some debates may be video-taped to facilitate additional in-class reflection and discussion. Since candidates must complete constructed responses in exams, essay topics reflect real life pedagogical situations. These types of questions mimic the PRAXIS II examination and require candidates to reflect on content, learner differences, differentiated instruction, and learner needs as they respond to essay questions. (Artifact 1.3.3) During the three phases of the program structure, candidates participate in practicum and clinical experiences. Candidates are required to compose and submit practicum reports that require them to describe the experience and to reflect on and evaluate strategies they observed, or discuss strategies that could have proved successful but were not applied.

In the practicum report (Artifact 1.3.4), candidates share the strengths of the strategies that they described as appropriate. They also provide suggestions for strategies that they deem to be ineffective in the classroom based on appropriate theoretical support. Alignment and connection to standards, principles, and outcomes must be described in the report with candidates detailing why they believe the assignment is critical to program preparation and their own personal and professional development.

Undergraduate Methods Courses & Assessments

Each undergraduate program has specific content and methods courses that are required for program completion.

Table 1.7: Undergraduate Methods Courses by Program

Early Childhood	Elementary Education	Special Education	Secondary Education
ECED 330: Language Arts Methods	PHED 201: Physical Education Methods	SPED 301: Classroom Organization and Management in the Education of Learners with Mild/Moderate Disabilities in the Elementary/Middle Grds.	SCED 321: Principles in Secondary Education
ECED 333: Reading	ELED 302: Mathematics	SPED 304: Curriculum	SCED 427: Teaching

Methods	Methods	Objectives, Methods, and Materials for Teaching Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades: Literacy	Reading in the Content Area I
ECED 331: Social Studies Methods	ELED 303: Reading Methods	SPED 305: Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades: Mathematics, Science, Social Studies	REED 428: Teaching Reading in the Content Area II
ECED 337: Science Methods	ELED 304: Language Arts Methods	SPED 306: Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades: Affective, Psychomotor, and Prevocational Skills	SCED 324: Methods of Teaching Science, Mathematics, Social Studies, or English in the Secondary School
ECED 338: Mathematics Methods	ELED 305: Science Methods		
	ELED 306: Social Studies Methods		
	ELED 307: Art and Music Methods		

Methods courses are generally taught by full-time faculty members from the specialty areas. For example, early childhood and elementary mathematics methods courses are taught by Dr. Genevieve Knight, a mathematics educator from the Department of Mathematics and Computer Science. Secondary education area methods courses are taught by faculty members from those Arts and Sciences content areas. The evaluation of the content and methods courses – the exposure to and acquisition of pedagogical strategies - is conducted through teacher-made exams, observation assessments, written and oral communication assessments, short-term and long-term planning, critical analyses, and other pedagogically-based assignments. For example, as candidates complete the required methods courses, they must demonstrate understanding of the major concepts in these disciplines, as well as how to teach effectively these concepts to children. For example, one methods course assignment requires candidates to create a PowerPoint presentation that documents comparing and contrasting approaches to teaching reading (e.g., basal, literature based, or whole language) based on Scientifically Based Reading Research (SBRR). They are expected to determine for themselves what approach would be most effective. They are also expected to defend their choice based on research conducted on the possible instructional strategies. This assignment is assessed using both the written and oral communication rubrics. The written communications rubric is used to evaluate the completeness of the assignment, including the application of relevant

research, the comparison of the reading approaches, and candidates' ability to analyze and critique effectively the approaches. The oral communication rubric is employed to determine how effectively candidates communicate their findings during the oral presentations to peers and instructors. (Artifact 1.3.5) Faculty members, who teach the four required reading courses at the undergraduate and graduate levels, use reading rubrics to assess the pre-candidates' and candidates' competency in addressing each of the five core components. (Artifact 1.3.6)

Another example of a strategy used to assess candidates' pedagogical content knowledge is the case study assignment required by each undergraduate program. The case study project is also assessed using both the oral and written communications rubrics. This project is required during the extensive student teaching experience, the purpose of which is to provide teacher candidates with a tool/method to assess P-12 student learning. Candidates are also able to ascertain their disposition with respect to the profession and working with all learners in a variety of settings. To complete this assignment, candidates must consult the supervising teachers to identify students who might benefit from an individualized instructional intervention project. Teacher candidates are then required to complete appropriate research to identify possible intervention strategies and to implement that intervention with the identified students. Candidates must use appropriate assessment tools to track the progress of the intervention and report all findings of this project in an electronic format. Some candidates have focused the case study research and intervention on instructional strategies designed to enhance reading, math, science, and behavioral concerns. (Artifact 1.3.7)

All candidates must demonstrate mastery of content and pedagogical knowledge, skills, and dispositions through short-term and long-term planning. Planning must be aligned to and based on the tenets of the *Maryland Voluntary State Curriculum* (VSC). Candidates must demonstrate the ability to plan for differing instructional levels and abilities through planning for differentiated instruction. Long-term and short-term planning is emphasized in each course with appropriate assessment strategies that reflect knowledge of learner differences and candidates' ability to apply both traditional and non-traditional assessment strategies. (Artifact 1.3.8)

The portfolio is another major assessment strategy that documents candidates' knowledge of content and pedagogy. While the portfolio is organized by the outcomes of the conceptual framework (which are aligned to INTASC and specialty program standards), candidates must include artifacts to document their progress toward becoming reflective facilitators of learning who are successful in the classroom. Candidates' portfolios are constructed using one of many electronic media, including MS PowerPoint, MS Word, MS Frontpage, or the university-based template. The portfolio is designed to assist candidates in compiling a body of work that will demonstrate, in part, their understanding of content-based knowledge. Artifacts must document content knowledge and ability to accommodate learning style preferences and understanding of students' abilities. Plans must also reflect the use of technology and assessment strategies. (Artifact 1.3.9)

During the senior year, candidates are required to complete 100 days in a PDS site over two consecutive semesters. The methods courses are completed during the first semester to meet this Maryland requirement. Since the required methods courses are completed prior to the student teaching experience, candidates are being prepared for the required student teaching experience and eventually for becoming teachers of record who are highly qualified and certified. Each candidate must work collaboratively with the supervising teacher assigned for the field experience component of the methods courses (the person who will serve as supervising teacher of the first student teaching experience) to teach whole and/or small group lessons. These lessons are observed by the methods course instructor and the supervising teacher in an attempt to provide the candidate with

constructive criticism and feedback that will provide guidance for growth and success. An official observation is also completed by the methods course instructor. (Artifact 1.3.10)

Throughout the teacher preparation program, candidates must demonstrate technology skills that are applied in the presentation and assessment of instruction. All teacher education candidates must complete a technology course that is aligned with Coppin's and the USM's technology plan as well as the MTTs. In addition to having a course requirement, there are other required technology assessments. To demonstrate technology mastery, candidates complete an electronic portfolio, design and post a webpage, and create and use PowerPoint as a presentation tool. Candidates must post assignments, respond by electronic mail, and conduct electronic literature searches. Technology assists candidates in demonstrating teacher productivity, as well as evaluating and critiquing technology tools for age-appropriate classroom use, and evaluating and applies assistive technology tools when applicable. In addition, candidates are required to demonstrate their mastery of the MTTs in all programs and in all major courses. The technology matrix documents the assignments that pre-candidates and candidates complete throughout their program. (Artifact 1.3.11)

Prior to enrollment in student teaching, candidates participate in a structured interview and a writing assessment. The interview team is generally composed of two CSU faculty members and a PDS practitioner. The candidates are asked a series of standardized questions (Artifact 1.3.12) and are evaluated using a prescribed assessment rubric (Artifact 1.3.13) that is organized by five components: verbal expression, content knowledge, written expression, diversity, and disposition. Content ratings for candidates interviewed during spring and fall 2005 are outlined in the table below. All assessment instruments apply the 3, 2, 1 Likert scale where a rating of 3 is categorized as "exceeds standard," 2 is referenced as "meets standard," and 1 as "needs improvement." Shaded semesters reflect no candidates qualified for student teaching during that semester.

Table 1.8: Undergraduate Student Teaching Interviews: Content Indicators & Results

Content Indicator	ELED		ECED		SPED		SCED	
	Spring 05 (n=1)	Fall 05 (n=5)	Spring 05 (n=2)	Fall 05 (n=0)	Spring 05 (n=0)	Fall 05 (n=3)	Spring 05 (n=0)	Fall 05 (n=3)
Appropriateness of response	3.0	3.0	2.5			3.0		3.0
Knowledge of content	3.0	3.0	2.5			3.0		3.0
Logical sequence of presentation	3.0	3.0	3.0			3.0		3.0
Content - Differences (Exceptionality)	3.0	3.0	3.0			3.0		3.0
Content - Differences (Learning)	3.0	3.0	3.0			3.0		3.0

The structured interview data results indicate that undergraduate initial candidates in all programs are meeting the expectations established by the unit.

Methods course syllabi, by programs, are on display in the artifact room, as are samples of each assessment. Data from these major assessments that document candidates' pedagogical content knowledge are collected for inclusion in the Teacher Education Progress Report (TEPR), the EU's assessment and data system. Table 1.9 details candidates' scores earned by assignments, on a 3, 2, 1 Likert scale, and program.

Table 1.9: Average Scores on Methods Assignments Across Academic Year by Program

Assignments	2003-2004			2004-2005		
	ELED	ECED	SPED	ELED	ECED	SPED
Lesson/Unit Plan	2.0	2.0	3.0	2.5	2.4	2.5
Portfolio	2.0	2.6	3.0	2.0	2.8	2.5
Case Study	2.0	2.0	3.0	3.0	2.4	2.8
Observation Lesson	2.5	2.5	2.5	2.5	2.0	**

** No data available

Tables 1.10a-1.10c document candidates' average grades earned in the required methods courses over the past three academic years, verifying that program completers are able to demonstrate mastery of the content knowledge and the pedagogical content knowledge and skills needed to succeed in any school setting to guide their students to reach their potential.

Table 1.10a: Average Grades in Elementary Methods Courses

Course	2003-2004	2004-2005
PHED 201: Physical Education	3.50	4.00
ELED 302: Mathematics	4.00	4.00
ELED 303: Reading	3.75	4.00
ELED 304: Language Arts	3.75	4.00
ELED 305: Science	3.75	3.75
ELED 306: Social Studies	3.00	3.75
ELED 307: Arts and Music	4.00	4.00

4.0 = A; 3.0=B; 2.0=C

Table 1.10b: Average Grades in Early Childhood Methods Courses

Course	2003-2004	2004-2005
ECED 330: Language Arts	4.00	3.40
ECED 331: Social Studies	3.66	2.75
ECED 333: Reading	3.66	3.40
ECED 337: Science	3.33	3.00
ECED 338: Mathematics	3.66	3.66

Table 1.10c: Average Grades in Special Education Methods Courses

Course	2003-2004	2004-2005
SPED 301: Classroom Organization & Management	3.50	3.40
SPED 304: Curriculum Objectives, Methods: Literacy	4.00	3.20
SPED 305: Curriculum Objectives, Methods: Sc, SS, Math	4.00	3.40
SPED 306: Curriculum Objectives, Methods	4.00	3.00

Grades earned across programs suggest that candidates have demonstrated proficiency in pedagogical content knowledge.

There were no secondary education program completers for the two academic years identified here.

Graduate Pedagogical Courses and Assessments

Graduate candidates enrolled in initial teacher certification programs – Special Education (Elementary and Middle School) and MAT – complete courses that provide them with opportunities to continue to document their pedagogical content knowledge and prepare them for success in their classrooms. Additional courses in pedagogy are required. Candidates in the MAT program must complete *CUIN 606: Instructional Strategies and Methods for Effective Teaching*, *CUIN 607: Managing the Teaching/Learning Environment*, two reading courses for candidates enrolled in secondary education certification at the graduate level, and four reading courses for candidates seeking initial certification in elementary education. SPED candidates must complete a variety of required courses including *SPED 503: Diagnostic Teaching of Mildly and Moderately Disabled Students*; *SPED 521: Teaching Cognitive, Self-Care, Motor, and Prevocational Skills*; *SPED 531: Teaching Mild and Moderate Academic Discrepancies, Language, and Learning Disabilities*; and *SPED 541: Classroom Organization & Teaching Emotional Skills to Mildly and Moderately Disabled*. Special education candidates seeking the initial degree must also complete the four reading courses for candidates seeking initial certification by the State of Maryland.

All graduate candidates seeking initial certification are required to complete an action research project that is accompanied by a defense. Candidates are expected to conduct research that demonstrates their understanding of the content knowledge required to become teachers of successful students. The completion of the action research project provides evidence of candidates' abilities to use concepts and relevant research to support and motivate students to ensure that they achieve academically, based on acquired content knowledge. Candidates' success with the project also indicates their ability to identify individual academic needs of students and to develop learning activities to accommodate and develop these areas of need. Samples of action research projects are on display in the artifact room. (Artifact 1.3.14)

1.11a: Average Grades in MAT Pedagogical Courses

Course	2003-2004	2004-2005
CUIN 606: Instructional Strategies	4.00	4.00
CUIN 607: Managing the Learning Environment	3.50	4.00
CUIN 560: Theoretical Bases	3.75	4.00

CUIN 587: Teaching Exceptional Children	4.00	4.00
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Table 1.11b: Average Grades in SPED Graduate Pedagogical Courses

Course	2003-2004	2004-2005
SPED 501: Curriculum Development	3.00	3.50
SPED 521: Teaching Cognitive, Self-Care	3.00	4.00
SPED 531: Teaching Learners with Learning	4.00	4.00
SPED 541: Classroom Organization and Teaching	3.00	4.00

Results of the analysis of grades earned by MAT and special education graduate initial programs indicate that candidates have the requisite pedagogical content knowledge to teach all students.

Candidates at the graduate level are generally teachers of records. These individuals may be provisionally certified by the state and are enrolled at CSU seeking initial certification. They are required to plan and implement lessons on a daily basis. Candidates are also trained to apply pedagogical strategies that reflect technology knowledge and skills. Graduate candidates are also expected to apply and demonstrate competency in the MTTTS.

Element 4: Professional and pedagogical knowledge and skills for teacher candidates

Undergraduate Initial Program

Teacher education candidates are expected to demonstrate professional and pedagogical knowledge and skills at various stages of their academic program, but especially during the final year of training. The final year is a combination of extensive preparation in pedagogy through enrollment in methods courses followed by enrollment in student teaching. Both experiences in consecutive semesters comprise the extensive internship experience. Beginning with methods instruction, teacher candidates are assigned a supervising teacher in one of the PDS sites, where these candidates are expected to complete the first phase of the extensive student teaching internship experience.

During Phase IIB, the methods process, candidates spend three days per week for 16 weeks at the PDS site and are expected to demonstrate professional and pedagogical knowledge and skills. Candidates will begin to demonstrate that knowledge through providing instruction to the assigned class. Candidates are expected to plan and integrate lessons that describe outcomes in terms of learner behavior, objectives appropriate for the instructional level of the learners, with knowledge of specific concepts and skills of the subject matter being taught. They must also demonstrate the ability to assess instruction based on the stated objectives of the VSC. **(Artifact 1.4.1)** Candidates must plan appropriately to meet the needs of all learners within the class. Candidate performance is assessed using the *Methods/Student Teaching Observation Form*, which rates the candidate's ability to plan and implement learning experiences that involve learners actively. The lessons must include activities and materials that foster differentiation of instruction to accommodate learner differences, including rate, level, and modality. The activities that are applied must engage learners in reflective decision-making, problem solving, and opportunities to be innovative. Candidates must also design and create bulletin boards that are interactive and related to lesson objectives. One of the lessons

taught is videotaped and is used for discussion and analysis that will prove beneficial as candidates prepare for Phase III and Student Teaching. (Artifact 1.4.2) Table 1.12a and 1.12b reflects the average scores earned by program completers on the measures of the instrument after 2003-2004 and 2004-2005.

Table 1.12a: Average Scores by Outcomes on Lesson Taught During Methods Course

Outcomes	2003-2004			
	ELED	ECED	SPED	Overall Average
<i>Effective Communicator</i>	2.6	2.5	2.5	2.5
<i>Systematic Planner</i>	2.6	2.6	2.5	2.5
<i>Reflective Decision Maker</i>	2.6	2.5	2.5	2.5
<i>Instructional Leader</i>	2.6	2.5	2.5	2.5
<i>Evolving Professional</i>	2.6	2.6	2.5	2.5

Table 1.12b: Average Scores by Outcomes on Lesson Taught During Methods Course

Outcomes	2004-2005			
	ELED	ECED	SPED	Overall Average
<i>Effective Communicator</i>	2.6	2.0	**	2.3
<i>Systematic Planner</i>	2.5	2.0	**	2.2
<i>Reflective Decision Maker</i>	2.5	2.0	**	2.2
<i>Instructional Leader</i>	2.5	2.0	**	2.2
<i>Evolving Professional</i>	2.6	2.0	**	2.3

** Data not available

The data suggest that grades earned across programs enable candidates to demonstrate their professional and pedagogical knowledge and skills during the sequence of methods courses.

After candidates have completed the semester of methods courses in Phase IIB of the experience, they are then assigned to the same supervising teacher for one half of their student teaching placement. It is during this time that teacher candidates have the greatest opportunity to demonstrate their professional and pedagogical knowledge and skills. Candidates are assessed using two unit-wide instruments during these experiments – *Methods/Student Teacher Observation Form* and *Student Teacher Evaluation Form*. Pedagogical and professional skills are assessed on both forms using the outcomes of the conceptual framework. Within each outcome are specific indicators that afford the supervising teacher and the university supervisor a means for determining the candidate's effectiveness in demonstrating pedagogical knowledge and skills. Completed observation and evaluation forms are on display in the artifact room. (Artifact 1.4.3)

Tables 1.13a and 1.13b below provide a summary of ratings teacher candidates by planning indicators and completion year on the evaluation assessment instrument. The data show the candidates' effectiveness in planning and implementing pedagogical knowledge and skills

necessary to impact student learning. The overall ratings average 2.31 to 2.70, indicating satisfactory performance.

Table 1.13a: Average Scores on Professional and Pedagogical Knowledge and Skills Indicators (Evaluation Form) During Student Teaching (Undergraduate)

Planning Indicators (INTASC & CF)				
2003-2004	ELED (n=4)	ECED (n=4)	SPED (n=2)*	Overall Average
Describes lesson outcomes in terms of learner behavior.	2.62	2.49		2.55
Plans objectives appropriate for the instructional level of the learners.	2.75	2.66		2.70
Specifies the major concepts of skills of the subject matter to be taught.	2.75	2.66		2.70
Plans learning experiences to actively involve learners to achieve stated objectives.	2.62	2.66		2.64
Identifies materials and supplies needed for lessons.	2.58	2.49		2.53
Includes activities and materials to accommodate learners' rate, level, and modality.	2.62	2.49		2.55
Designs bulletin boards related to goals and objectives.	2.75	2.25		2.50
Engages learners in reflective decision-making, problem solving and opportunities to be innovative.	2.50	2.49		2.49
Plans to assess prior learning when beginning a new concept or skill.	2.75	2.49		2.62
Plans formal or informal evaluation to match learner outcomes.	2.29	2.33		2.31
Uses the cultural backgrounds of students to develop a supportive environment.	2.75	2.33		2.54
Helps learners to accept diversity and the contributions of different ethnic groups.	2.62	2.33		2.47
Corrects stereotyped statements or ideas expressed by learners.	2.50	2.50		2.50
Examines their own stereotypes of ethnic groups.	2.50	2.50		2.50

* Data not available

Table 1.13b: Average Scores on Professional and Pedagogical Knowledge and Skills Indicators (Evaluation Form) During Student Teaching (Undergraduate)

Planning Indicators (INTASC & CF)				
2004-2005	ELED (n=4)	ECED (n=5)	SPED (n=4)	Overall Average
Describes lesson outcomes in terms of learner behavior.	2.40	2.70	2.65	2.58
Plans objectives appropriate for the instructional level of the learners.	2.25	2.70	2.40	2.45
Specifies the major concepts of skills of the subject matter to be taught.	2.55	2.70	2.55	2.58
Plans learning experiences to actively involve learners to achieve stated objectives.	2.70	2.80	2.80	2.76
Identifies materials and supplies needed for lessons.	2.55	2.80	2.83	2.72
Includes activities and materials to accommodate learners' rate, level, and modality.	2.85	2.80	2.40	2.68
Designs bulletin boards related to goals and objectives.	2.50	2.90	2.65	2.68
Engages learners in reflective decision-making, problem solving and opportunities to be innovative.	2.55	2.70	2.80	2.68
Plans to assess prior learning when beginning a new concept or skill.	2.55	2.50	2.30	2.45
Plans formal or informal evaluation to match learner outcomes.	2.55	2.55	2.40	2.50
Uses the cultural backgrounds of students to develop a supportive environment.	2.90	2.65	2.65	2.73
Helps learners to accept diversity and the contributions of different ethnic groups.	2.75	2.65	2.65	2.68
Corrects stereotyped statements or ideas expressed by learners.	2.75	2.65	2.33	2.57
Examine own stereotypes of ethnic groups.	2.75	2.65	2.33	2.56

There were no secondary education program completers during the academic years identified here.

Once during each student teaching placement, each candidate has the opportunity to become involved in the evaluation process. The triangulation of the evaluation process occurs when the candidate, the supervising teacher, and the university supervisor evaluate the same lesson using the same observation form. The resulting three-way conference provides insight into beliefs about candidates' ability to apply pedagogical knowledge and skills. The conference that is required after each observation, with at least the university supervisor and the candidate, provides continued insight into the candidate's effectiveness. The candidate's signature verifies that the required conference took place and his or her knowledge of the content of the evaluation process. Additionally, throughout the methods sequence and the student teaching experience candidates continue to evaluate their experiences in required reflective journals. Reflections are also a natural and required component of the student teaching seminar course. At these sessions, candidates

reflect on their pedagogical knowledge and skills, seek additional advice from peers and the university supervisor, and continue to discuss appropriate strategies.

While the principal or vice principal at the PDS site is not required to observe each candidate assigned to the site, most do. There is no data form designed by the Unit to capture the administrator's evaluation. However, conferences with those individuals provide insights into our candidates' pedagogical knowledge and skills. For example, one group of candidates was assessed by the principal at the second student teaching site as not planning appropriately for assessing the VSC. The unit planned and implemented a training session (**Artifact 1.4.4**), held on campus, which was led by this principal to assist our candidates (and some in-service teachers who were invited) in planning for, implementing, and assessing the objectives of the VSC. This same principal, during a School Improvement Team (SIT) meeting, shared with the PDS university liaison that the candidates completing the placement at that site were outstanding in their implementation of pedagogy and skills.

Tables 1.14 and 1.15 provide evaluation results of candidates during student teaching for 2003-2004 and 2004-2005. The data suggest that candidates are meeting expectations established by the unit.

Table 1.14: Overall Scores by Outcomes Across Majors and Completion Year on Evaluation Form

Outcomes	2003-2004			
	ELED	ECED	SPED	Overall Average
<i>Effective Communicator</i>	2.8	2.6	3.0	2.8
<i>Systematic Planner</i>	2.8	2.6	3.0	2.8
<i>Reflective Decision Maker</i>	2.8	2.3	3.0	2.7
<i>Instructional Leader</i>	2.8	2.6	3.0	2.8
<i>Evolving Professional</i>	2.8	2.6	3.0	2.8

Table 1.15: Overall Scores by Outcomes Across Majors and Completion Year on Evaluation Form

Outcomes	2004-2005			
	ELED	ECED	SPED	Overall Average
<i>Effective Communicator</i>	2.8	2.8	2.2	2.6
<i>Systematic Planner</i>	2.7	2.8	2.2	2.5
<i>Reflective Decision Maker</i>	2.7	2.8	2.2	2.5
<i>Instructional Leader</i>	2.8	2.8	2.2	2.6
<i>Evolving Professional</i>	2.7	2.8	2.2	2.5

Graduate Initial Programs

The graduate initial preparation program applies some of the same processes and strategies as those discussed and documented for their undergraduate counterparts. Graduate candidates complete an internship during the second to last semester of their program. They are generally teachers of record who are observed by the university supervisor and guided by an assigned mentor/supervising teacher on site. The mentor/supervising teacher is highly qualified, certified, demonstrates best practices, and guides and supports the candidate. Candidates' pedagogical knowledge and skills are assessed through observations that occur several times during the semester using the *Internship Observation Form*, which reflects the six outcomes of the graduate conceptual framework. (Artifact 1.4.5) Candidates' average scores on lessons taught that document their pedagogical knowledge and skills are documented in Tables 1.16a and 1.16b below.

Table 1.16a: Average Scores on Professional and Pedagogical Knowledge and Skills Indicators (Observation Form) During Internship (Graduate)

Planning Indicators	2003-2004		
	MAT (n=3)	SPED (n=6)	Overall Average
Plans instruction based on subject knowledge, student needs, and goals	2.26	2.25	2.25
Develops long and short-term plans	2.00	2.25	2.12
Applies knowledge of curriculum development, subject content, student development, and learning theory to planning	2.00	2.25	2.12
Makes curriculum decisions based on student strengths and errors	2.26	2.25	2.25
Connects curriculum with student experiences and community context	2.16	2.25	2.20
Links concepts to student experiences and knowledge	1.76	2.25	2.00
Creates learning activities based on student knowledge and proficiency level	2.10	2.25	2.17
Presents curriculum through interdisciplinary activities (e.g., a civil war newspaper)	1.83	2.25	2.04
Accommodates different learning styles	1.66	2.25	1.95
Participates in team planning	2.00	2.25	2.12
Evaluates curriculum materials and resources	2.00	2.25	2.12
Understands relationship of assessment and planning	2.16	2.25	2.20

Table 1.16b: Average Scores on Professional and Pedagogical Knowledge and Skills Indicators (Observation Form) During Internship

Planning Indicators	2004-2005		
	MAT (n=1)	SPED (n=2)	Overall Average
Plans instruction based on subject knowledge, student needs, and goals	2.33	3.00	2.66
Develops long and short-term plans	2.33	3.00	2.66
Applies knowledge of curriculum development, subject content, student development, and learning theory to planning	2.33	3.00	2.66
Makes curriculum decisions based on student strengths and errors	2.33	3.00	2.66
Connects curriculum with student experiences and community context	2.66	3.00	2.83
Links concepts to student experiences and knowledge	2.33	3.00	2.66
Creates learning activities based on student knowledge and proficiency level	2.33	3.00	2.66
Presents curriculum through interdisciplinary activities (e.g., a civil war newspaper)	2.33	3.00	2.66
Accommodates different learning styles	2.00	3.00	2.50
Participates in team planning	3.00	3.00	3.00
Evaluates curriculum materials and resources	2.33	3.00	2.66
Understands relationship of assessment and planning	2.33	3.00	2.66

During the final year of their academic program, candidates must complete an action research project that is designed to meet the needs of their class or a group of the students within the classroom. Recently the process was approved that candidates must secure the assistance of a Thesis Committee that will review and evaluate candidates' research ability, including the data collected that should document candidates' ability to assess/diagnose/promote student learning. Thesis papers are on display in the artifact room.

The EU designed a survey to collect data on the pedagogical knowledge and skills of program completers. This survey was sent to administrators, supervising teachers, and program completers. Approximately 130 surveys were mailed, with 24 responses. (Artifact 1.4.6) The surveys that were returned by administrators and supervising teachers confirm our belief that our program completers possess the pedagogical knowledge and skills to be reflective facilitators of learning who are successful in the field and have an impact on student learning. These constituents were asked to assess various components of the unit, including the preparedness of the graduates (3.11) the adequacy of resources (3.01), and the effectiveness of the assessments in place (3.54). All areas were assessed on a 4.0 scale. (Artifact 1.4.7)

Element 5: Professional and pedagogical knowledge and skills for other school personnel

The teachers who are enrolled in the Master of Science in reading program are required to complete an internship that serves as a capstone course and requirement. These professionals meet the state, EU, and IRA requirements in order to secure the reading specialist designation. (Artifact 1.5.1)

Element 6: Dispositions for all candidates

The Unit provides multiple opportunities for teacher candidates to acquire an understanding of dispositions that they must exhibit. The No Child Left Behind Act (NCLB) calls for administrators to conduct a thorough examination of the potential of teacher candidates by considering the impact that disposition may have on the learning community. Moreover, the school culture has been transformed into a learner-centered environment, which has had a dramatic impact on the types of dispositions that aspiring teachers must possess.

Candidates learn about the expected dispositions through direct interaction with and exposure to the outcomes and indicators of the conceptual framework. The outcomes and indicators are included in each syllabus and in most program manuals or handbooks. All undergraduate teacher education candidates must take *EDUC 202: Educational Psychology*. This is a gateway course that provides multiple opportunities for candidates to explore and observe various dispositions. For example, candidates are required to develop a philosophy of education and to complete a videotaped presentation defending a belief or presenting a goal statement. The videotape is used to assess candidates' understanding of critical thinking and student development. The videotape will reveal candidates' dispositions toward meeting the needs of all learners. (Artifact 1.6.1)

All elementary, early childhood, and special education teacher education candidates are required to take *REED 405: Strategies and Materials for Teaching Reading*. At the beginning of the semester, candidates are required to complete a disposition reflection activity. In this assignment candidates are given a list of dispositions and are required to create a grid that shows clearly how candidates are exhibiting each disposition. Candidates must make an action plan that describes steps that they can take to enhance the dispositions. This particular activity has heightened candidates' awareness concerning their strengths and weaknesses.

Discussion and assessment of dispositional traits continue through each candidate's tenure in the program. Since the unit's approved rubrics are used to assess candidates' written and oral presentations, instructors are able to determine whether candidates are exhibiting the desired dispositional attitudes in classroom discussions, assignments, and in practical experiences. The data collected by faculty during classroom engagement provide in-depth information about core dispositions that are displayed by candidates. The assessments of assignments, projects, and quizzes provide multiple opportunities for faculty to examine core dispositions. Candidates also learn from dispositional attitudes displayed by instructors, peers, and supervising teachers.

All teacher candidates must complete required practicum and clinical experiences. The field experience component of the program provides candidates with opportunities to observe, reflect on, and practice the dispositional traits delineated in the conceptual framework. (Two sets of dispositions are given - one for pre-candidates, and one for candidates.) During Phases I and IIA of the assessment process, candidates are assessed by the assigned teacher on six initial, yet broad, disposition factors: attendance, punctuality, positive attitudes, apparent interest, response to

requested assistance, and evidence of responsibility as they complete practicum observations. (Exhibit 1.6.2) Not only do university instructors have the opportunity to review the teacher's evaluation of the candidate, the instructor is positioned to review the candidate's self-reflection on disposition, in addition to the information in the practicum report that is required of all at the completion of each field placement experience.

In addition to practicum reports, all candidates develop case studies and teach lessons during Phase IIB. The university instructor observes candidates' interactions with the supervising teacher, students, and families. Although candidates must seek permission from the supervising teacher and parent to sit in on parent conferences or other family discussions, they are strongly encouraged to do so. Supervising teachers are also encouraged to provide these opportunities for candidates. It is important to note that candidates must complete a course on parent collaboration. For example, elementary and early childhood candidates are required to complete *CUIN 336: Collaborating with Parents, Families, and Communities*. Candidates enrolled in the special education undergraduate program are required to complete *SPED 402: Counseling Parents and Family Members of the Mild/Moderate Handicapped*. Since most candidates enrolled in the graduate initial certification programs are teachers of record, they must reflect dispositions that will promote parent, family, and community involvement and student achievement. Again, candidates are required to complete a self-reflection journal of their experiences and the reactions and attitudes they demonstrated during this final phase of the field experience requirement.

The Individualized Professional Growth Plan is an intervention strategy that is used on an "as needed" basis for candidates who have difficulties mastering various dispositions or skills. For example, a candidate who receives low scores during any assessment phase will meet with his or her advisor to complete the plan tailored to their individual needs. The advisor will record specific recommendations with specific deadlines that candidates are expected to meet. (Artifact 1.6.3)

Prior to completing the student teaching experience, Phase III of the assessment process, candidates must be assessed through a student teaching interview. *The Student Teaching Interview Form* was revised in spring 2005 to reflect the components of verbal expression, content of verbal expression, written expression, diversity, and dispositions. Each component is aligned with the outcomes of the conceptual framework. During Phase III of the field experience requirements, student teaching/internship, candidates must assemble the skills and strategies learned over the semesters to depict a well-rounded classroom behavior founded on fairness and grounded in the belief that student achievement is critical to teacher success. **Ten dispositional indicators** are assessed during each student teaching placement or during the internship. These ten indicators evaluated on the *Student Teaching Evaluation Form* are identified below:

- Connects lessons to individual student experiences, cultural background, and family/community environment
- Values flexibility to adapt to student interests
- Listens empathetically – may restate for clarification and verify speaker was heard.
- Considers the physical, cognitive, emotional, and moral development of the student to individualize instruction
- Expresses enthusiasm for the student and subject
- Promotes responsibility, participation, and respect for others, the environment, and class rules
- Values self-directed learning and critical thinking
- Monitors self-growth and continuous learning

- Recognizes and carries out professional responsibilities in giving and receiving help from others
- Investigates students' environment, problems, and concerns

As candidates are assessed on the dispositional indicators, the university supervisor and the supervising teacher both complete the evaluation form and participate in a supervisors' conference to reflect on the candidate's success or mastery of the dispositional traits. Candidates are graded on a 3-2-1 Likert scale with a score of 2 and 3 accepted as passing. Both supervisors then participate in a three-way conference with the candidate in which the candidate's results are shared. The evaluation form is completed at the end of four weeks and eight weeks of each placement, is signed by all three participants – candidate, supervising teacher, and university supervisor. Table 1.17a and 1.17b show the average ratings achieved by undergraduate teacher education candidates by program, first and second placement, and academic year.

Table 1.17a: Program Completers' Average Disposition Scores by Competency, Placement, in Undergraduate Programs

Dispositional Indicators	2003-2004							
	ELED (n=4)		ECED (n=3)		SPED (n=2) *		Overall Average (n=9)	
	1 st	2nd	1st	2nd	1st	2nd	1st	2nd
Connects lessons	3.0	2.3	2.0	2.6			2.5	2.4
Values flexibility	3.0	2.3	2.3	2.6			2.6	2.4
Listens empathetically	3.0	2.3	2.3	2.6			2.6	2.4
Considers	2.7	2.3	2.6	2.6			2.8	2.4
Expresses enthusiasm	3.0	2.3	2.3	2.6			2.6	2.4
Promotes responsibility	3.0	2.0	2.3	2.6			2.6	2.3
Values self-directed	3.0	3.0	2.3	2.6			2.6	2.8
Monitors self-growth	3.0	2.6	2.3	2.6			2.6	2.6
Recognizes and carries out	3.0	2.6	2.6	2.6			2.8	2.6
Investigates students'	3.0	2.6	2.6	2.6			2.8	2.6

*No data available

Table 1.17b: Program Completers' Average Disposition Scores by Competency, Placement in Undergraduate Programs

Dispositional Indicators	2004-2005							
	ELED (n=4)		ECED (n=5)		SPED (n=4)		Overall Average (n=13)	
	1 st	2 nd	1st	2 nd	1st	2 nd	1st	2 nd
Connects lessons	2.3	3.0	2.0	2.6	2.2	2.5	2.1	2.7
Values flexibility	2.3	3.0	2.4	2.5	2.2	2.5	2.3	2.6
Listens empathetically	2.3	2.5	2.6	2.6	2.2	3.0	2.3	2.7
Considers	2.3	2.7	2.6	2.5	2.2	3.0	2.3	2.7
Expresses enthusiasm	2.3	2.6	2.6	2.3	2.5	2.5	2.4	2.4
Promotes responsibility	2.3	2.5	2.8	2.5	2.2	3.0	2.4	2.6
Values self-directed	2.3	3.0	2.5	2.5	2.5	2.5	2.4	2.6
Monitors self-growth	2.5	3.0	2.5	2.5	2.5	2.5	2.5	2.6
Recognizes and carries out	2.3	3.0	2.7	2.5	2.5	2.5	2.5	2.6
Investigates students'	2.3	3.0	2.5	2.5	2.2	2.5	2.3	2.6

Results of the disposition assessment indicate that candidates exhibit the expected dispositions as measured across all programs and all phases of the assessment system.

There were no secondary education program completers during the academic years identified here.

Candidates are assessed on their ability to work with diverse students. Diversity is included as an indicator under the outcomes of the conceptual frameworks and is also an outcome that is measured on the *Pre-Student Teaching/Student Teaching Observation Form*. The indicators under diversity as an outcome assess candidates' ability to

- use the cultural backgrounds for students to develop a supportive environment.
- help learners to accept diversity and the contributions of different ethnic groups.
- correct stereotyped statements or ideas expressed by learners.
- include learning experiences to help learners examine their own stereotypes of ethnic groups.
- establish and maintain rapport with learners.
- establish realistically high expectations for all learners.
- provide ample time for all learners to respond.
- exhibit courtesy in interactions with all learners.
- provide individual or group assistance to learners.

- demonstrate a sense of efficacy.

Candidates must reflect their knowledge, skills, and dispositions as related to diversity by completing required assignments. The portfolio, case study, long term and short term plans, reflection journals, and implementation of lesson plans are sample assignments used to document candidates' ability to meet the needs of a diverse student population. The *Student Teaching Observation Form* contains all indicators heretofore mentioned and is used to document the candidates' success with a diverse student population. As candidates are assessed on the identified indicators, their status is noted in conference sessions that follow each observation. Candidates are graded on a 3-2-1 Likert scale with a score of 2 and 3 accepted as passing. The following table documents the average rating achieved by candidates as they are assessed on their ability to work with diverse students in P-12 settings by major across academic years 2003-2004 and 2004-2005. As documented, candidates have earned the score that proves that they have demonstrated the knowledge, skills, and dispositions necessary to move students towards academic success. The unit is planning to study further the apparent differences in performances in the area of diversity in the first and second placements during the student teaching experiences.

Table 1.18a: Program Completers' Average Diversity Scores by Indicator, Placement in Undergraduate Programs

Diversity Indicators	2003-2004							
	ELED (n=4)		ECED (n=3)		SPED (n=2)		Overall Average (n=9)	
	1 st	2nd	1st	2nd	1st	2nd	1st	2nd
use the cultural backgrounds	2.2	2.0	2.3	2.0	3.0	2.0	2.5	2.0
help learners	2.2	2.0	2.3	2.0	3.0	2.0	2.5	2.0
correct stereotyped		2.0	2.3	2.0	3.0	2.0	2.6	2.0
include learning experiences	2.5	2.0	2.3	2.0	3.0	2.0	2.6	2.0
establish and maintain	2.2	2.5	2.3	2.0	3.0	2.0	2.5	2.1
establish realistically	2.0	2.5	2.3	2.0	3.0	2.0	2.4	2.1
provide ample time	2.2	2.5	2.3	2.0	3.0	2.0	2.5	2.1
to exhibit courtesy	2.2	2.5	2.3	2.0	3.0	2.0	2.5	2.1
provide individual	2.2	2.5	2.3	2.0	3.0	2.0	2.5	2.1
demonstrate a sense of efficacy	2.2	2.5	2.3	2.0	3.0	2.0	2.5	2.1

Table 1.18b: Program Completers' Average Diversity Scores by Indicator, Placement in Undergraduate Programs

Diversity Indicators	2004-2005							
	ELED (n=4)		ECED (n=5)		SPED (n=4)		Overall Average (n=13)	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
use the cultural backgrounds	2.5	2.2	3.0	2.4	2.2	2.2	2.5	2.2
help learners	2.5	2.2	3.0	2.4	2.2	2.2	2.5	2.2
correct stereotyped	2.5	2.2	3.0	2.4	2.2	2.2	2.5	2.2
include learning experiences	2.5	2.2	3.0	2.4	2.2	2.2	2.5	2.2
establish and maintain	2.5	2.2	2.2	2.4	2.2	2.2	2.3	2.2
establish realistically	2.5	2.2	2.2	2.4	2.2	2.2	2.3	2.2
provide ample time	2.5	2.2	2.2	2.4	2.2	2.2	2.3	2.2
to exhibit courtesy	2.5	2.2	2.2	2.4	2.2	2.2	2.3	2.2
provide individual	2.5	2.2	2.2	2.4	2.2	2.2	2.3	2.2
demonstrate a sense of efficacy	2.5	2.2	2.4	2.4	2.2	2.2	2.3	2.2

Element 7: Student learning for teacher candidates

The EU uses a variety of assessment strategies to measure candidates' effect on student learning, the ultimate goal of teaching. A critical component of a successful teacher is knowledge of and the ability to apply assessment strategies. Candidates learn about various assessment strategies in required courses. For example, candidates must complete *EDUC 408: Measurement and Evaluation*; *SPED 201: Introduction to Needs of Exceptional Individuals*; and *REED 401: Diagnosis and Remediation of Reading Difficulties*. In these courses, pre-candidates and candidates are involved in activities that allow them to review a variety of assessment strategies, explore the application and interpretation of those strategies, and use that knowledge to plan instruction that applies differentiated strategies designed to meet the varied needs and abilities of the students as identified through assessment strategies. Pre-candidates learn about Individualized Education Plans (IEPs) and are required to develop an IEP in SPED 201.

Candidates in undergraduate and graduate initial teacher preparation programs are expected to document knowledge and application of assessment strategies. Assessment of candidates' impact on student learning occurs primarily during student teaching at the undergraduate level and during the internship experience at the graduate level. It is during this culminating experience that candidates complete the required case study (undergraduate)/action research (graduate) project and compile a professional portfolio in which they document their impact on student learning. It is also during the

student teaching/internship experience that candidates are observed by university supervisors who assess the candidates' ability to promote academic achievement.

Program completers are required to submit a case study/action research project designed to demonstrate their ability to design learning experiences that impact student learning. Candidates are required to assess students during the semester prior to student teaching/internship and conduct research to determine appropriate intervention strategies. This project is completed after collaborating with the supervising teacher on the issue to be addressed and the strategy to be applied. The case study/action research project is assessed through written and oral presentations.

Candidates must compile a portfolio at three phases during the assessment system. The phase III portfolio, a professional document, provides candidates with opportunities to make a summative and cumulative review of their pedagogical knowledge, skills, and effect in the classroom. Candidates are expected to present artifacts to address each outcome of the conceptual framework. The lesson plans required to address the systematic planner outcome are accompanied by the assessments completed by students to document candidates' effectiveness during the lesson. (Artifact 1.7.1)

Candidates must videotape two lessons during the student teaching/internship experience. The videotaped lessons are included in the candidates' portfolios as a required artifact. The videotaped lessons are critical since they document candidates' impact on student learning and provide the university supervisor and future employer with an opportunity to assess candidates' pedagogical knowledge, skills and ability to promote student learning. (Artifact 1.7.2)

It is also important to note that as university supervisors complete the six required observations of the undergraduate candidate, the university supervisor must determine the effectiveness of the lesson being observed. To do this, university supervisors generally monitor the response of the students to the lesson, including giving special attention to the result of the assessment strategies applied by candidates. The supervisor documents the success of the lesson by way of the *Methods/Student Teaching Observation/Internship Form*.

Program completers are all employed at local school systems, primarily, Baltimore City, Howard County, and Baltimore County. Principals, assistant-principals, and/or academic coaches continue to assess the new hires. These administrators conduct observations of these evolving professionals to determine effectiveness. Program completers have informed the Unit of various accomplishments and recognitions. For example, CSU graduates are recognized as the site teacher of the year, and in some instances as the teacher of the year for the school system. (Artifact 1.7.3) Such recognition is dependent on demonstrating the ability to promote student learning through effective implementation of content knowledge and pedagogical knowledge and skills. The findings of these administrators are similar to findings from assessments conducted by university supervisors, which lead to the conclusion that the instruments used to assess our candidates are a good predictor of candidate success.

Case studies/action research projects, portfolios, videotaped lessons, and completed observation forms are on display in the artifact room. Sample observations by principals of recent program completers and the professional portfolio of teacher of the year finalists are also on display in the artifact room. These documents provide data that support the conclusion that the program completers are effective in their ability to promote student learning. (Artifact 1.7.4)

Element 8: Student learning for other school personnel

There is no program completer from the Master of Science in Reading Program. However, requirements are in place throughout the program to provide, assess, and document that these professionals are displaying the knowledge, skills, and dispositions necessary for them to have an impact on student learning. (Artifact 1.8.1)

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs

Element 1: Assessment system

The EU at Coppin State University has developed and implemented an assessment system for both the initial (undergraduate ELED, ECED, and SPED and graduate SPED and MAT) and advanced programs (Graduate SPED Track II and Reading). The assessment system reflects the undergraduate and graduate conceptual frameworks and incorporates proficiencies outlined in unit, state, and national standards. It was designed in collaboration with unit faculty, arts and sciences faculty, the Teacher Education Advisory Council, and P-12 partners. The unit's assessment system was designed in 2000. It is an outgrowth of the institution's Student Learning Outcomes Assessment and the accountability reporting processes. The assessment system was developed to incorporate the critical milestones that demonstrate candidates' proficiencies as defined by the conceptual frameworks. Over the last two years the system was refined, and data collection and management procedures were established. (Artifact 2.1.1)

Prior to 2005 an informal group established procedures for data collection and analysis. During the fall of 2005 an Assessment Committee was created to monitor the assessment system. The electronic system was created using the Regis software, which was secured for use by the institution and was primarily designed to address advisement, course scheduling, registration, and admissions processes. Regis is now defunct, and the institution has since instituted the PeopleSoft software. The unit's assessment system is posted on PeopleSoft. The Teacher Education Progress Review (TEPR), the teacher education unit component of PeopleSoft, is designed to collect data on all three phases of each education program, by program and across programs. Data entered in TEPR may be analyzed and reported through use of the IStrategy reporting software. Queries are built into the reporting framework to provide program specific data and Unit cumulative data. The collection, processing, and analysis of data are referred to as the TEPR process. The TEPR permits an examination of student performance. The milestone assessments are outlined in the performance assessment system according to three phases: (1) prior to being admitted to the teacher education program, (2a) before enrollment in methods courses/advancement to candidacy, (2b) prior to and during student teaching/internship and (3) before candidates exit from the teacher education program. In addition to the three phases, follow-up surveys are administered to unit graduates and stakeholders. Each screening point has a set of criteria that must be met in order to continue to the next step in the program.

The Teacher Education Performance Assessment System is designed to systematically review the performance of program components, faculty, candidates, and unit operations. Goals are related to the mission and needs of teacher education and aligned with the conceptual framework. Objectives, indicators and time frames, data sources, and responsibility centers are identified. Several offices are involved in collecting, compiling, evaluating, and disseminating data including the Offices of Field Services, Records and Registration, the ETC, Enrollment Management, Institutional Research, Human Resources, Academic Affairs, Business and Finance, Planning and Accreditation, Institutional Advancement, and the Education Unit. These data sources are coordinated and make

ongoing systematic links to the unit's assessment system. Modifications to assure continued growth and enhanced quality are based on candidate performance data. Candidate assessments and measures of program effectiveness make possible evidence-based decision making. Change is then informed by needs assessments, performance measures, and outcome indicators. Revisions are implemented to ensure the teacher education graduates – Reflective Facilitators – are able to provide the learning experiences needed to help and support P-12 students to achieve at their greatest potential.

CSU teacher candidates are assessed on the knowledge, skills, and dispositions for teaching. CSU teacher candidates are assessed at three checkpoints or phases of the Performance Assessment System. These checkpoints are aligned with the phases of the graduated field experiences. The performance assessment system permits the EU to review the performance of students, faculty, and programs in a more systematic manner. The system prescribes a data collection process that can be used to make informed decisions concerning the improvement of programs and services offered by the unit.

Quality of instruction and programs is intimately related to each of the dimensions of the conceptual framework for undergraduate and graduate programs. The quality of instruction provided by the unit influences the development of the systematic planner, instructional leader, effective communicator, reflective decision maker/reflective practitioner, and evolving professional/action researcher outcomes. These dimensions of the conceptual framework are assessed in relationship to courses, practicum experiences, and student teaching/internships, which are performance-and standards-based.

Formal and informal evaluations are utilized to determine teacher candidates' mastery of subject-matter content, oral and written communication skills, and their ability to impact learning for P-12 students. Formal assessments include the electronic portfolio, case studies, action research, unit and lesson plans, and Praxis I & II. Informal assessments include candidate surveys, stakeholder surveys, and exit interview questions.

The assessment system includes the use of multiple measures of applicant qualification, candidate performance, and unit operations to evaluate and improve the unit and its programs. Information is gathered from a variety of sources, reviewed, and analyzed annually by the Unit. The evaluation is based on major variables of the system, base year status, and current status. The final analysis yields information on actions to be taken and recommended changes for programs within the Unit.

A unit *Assessment Committee* comprised of designated faculty, department chairs/program coordinators, and representatives from Institutional Research meet at the beginning of each semester to analyze and report data findings to the EU. This data are used to plan and coordinate unit and departmental activities, assess learner outcomes, build on program strengths, and identify strategies to resolve program deficiencies.

As stated above, the CSU unit assessment system includes the use of multiple measures of applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The performance measures are administered during the different phases of the assessment system. Each screening point has a specific set of standards, which must be met in order for candidates to continue to the next step in the program. At the end of each academic year, the assessment committee systematically analyzes and reports the findings of the assessment system.

Data generated at each screening point are analyzed and compared to determine if candidates are meeting expectations set by the EU and MSDE. Preliminary findings indicate that the assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success.

Assessment data collection includes information that is used to determine admission, continuation in, and completion of the program such as:

- Course grades
- Program enrollment and graduation data
- Faculty assessment instrument
- Faculty course evaluations
- Practicum Evaluations (supervising teacher evaluations)
- Interviews (entrance, pre-student teaching, program exit)
- Methods courses
- Oral communication evaluation
- Written communication evaluation
- Portfolio evaluation
- Practicum reports (candidates' evaluations)
- Praxis scores
- Student self assessment
- Stakeholder questionnaire
- Student evaluations of courses
- Student teaching/internship evaluations
- Student teaching/internship observations
- Pre-student teaching assessment (e.g. PRAXIS I, GPA, prerequisites)
- Post student teaching and program completion assessment (e.g., PRAXIS II, case study/action research, portfolio, transcript analysis)

Candidates' performances are assessed at entry, prior to methods courses for undergraduate candidates, prior to advancing to candidacy for graduate candidates, during student teaching, at program completion, and in follow-up assessment sessions by stakeholders. Table 2.1 shows where the major assessments occur. Candidates who do not successfully meet expectations do not graduate from the unit.

Data collection and management of the assessment system are the responsibility of the Assessment Committee and the Director of Education.

To ensure fairness, accuracy, consistency, and the elimination of bias in assessment instruments, the unit employs a number of steps, including the alignment of all instruments with the indicators of the conceptual framework and state and national standards; the development and use of rubrics; the use of trained evaluators who are familiar with the knowledge, purpose, and content the rubrics are designed to measure; the use of multiple raters; and the use of the unit assessment committee to review and interpret all analyzed data.

Table 2.1: Unit Assessment System: Transition Point

Program	Admission	Entry to Clinical Practice	Exit from Clinical Practice	Program Completion	After Program Completion
Undergraduate Initial Teacher Education Programs					
Early Childhood-BS/ Elementary-BS/ Secondary-BS/ Special Ed-BS	<ul style="list-style-type: none"> • Praxis I • Entrance Interview • Portfolio • Teacher Education Application • Declaration of Major • Practicum Evaluations (2) 	<ul style="list-style-type: none"> • Practicum Evaluations (2) • Health Screening form • Individual Growth plan (if necessary) • Student Teaching Application • Student Teaching Essay • Student Teaching Interview • Portfolio 	<ul style="list-style-type: none"> • Student Teaching Evaluation • Portfolio 	<ul style="list-style-type: none"> • Application to Graduate • Exit Interview 	<ul style="list-style-type: none"> • Program Completion Survey • Survey of Recent Graduates • Program Review Questionnaire
Graduate Initial Teacher Education Programs					
Special Education-M.Ed./ Elementary-MAT/ Secondary-MAT	<ul style="list-style-type: none"> • Praxis I • Entrance Interview • Program of Study • Application to School of Graduate Studies • Recommendation Letters (3) • Official Transcript • Writing Sample 	<ul style="list-style-type: none"> • Advancement to Candidacy Approval • Thesis Committee Agreement • Portfolio • Oral Communication Video 	<ul style="list-style-type: none"> • Internship Observation • Internship Evaluation • Oral Communication Video 	<ul style="list-style-type: none"> • Thesis/Action Research Defense • Exit Interview • Thesis/Action Research Approval • Graduation Approval 	<ul style="list-style-type: none"> • Program Completion Survey • Survey of Recent Graduates • Program Review Questionnaire

Element 2: Data collection, analysis, and evaluation

A variety of assessments and evaluations is utilized throughout the teacher education program to ensure candidates' proficiency in program outcomes, in meeting professional program standards, the INTASC principles, Maryland Redesign of Education components, and the Maryland Teacher Technology Standards (MTTS). The EU also administers a variety of assessments and evaluations to monitor and improve unit operations. These assessments include PRAXIS I & II scores, transcript evaluations, portfolio evaluations, practicum evaluations, student teaching interviews, and student teaching observations and evaluations. Faculty data include faculty evaluations, faculty assessments, student course evaluations, and faculty workload reports. Stakeholder data include alumni surveys, program completer surveys, employer surveys, and on-site supervising teacher surveys. Table 2.2 lists the types of data and the time frame in which they are collected.

Table 2.2: Data Collection Timeline

Types of Data	Collection Time Frame
<i>Candidate Data</i>	
Praxis I	Each Semester
Praxis II	Each Semester
GPA	Each Semester
Student Teaching Interviews	Each Semester
Student Teaching Observations	Each Semester
Student Teaching Evaluations	Each Semester
Portfolio Evaluations	Each Semester
Practicum Evaluations	Each Semester
<i>Faculty Data</i>	
Faculty Evaluations	Annually
Faculty Assessments	Annually
Student Course Evaluations	Each Semester
Faculty Activity Report	Each Semester
Faculty Workload Report	Annually
<i>Stakeholder Data</i>	
Alumni Surveys	Annually
Program Completers Survey	Annually
Employer Surveys	Annually
Supervising Teacher Surveys	Each Semester

All data on teacher education candidates are regularly collected from faculty members and recorded on data collection forms during each transition point and stored in the university's information system TEPR for later use in queries and aggregated data reports. The data are collected each semester and reported annually. Data from the assessments are analyzed consistent with the established procedure described below.

- a. Once the data have been reported on the data collection worksheets by the department chair, copies are forwarded to the TEPR administrator(s). The original worksheets and evaluation forms are placed in the department's candidates' files. (The Director of Education serves as the TEPR administrator until someone is hired in that position.)
- b. The TEPR administrator(s) reviews the forms to ensure completion before distributing to the TEPR specialists for data entry. If data are missing, the department is contacted to supply the missing information.
- c. The TEPR specialist checks off each row of milestone data as it is coded. Each data field is then signed and dated.
- d. Once coding is completed, the forms will be returned to the TEPR administrators for updating the tracking document.
- e. The assessment team meets at the beginning of each semester to review data, run queries, and analyze the data.
- f. The assessment team reports directly to the Director of Education all aggregated information that may impact the teacher education programs. A report is compiled and distributed to the department chairs and to all faculty members within the Education Unit.

Maintenance of records of formal complaints and resolutions

The EU has in place a formal process to receive, review, and resolve complaints of pre-candidates or candidates in on-campus classroom settings and during clinical and field experiences. The following procedures outline the processes involved in maintaining records of formal complaints and resolutions within the institution and the unit as is outlined in the university catalog. (**Artifact 2.2.1**)

- The complainant is expected to negotiate with the instructor concerning grievance.
- If the grievance has not been resolved, the complainant will meet with the department chairperson to attempt a resolution.
- Failure to secure a resolution results in the grievance process moving to the Director of Education.
- The Provost/Vice President for Academic Affairs is presented with the grievance if no resolution is reached.

When a complaint cannot be resolved satisfactorily by the process described, the candidate has the option of having the complaint reviewed by the university-wide student grievance process.

The forms and records of all formal complaints and resolutions are filed in the student's folder and kept on file in the chair's office.

Element 3: Use of data for program improvement

The comprehensive performance assessment system includes the use of multiple assessments of applicant qualifications, candidate and graduate performance, program quality and unit operations. Candidates' performance is assessed during three phases of each program and after program completion.

Each programmatic change is based on data from the various assessments, as well as candidate, education faculty, and community feedback. Program goals and reports were also used to identify appropriate program changes that are consistent with the goals and mission of the program, department, education unit, and university.

Based on feedback received from candidates during entrance interviews, student teaching and internship conferences, academic advising, exit interviews, candidates have the opportunity to express their opinions regarding program policies, sequencing of courses and assessments used, as well as education faculty. This feedback is documented on Unit assessment instruments and shared with department and Unit faculty. During discussions with education faculty, interventions to address student and faculty concerns are proposed and approved, by unit and university approval process.

Early changes that have occurred as a result of the analysis include the purchase and implementation of the Plato diagnostic examination, the hiring of the PRAXIS I Coordinator, the institutionalization of the Individualized Professional Growth Plan, and the collaboration between faculty members from the Departments of Curriculum and Instruction and Special Education. This collaboration strengthens the ability of the candidates to work with all student populations, specifically candidates in regular elementary programs who needed to work with inclusion classrooms and special education candidates who needed additional work with regular education.

Based on the assessment process, certain changes in undergraduate and graduate programs were made. Modifications include changes that were made to the interview form, the *Individualized Professional Growth Plan*, the e-portfolio, and other program or curriculum changes as indicated in Tables 2.3a, 2.3b, and 2.3c.

Academic Program Modifications

Table 2.3a: Undergraduate Program Changes by Program & Phase

	Phase 1	Phase 2	Phase 3
ECED		Electronic Portfolio Revised Student Teaching Interview form	
ELED		Electronic Portfolio Revised Student Teaching Interview form	
SPED		Institutional Review Board Electronic Portfolio Revised Student Teaching Interview form	
SCED		Electronic Portfolio Revised Student Teaching Interview form	

Table 2.3b: Graduate Program Changes by Program & Phase: New Requirements

	Phase 1	Phase 2	Phase 3
MAT	Praxis Preparation Oral Communication Video Phase I Portfolio	Individualized Professional Growth Plan Content Area Courses Electronic Portfolio	Oral Defense Comprehensive Exam replaced by Action Research I & II
SPED		Electronic Portfolio Identification of SPED Research Specialist	Comprehensive Exam replaced by Action Research I & II

There are additional undergraduate program modifications that do not coincide with a particular phase of implementation, but were identified to increase technological fluency of candidates and faculty, increase interdisciplinary collaboration, increase candidates' diversity experience, improve the effectiveness of grading rubrics, and provide individualized remediation. Table 2.2c identifies additional program modifications.

Table 2.3c: Additional Program Modifications

Additional Undergraduate/Graduate Program Modifications
• Technology training for faculty (all programs)
• Integration of technology in program syllabi (SPED)
• Collaboration between ECED, ELED, and SPED disciplines during methods block courses
• Revision of all scoring rubrics to capture data on each indicator across all conceptual framework outcomes
• Implementation of Individualized Professional Growth Plan (all programs)

Assessment data are typically shared with candidates during student conferences, academic advising, and student informational sessions. As program changes are implemented, faculty members justify such changes based on national and state requirements along with data driven feedback from the unit's assessments. These changes, along with the respective justification, are presented to the faculty through the policy approval process. (See chart in Standard 6)

In addition to assessments that collect and analyze data on applicants' qualifications, candidate, and graduate performance, the unit assessment system is also designed to collect and analyze data on unit operations to evaluate and improve the unit and its programs. Data for this purpose are gathered from both formal and informal assessments, including enrollment data, program completers' data, test scores, exit interviews, and faculty evaluations. Findings from these assessments have resulted in the hiring of a unit academic recruiter, the purchase of Plato software to improve Praxis I scores, and extending operating hours in the Education Resource Center (ERC) and in the Education Technology Center (ETC).

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICES

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element 1: Collaboration between unit and school partners

Initial (Undergraduate)

The CSU teacher education unit collaborates with its school partners in the design, delivery, and evaluation of all field and clinical experiences. CSU has established formal agreements with the Baltimore City, Baltimore County, and Howard County School Systems to place candidates in field and clinical experiences. The CSU Coordinator of Field Experiences coordinates all field and clinical placements with the school systems.

The public school partners have contributed significantly to the process of implementing field experiences for teacher candidates at all levels. Partner schools give feedback on the appropriateness of placements in accordance with age levels, dispositions and willingness of students participating in required field and clinical experiences. P-12 teachers also assess teacher candidates using the *Pre-Student Teaching (Methods)/Student Teaching Observation* and *Student Teaching Evaluation* forms. Data derived from these assessments are analyzed collaboratively and shared with both the schools and the unit instructional staff to assist and guide the academic progress of teacher candidates. Data are analyzed by the methods block instructor, supervising teachers, department chairpersons, director of education, and arts and sciences instructors.

There are four phases of field-based experiences. The first two phases focus on observation, participation, and reflection. The third and fourth phases focus on pedagogy. The schools and Coppin collaborate to determine placement of candidates for the final two phases of the pre-student teaching and student teaching experiences at the undergraduate level and internship at the graduate level. All undergraduate candidates complete their extensive internship in a PDS. Tables 3.1a and 3.1b identify the schools in the Coppin PDS network. Five of the schools have had established relationships with CSU since 1999. The other five are emerging partner schools that have been voted in as new PDS sites in the network.

Table 3.1a: Coppin PDS Network: Established Partnerships

Baltimore City	Faculty Liaison	On-Site Liaison
John Eager Howard Elementary	Juanita Ashby Bey	Joetta Boyd
Rosemont Elementary	Wyatt Coger	Nellie Pearson
Gwynns Falls Elementary	Hattie Washington	Jocelyn McLaughlin
Lemmel Middle	Wyatt Coger	Eleanor Nichols
Baltimore County	Faculty Liaison	On-Site Liaison
Wellwood International Elementary	Leontye Lewis	Betty Lobe

Table 3.1b: Coppin PDS Network: Emerging Partnerships

Baltimore City	Faculty Liaison	On-Site Liaison
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Robert Coleman	Hattie Washington	Joann Parham
Dr. Nathan A. Pitts – Ashburton Elementary Middle	Hattie Washington	Sabrina Elliot
Coppin Academy	Juanita Ashby-Bey Cynthia Neverdon-Morton	Marty Brown
Howard County	Faculty Liaison	On-Site Liaison
Reservoir High	Wyatt Cogger	Leslie Grahn
Lime Kiln Middle	Wyatt Cogger	Angela Johnson

The 2003-2004 Maryland State Department of Education *Fact Book* (Artifact 3.1.1) reports the following student and teacher demographic data:

Table 3.2a: Demographic Data on Student Enrollment by School Systems in Partnerships

School System	African Americans		American Indian		Asian/Pacific Islander		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	
Baltimore City	81,034	88.3	264	.3	574	.6	1,291	1.4	8,575	9.3	91,738
Baltimore County	39,804	36.7	541	.5	4,490	4.3	2,759	2.5	60,729	56.0	108,523
Howard County	8,819	18.4	108	.2	5,662	11.8	1,739	3.6	31,505	65.9	47,833

Table 3.2b: Demographic Data on Teachers by School Systems in Partnerships

School System	African Americans				White				Other				Total
	#	%	M	F	#	%	M	F	#	%	M	F	
Baltimore City	3,865	62.7	836	3,029	2,161	35.0	676	1,485	142	2.3	44	98	6,168
Baltimore County	854	11.3	222	632	6,525	86.7	1,570	4,955	148	2.0	34	114	7,527
Howard County	365	10.8	69	296	2,891	85.6	648	2,243	121	3.6	25	96	3,377

Collaboration is also manifested in the evaluation of teacher candidates throughout the field and clinical experiences. During the methods block and student teaching experiences, the supervising teacher, teacher candidate, and university supervisor jointly collaborate in administering formal observation and evaluation assessments. The assessment instruments have been jointly developed for use during this experience. The supervising teacher and the university supervisor collaborate to complete mid-point and final evaluations at each placement. A three-way conference is then implemented and each individual signs the instrument. Observations are completed by the university supervisor with a follow-up conference between the university supervisor and the candidate. The supervising teacher and the candidate participate in reflective conferences after daily lessons. The public school teacher and the unit methods block instructor collaborate to determine the effectiveness of the teacher candidate at the completion of the methods experience. These same stakeholders are surveyed at the completion of the clinical experiences to determine the

effectiveness of the experiences and the teacher preparation program. (Artifact 3.1.2) Feedback is used to determine any revisions to the instructional program. Teacher candidates also collaborate with the school teacher during pre- and post- conferences to give feedback to the candidate.

Public school staff members also serve on student teaching interview and Phase III e-portfolio review teams. For example, candidates participated in the e-portfolio presentation on-site at Wellwood International School where the on-site liaison served as a member of the evaluation review team. (Artifact 3.1.3) E-portfolio presentations were also held on campus at Coppin where P-12 supervising teachers of special education interns served on the portfolio review team.

Collaborative efforts also take place during events such as American Education Week. Teacher candidates and public school personnel are invited to activities centered on professionalism, disposition, and best practices. (Artifact 3.1.4) A principals' panel is held each year to address these issues. (Artifact 3.1.5) The EU and public school partners collaborate in determining researched best teaching practices for improving student test performance in the areas of reading and mathematics. Selected public school teachers and EU instructional staff (Dr. Genevieve Knight for mathematics and Dr. Delores Harvey for reading) collaborated to create instructional videos highlighting best practices. (Artifact 3.1.6) Pre-service and in-service teachers utilize these tapes for instructional purposes.

In the establishment of PDS partnerships, the unit collaborates with each public school system (Baltimore City Public Schools, Baltimore County Schools, and Howard County Public Schools) to determine policies and procedures. Each school district has PDS meetings with the IHE institution outlining collaborative efforts. (Artifact 3.1.7) Representatives from each PDS site participate in yearly summer planning meetings and bi-monthly PDS Coordinating Council Meetings. (Artifact 3.1.8) These planning meetings result in identified areas of professional development for pre-service and in-service teachers. For example, based on the specifics outlined in School Improvement Plans (SIP), the PDS sites have requested professional development in areas of reading and mathematics. Surveys and plans resulting from these meetings are included in the artifact room. (Artifact 3.1.9) These meetings are held monthly and attended by the PDS coordinator and designated unit faculty members.

Initial (Graduate)

The MAT and SPED teacher candidates in initial certification programs must meet requirements as outlined in the graduate student handbook and the appropriate university catalog. The required practica in both programs are normally completed in PDS sites. Both the unit and public school partners collaborate to determine the placement and mentor teachers engaged in the observation practicum or internship. The collaboration continues during the evaluation of this process by the university and mentor teacher. This collaboration is designed to ensure that candidates are able to develop P-12 learning activities based on the indicators of the conceptual framework. The collaboration takes place at advisory board meetings, teacher education meetings, school meetings, pre- and post- observations, school improvement team meetings and special call meetings.

Element 2: Design, implement, and evaluation of field experiences and clinical practice

The teacher preparation programs at CSU provide a prescribed sequence of field-based experiences. All education courses require fieldwork assignments. The Phase I & IIA requirements may be completed in a PDS or other settings, but students are generally placed in a PDS. Clinical experiences (Phase IIB) and the extensive internship (Phase III) must be completed in a PDS. There are four phases of field-based experiences with a minimum number of clock hours attached at each level. The descriptions and guidelines are described in the *Undergraduate Field Experience Manual*. (Exhibit 3.2.1) The phases allow the pre-candidates and candidates to build upon graduated experiences to facilitate different requirements and allow for development of required and appropriate knowledge, skills, and dispositions. Candidates must reflect on their experiences in daily/weekly journals and in cumulative practicum reports. (Exhibit 3.2.2) The reflective journal and practicum reports must conform to the competencies of the conceptual framework and demonstrate the candidates' understanding and application of Unit, state, and national standards. Participating teachers and/or faculty collaborate in assessing candidates at each phase of the practical experience. The requirements at each phase are aligned with the outcomes of the conceptual framework, the MTTs, INTASC, and to respective NCATE/SPA Standards. Alignment is achieved since each outcome is aligned with the MTTs, INTASC, and Specialty standards. Candidates at Phase IIB and Phase III are required to discuss all standards in the reflective and cumulative practicum report. During Phase III of the clinical experience, candidates are required to complete two student teaching experiences – one at an inner city placement and the other in a suburban/county placement. The two experiences are designed to ensure that each candidate is exposed to diverse P-12 students and teachers in the student teaching experience. The requirements at each phase are outlined below.

Phase I: Observation and Reflection

The prospective teacher education candidate is prepared by the instructor to recognize learning theories, developmental processes, management techniques, cultural differences, basic teaching and learning strategies, use of technology to enhance instruction, and classroom assessments. A minimum of 16 clock hours are attached to this experience.

Phase IIA: Observation, Participation, and Reflection

The prospective teacher education candidate is prepared by the EU instructor to participate in the second practicum level with observation, active participation, and reflection as the major requirements. A minimum of 24 hours of field observation and participation are required for this practicum.

Phase IIB: Guided Practice and Reflection

Each teacher candidate participates in the first part of the extensive experience in required education method courses. Supervising teachers and university faculty guide the teacher candidates as they integrate theory with practice to attain the outcomes in the conceptual framework. A minimum of 30 clock hours of field experience is required at this level. After completing phases IIB and III of the field experience, each candidate will meet the minimum requirement of 100 days on a PDS site.

Phase III: Directed Student Teaching

Teacher candidates complete the extensive experience by participating in a student teaching experience, with experiences at two levels of the school curriculum within the major. Candidates fulfill this requirement at two different PDS placements to facilitate working with a diverse population. Baltimore County and Howard County School systems provide diverse PDS sites for teacher candidates. Candidates work with supervising teachers and with EU supervisors to continue

to hone knowledge, skills, and dispositions as they work to integrate theory with practice and to reflect on that practice for continued professional development. Candidates must spend a total of 16 weeks in two PDS placements.

Tables 3.3a, 3.3b, and 3.3c further outline the phases that guide the practical experiences of all teacher candidates at CSU who are enrolled in undergraduate initial certification programs. In Table 3.3a the phases are outlined by program and aligned to course requirements. During Phase IIB, candidates complete methods requirements. In the fall-spring configuration, candidates spend both semesters on site at the PDS where eight weeks are spent with the EU faculty and the final eight weeks with the P-12 school faculty. This translates to 48 days with the methods block teacher and the 24-day experience with a seasoned mentor teacher. In this 24-day experience, the teacher candidates observe, teach and apply skills taught in the methods block. They are guided in practicing and meeting the outcomes in the conceptual framework. The candidates are expected to plan, implement, and evaluate lessons based on the needs of the students in the public schools. In the spring/fall configuration, the courses are taught on-campus, but candidates must complete a specified number of observation and participation hours on-site at a PDS.

Table 3.3a: Field Placement Requirements by Programs and Phases with Required Hours

Program	Phase I		Phase IIA		Phase IIB		Phase III	
	Hours	Courses	Hours	Course	Hours/ days	Course	Hours	Course
ECED	16 hours per course	EDUC 202 EDUC 203 SPED 201	24 hours	EDUC 300 ECED 201 ECED 301 ECED 329 ECED 334 ECED 408 REED 401	30 hours per course	ECED 330 ECED 331 ECED 33 ECED 337 ECED 338	18 weeks	ECED 411:
ELED	16 hours per course	EDUC 202 EDUC 203 SPED 201	24 hours	EDUC 300 PHED 201 ELED 301 CUIN 336 EDUC 408 REED 401	30 hours per course	ELED 301 ELED 302 ELED 303 ELED 304 ELED 305 ELED 306 ELED 307	18 weeks	ELED 412
SPED	16 hours per course	EDUC 202 EDUC 203 SPED 201	24 hours	SPED 202 SPED 203 SPED 302 SPED 303 SPED 401 SPED 403 EDUC 300 REED 401	30 hours per course	SPED 301 SPED 304 SPED 305 SPED 306	18 weeks	SPED 404/405
SCED (Math, SS/History Biol/Chem English)	16 hours per course	EDUC 202 EDUC 203 SPED 201	24 hours	EDUC 408 SCED 312	30 hours per course	SCED 427 REED 428 SCED 324/ SCED 327/ SCED 326/ SCED 325	18 weeks	SCED 412

Table 3.3b: Configuration of Fall-Spring Extensive Experience - 100 days in a PDS

Program	1 st Semester	2 nd Semester	Total # of Days
ECED	48 on site /24 days in classroom	90 days	138/114 days
ELED	48 on site /24 days in classroom	90 days	138/114 days
SPED	48 on site /24 days in classroom	90 days	138/114 days
SCED	16 days	90 days	106 days

Table 3.3c: Configuration of Spring- Fall Extensive Experience - 100 days in a PDS

Program	1 st Semester	2 nd Semester	Total # of Days
ECED	30 hours X 5 classes/16 days	90 days	106 days
ELED	30 hours X 7 classes/16 days	90 days	106 days
SPED	30 hours X 4 classes/days	90 days	106 days
SCED	16 days	90 days	106 days

During participation in the sequenced, field-based experiences, EU faculty and supervising teachers assist teacher candidates in developing the knowledge, skills, and dispositions delineated in the Conceptual Framework, state standards, and professional program standards. These attributes must be identified in written assignments, reflective journals, or portfolios. Teacher candidates are trained in the use of technology at the university level as well as in the schools. Each EU faculty member who teaches education courses is required to provide teacher candidates with technology assignments that will assist them to meet state technology standards as well as foster differentiated instructional processes. In these courses, teacher candidates are required to access technology information, develop web sites, design power point presentations, and develop lesson plans that incorporate appropriate standards in order to enhance classroom participation and learning. (Exhibit 3.2.3) Course requirements that address curriculum design and development are aligned with the *Voluntary State Curriculum* (VSC). (Exhibit 3.2.4) For example, e-portfolios are initiated in the education technology course: *EDUC 203: Audiovisual Technology in Teaching*. Teacher candidates are required to complete an e-portfolio during the final phases of their field and clinical experiences (Artifact 3.2.5).

EU, in collaboration with arts and sciences faculty, unit faculty, and P-12 school partners, sets the criteria for the selection of school-based supervising teachers. These criteria are consistent with the standards of the local school districts and are outlined in the *Student Teaching Handbook*. (Exhibit 3.2.6) Supervising teachers must have a minimum of three years of outstanding teaching and evidence a commitment to continuous growth and development for themselves and children. (Exhibit 3.2.7) School principals, the EU Field Services Coordinator and the university supervisor collaborate to select supervising teachers.

The supervising teachers must complete a profile sheet delineating the area of certification, interests, and years of teaching. (Exhibit 3.2.8) P-12 teachers serving as supervisors of graduate students must be selected by the school administrator. Regular staff development is conducted at the school site each semester and is provided by the Office of Field Services for teachers who will serve as supervising teachers during that semester. (Exhibit 3.2.9) P-12 teachers at the PDS sites hosting the methods block in the fall semester are invited to participate in methods block demonstrations and observations. Modeling by the methods faculty and P-12 school faculty is used to determine best instructional strategies for the teacher candidate. School faculty members attend professional development sessions conducted by education unit. For example, through grant funded

opportunities, school representatives participate in reading strategies focusing on Scientifically Based Reading Research (SBRR) and the five core components of reading instruction. Workshops are led by the university Reading First Teacher Education Network (RFTEN)/Reading First trained faculty members. (Exhibit 3.2.10) A similar process is conducted for mathematics and is led primarily by Dr. Genevieve Knight from the School of Arts and Sciences. (Exhibit 3.2.11)

As candidates complete Phases IIB and III of the extensive internship, they teach full lessons. All lessons are observed by the supervising teacher, who provides feedback to the candidate through detailed conferencing and continued assistance in planning. The university supervisor conducts scheduled and unscheduled observations of each candidate. At the conclusion of each lesson observed by the university supervisor, the trio (candidate, university supervisor, and supervising teacher) becomes involved in conferencing and discussions to outline strengths and areas that need improvement - content knowledge, pedagogical knowledge, skills, and dispositions, and addressing the Maryland VSC. (Exhibit 3.2.12) Candidates maintain contact with supervising teachers and university supervisors through both telephone and electronic communications.

As candidates progress through the two phases of the extensive internship, every effort is made to assign them in cohorts of two or more at PDS sites. Candidates generally complete the first placement of Phase III with the same P-12 teacher to whom the candidate was assigned during the Phase IIB experience. However, during the second placement of the Phase III experience candidates are placed to provide a diverse experience with peer support. Table 3.4 outlines the number of interns in each cohort placed at each PDS by semester during the past three academic years:

Table 3.4: Number of Undergraduate Candidates Placed at each PDS

Semester	Placement # 1	# in Cohort	Placement # 2	# in Cohort
Fall 2002 (n=6)	Rosemont	2	Wellwood	6
	Gwynns Falls	2		
	JEH	2		
Spring 2003 (n=4)	Rosemont	4	Wellwood	4
*Fall 2003 (n=5)	Rosemont	3	Wellwood	* 3
	JE Howard	1	Lemmel	1
	Gwynns Falls	1		
**Spring 2004 (n=6)	Rosemont	5	Wellwood	** 7
	Gwynns Falls	1		
Fall 2004 (n=6)	Rosemont	4	Wellwood	5
	Gwynns Falls	2	Lime Kiln	1
Spring 2005 (n=3)	Wellwood	1	Wellwood	1
	Gwynns Falls	1	Lime Kiln	1
	R. Coleman	1	Gwynns Falls	1
Fall 2005 (n=2)	Rosemont	1	Wellwood	2
	Gwynns Falls	1		

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* One student completed the 2nd experience at a later date

** Candidate referenced above completed second experience

MAT/ Initial SPED Graduate Programs

The requirements of the graduate programs are to facilitate the development of the outcomes of the conceptual framework that guide the preparation of CSU graduate candidates. The six outcomes addressed are (1) Decision Maker, (2) Instructional Leader, (3) Systematic Planner, (4) Effective Communicator, (5) Reflective Practitioner, and (6) Action Researcher. These outcomes are guided by specific indicators, which are measured by rubrics reflecting varying degrees of mastery. Graduate candidates also are required to complete three phases or checkpoints of the Performance Assessment System as outlined in the assessment manual. (Exhibit 3.2.13) The three phases are (1) admission to the graduate program, including the submission of a portfolio; (2) mid-point self-assessment and reflection as a researcher/practitioner in practicum and/or internship; (3) and the final phase of demonstrating and providing evidence of mastery concerning the research project.

Element 3: Candidates' development and demonstration of KSD to help all students learn

The design of the teacher education program affords teacher candidates support and the opportunity to demonstrate their knowledge, skills, and dispositions as they progress through the different phases of the practical and clinical experiences. A variety of criteria, as outlined in the assessment manual and linked to candidates' competencies, are used at appropriate levels. Teacher candidate competencies have been developed for each outcome of the conceptual framework. These outcomes and criteria are incorporated in all course syllabi, assessment instruments, and performance requirements.

Teacher candidates must demonstrate their mastery of content and professional knowledge during the methods block prior to entering student teaching. Criteria exist for teacher candidates to enter student teaching as well as for exiting the program. These requirements, detailed in the *Student Teaching Manual*, are outlined below:

Admission to Methods Courses:

In order to be admitted to the methods courses, the candidate must demonstrate that she/he has (1) completed all prerequisites, including general education requirements, (2) maintained a minimum GPA of 2.7, (3) Passed PRAXIS I examination (527 minimum cumulative score), and (4) been admitted to Teacher Education by having met all admission requirements.

Admission to Student Teaching:

Candidates are admitted to student teaching once they have met the following requirements: (1) passed all program education courses with a grade of C or better (2) achieved a GPA of 2.7 or better (3) attempted PRAXIS II (4) completed and submitted the Student Teaching Application to the Coordinator of Field Services (5) successfully completed a student teaching writing sample and interview process.

Exit from Program:

Candidates are cleared to exit a program of study at the undergraduate level once they have: (1) met all GER as described in a specific program of study (2) achieved a minimum of 2.7 GPA, (3) met student teaching assessment requirements, (4) obtained PRAXIS II cut-off scores, (5) completed graduation approval procedures, and (6) met the e-portfolio and structured exit interview requirements.

An interview team, consisting of instructors from the EU, the School of Arts and Sciences, and a mentor teacher from a PDS site is used to assess the competencies of teacher candidates as they prepare for student teaching and for exiting the program. The assessment tool used during the oral interview and the writing sample is based on the performance indicators of the conceptual framework, as well as the disposition and diversity indicators and measures. The team interviews the candidates approved by the department chair as having met all teacher education requirements. The same process is completed for the secondary education candidates. The number of teacher candidates interviewed over the past seven semesters is listed in Table 3.5 and the number of program completers by program is identified in Table 3.6:

Table 3.5: Number of Candidates Completing Student Teaching Interview

Semester	Candidates Interviewed	Success Rate
Fall 2002	6 (1 Secondary)	100%
Spring 2003	4	100%
Fall 2003	5	100%*
Spring 2004	6 (1 Secondary)	100%
Fall 2004	*7	100%
Spring 2005	4	100%
Fall 2005	3	100%

* One candidate was unsuccessful during her first student teaching interview, was required to complete outlined intervention processes, and was successful during the second interview attempt. (Exhibit 3.3.1)

Table 3.6: Programs Completers by Program and Academic Year

Programs	Academic Years			Total # of Completers: 2003-2005
	2002-2003	2003-2004	2004-2005	
ECED	3	3	5	11
ELED	4	4	4	12
SPED (U)	2	2	4	8
SCED	1	0	0	1
MAT	4	4	1	9
SPED (G Initial)	6	6	2	14

Using the rating scale indicated on the student teaching interview form, each candidate is rated and given either a passing or failing score (Artifact 3.3.2). Strengths and weaknesses are indicated on the form as well as discussed with the teacher candidate. At the conclusion of all the interviews, the team aggregates the strengths and areas of needs and makes recommendations for improving the next cohort of teacher candidates. These recommendations are disseminated to the unit faculty and teacher candidates. Those teacher candidates passing the interview are then assigned to complete

their student teaching experience with the same methods block supervising teacher. The findings of this assessment to determine readiness for student teaching are outlined in standard 1.

The methods and student teaching supervising teachers are selected by the principal, department chairperson, and Field Services Coordinator based on criteria set by the university in collaboration with school representatives. The supervising teachers are outlined in Table 3.7.

Table 3.7: PDS, Supervising Teachers, and Professional Qualification (2005)

School	# of Years Teaching			Degree Held		Certification Area			
	1-10	11-20	21-30+	BS	MA	ECED	ELEM	SPED	SCED*
Rosemont	3	1	6	8	2	5	4	1	
Gwynns Falls	2	1	1	0	4	0	1	3	
Wellwood	6	3	5	7	7	3*	11	1**	
JE Howard	1			1			1		
Lime Kiln		1			1			1	
Robert Coleman			1	1				1	
Ashburton		1			1			1	
Totals	12	7	13	17	15	8	17	8	

* No SCED Teacher candidates during this period

** Teacher with a dual certification

Prior to entering student teaching, an orientation meeting is held by the field services office coordinator with the teacher candidates to disseminate information needed for them to do well as student teachers. A meeting with the school supervising teacher is held to review the profile of the candidates, specific program requirements as outlined in student teaching/seminar syllabi, use of the observation and evaluation forms, and the conceptual framework. The supervising teachers are reminded of the candidate competencies delineated in professional, state, and institutional standards.

During the student teaching internship, the teacher candidate, supervising teacher, and university supervisor collaborate often to ensure a successful experience. All work toward improving the impact that teacher candidates will have on student achievement and candidates' professional growth. Supervisors assist the teacher candidate to become a reflective facilitator of learning. Supervising teachers are encouraged to create improvement plans and give constructive criticism to the teacher candidates. Teacher candidates are required to keep reflective journals highlighting successful classroom strategies and to revisit practices that need adjustments. Information shared by the supervising teacher and teacher candidate become part of the journal as well as observed student behaviors.

The teacher candidate's impact on student learning is discussed after informal and formal observations and evaluations by the supervising teacher and university supervisor are completed. Improvement strategies and techniques are part of the pre- and post- conferences with the teacher candidate. The supervising teacher and university supervisor conduct a total of seven (7)

observation assessments of the teacher candidate and four (4) evaluations during the student teaching experience. The teacher candidate is also expected to conduct a self-assessment of a lesson that the university supervisor and the supervising teacher will also assess. This three-way assessment of the same lesson using the *Observation Form* provides a reliability and validity check for the instrument and process.

Teacher interns are required to complete the following assignments during the student teaching experience, as outlined in the student teaching syllabi: (a) reflective journal; (b) observations and evaluations; (c) case study (d) e-portfolio (which includes students' assessment to document impact on achievement; (e) detailed lesson plans (submitted to supervising teacher prior to implementation); (f) unit plan; and (g) two videotaped lessons. These requirements become part of a required e-portfolio that is used as an exit interview assessment. Collaboration between the university supervisor and supervising teacher is essential to the success of the student teaching experience and to assisting candidates to apply content knowledge and pedagogical knowledge, skills, and dispositions to help all students learn.

Teacher candidates participate in bi-weekly seminar discussions designed collaboratively by programs and are used to provide an avenue for reflection, feedback, intervention, support, and clarification on required student teaching assignments. The student teaching seminars are conducted by the program supervisors, where teacher candidates reflect on successful practices and areas of need. They collaborate in sharing common needs and problems faced in the student teaching experience. Teacher candidates critique each other's work and reflect upon the strengths and areas of improvement needed to maximize student achievement in the public schools. The results of the observations and evaluations of the teacher candidates are shared with the faculty for improvement and enhancement with the next cohort of teacher candidates. Principals, former teacher candidates, and supervising teachers are surveyed to continuously improve the teacher education program at Coppin State University.

During the student teaching experience, candidates are provided the opportunity to work with diverse populations. This diverse population includes urban students, students from low and reduced free lunch applicants, special needs students, highly capable and gifted students, and students speaking other languages. Working with diverse students enhances the need for candidates to discern the many ways to impact student learning and find ways to close achievement gaps that exist. Agenda items referencing impact on student achievement are included during student teaching seminars and sessions.

SPED and MAT Programs

Most candidates enrolled in the initial graduate programs are teachers of record seeking state certification. As a result, these candidates are allowed to complete their semester long internship in their classroom under the supervision of an experienced teacher who serves as mentor to the teacher candidate. If the candidate is not a teacher of record, then that candidate is placed in two settings much as is designed for the undergraduate teacher education candidate. Like their undergraduate counterparts, the candidates in these graduate initial programs will be supervised by a university supervisor, who will conduct observations of lessons and evaluations of success during placement, which includes success in meeting the needs of the student population and working collaboratively with colleagues and supervisors.

The design of the SPED and MAT graduate programs affords interns the opportunity to demonstrate their knowledge, skills and dispositions as they move through the phases as previously mentioned and outlined in the graduate manual ([Artifact 3.3.3](#)).

Table 3.8 provides details of the student diversity that our teacher candidates experience as they complete the extensive internship in a PDS site.

Table 3.8: Diversity of PDS (2004-2005)

Professional Development School	%Special Education Population	Student Mobility % Free and Reduced Lunch Population	Male Population (#)	Female Population (#)	Average % Students Performing At Advanced Instructional Level	Average % Students Performing At Basic Instructional Level
Rosemont Elementary	20.4	19.9	171	154	11.9	26.3
Gwynns Falls Elementary	20.1	14.9	231	226	6.8	28.8
Robert Coleman Elementary	14.8	46.4	146	150	2.2	50.3
John E. Howard Elementary	17.3	85.7	117	118	7.2	31.5
Ashburton Elementary/Middle	10.5	19.3	279	305	4.2	46.4
Lemmel Middle	30.1	24.9	495	444	3.8	73.1
Wellwood International Elementary (Balto County)	5.9	26.9	287	256	21.4	22.6
Lime Kiln Middle (Howard County)	8.3	0.0	303	281	48.5	6.6

SPED (Students Receiving Special Education Services)

FARM (Mobility Rate, Students Receiving Free and Reduced Meals)

Advanced and Basic Achievement (Basic is below proficiency, average scores on all grade levels in reading and math, 1-5 Elementary,6-8 Middle School)

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

CSU, in its vision for the future and as reflected in its plan for postsecondary education - *CSU in 2010: Nurturing Potential ... Transforming Lives*, is committed to maintaining its vision of diversity – diversity in both student and faculty populations. CSU is committed to restructuring and strengthening “academic programs through revitalization, enhancement, and expansion that are performance benchmarked to meet the needs of an increasingly diverse student population as well as the marketplace in the central city, the metropolitan area, the state, and the nation. CSU will maintain its commitment to those students, particularly African-Americans who come from economically challenged communities.” As such, the University is dedicated to “restructuring and revitalizing selected academic programs and adding new offerings at the undergraduate and graduate levels that complement the uniqueness of the institutional mission to prepare graduates for service to the state’s increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency and effectiveness”

Element 1: Design, implementation, and evaluation of curriculum and experiences

The EU at CSU has maintained a history of commitment to diversity that is clearly outlined in and reflected throughout the conceptual frameworks and in all corresponding instruction and assessment strategies. Teacher education candidates in the Unit pursue a course of study that prepares them to be “reflective facilitators of learning” in diverse settings. The outcomes of the conceptual frameworks are supported by multiple indicators, many of which are directly guided to prepare and measure candidates’ ability and commitment to help all children learn. The outcomes of the conceptual frameworks are aligned with INTASC principles and the standards of the State of Maryland and professional organizations.

As indicated in the conceptual frameworks, our candidates are expected to:

- consider the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction.
- relate student experiences to speaking, writing and reading processes.
- make curriculum decisions based on student strengths and errors.
- connect lessons to individual student experiences, cultural background and family/community environment.
- choose from multiple teaching and learning strategies to help diverse learners comprehend and perform.
- adapt communication modes and teaching strategies to student learning styles and level of proficiency.
- value flexibility to adapt to student interests.
- foster home and school links.

All teacher education candidates are exposed to and assessed by these indicators at transition points in their studies.

All syllabi for teacher education courses, initial undergraduate and initial graduate, clearly outline course expectations, which are identified as knowledge, skills, and dispositions. These measurable expectations are also aligned to the conceptual framework outcome indicators, MTTS, INTASC, and in the upper level courses, specialty area program standards. Candidates are knowledgeable of the importance of diversity and have many opportunities to plan and deliver appropriate instruction. This is evidenced in the development of lesson plans and teaching examples that the teacher candidates use in the presentation of their lessons and instructional materials.

Undergraduate Curriculum

The teacher education programs within the unit are organized according to general education requirements, pre-professional, professional, methods courses, and the student teaching experience. General and professional experiences provide a strong knowledge base upon which teacher candidates can build the skills and dispositions needed for working effectively in all classroom settings. For example, during general education courses, which include courses in the humanities, history, sociology, psychology, natural sciences, fine and communication arts, and mathematics, prospective teacher education candidates are exposed to diversity in the studies of historical and philosophical foundations, differences in human development, and methods of selection and application of children's literature.

Pre-professional courses, which all teacher education candidates must complete, include *EDUC 202: Educational Psychology*, *EDUC 203: Teaching with Audio Visual Technology*, *SPED 201: Introduction to the Need of Exceptional Learners*, *EDUC 300: Foundations in Reading Instruction*, and *PSYC 304: Child Psychology*. During these courses candidates are exposed to various factors that affect teaching and learning processes. They explore developmental processes, learner needs, learner differences (including gifted and talented, inclusion, learning styles preferences, gender, and socio-economic needs), and cultural differences.

The curricula of the professional courses take teacher candidates to the level where they begin to build on their knowledge of diversity to explore the use of different strategies for working with all learners. The road map to address diversity varies by program. For example, candidates preparing to become early childhood and elementary education teachers will continue to explore how to work with diverse populations (which will begin during methods, continue through student teaching and into the world of work) in courses such as *EDUC 402: History of Education*, *EDUC 408: Measurement and Evaluation*, *CUIN 336: Collaboration of Families and Communities*, among others. All candidates must earn a grade of "C" or better in these courses in order to progress through the program.

As candidates progress through the program they learn about theoretical processes and strategies that will guide instructional strategies. The depth and extent of exposure to these topics is increased as the candidates progress through the levels of the program. Creating instructional learning materials, which may be used to enhance the learning environment and to impact all students' learning, is a major component of the teacher preparation programs within the unit. During methods courses, students work collaboratively, under the supervision of the university methods instructor, to develop a learning environment that values various forms of diversity and learning preferences. The candidates generally learn on-site in a PDS to apply the strategies of creating a classroom climate that will assist them in providing all learners with a comfort zone that will affect their academic progress positively.

The methods courses provide the opportunity to revisit instructional strategies that involve all learners. Later that same semester, they observe P-12 teachers demonstrate best practices as they apply the differentiated instructional strategies that accommodate learner differences in the classroom. During this methods/pre-student teaching experience, candidates develop long- and short-term plans. They also instruct and assess students. This preliminary interaction serves as a precursor or an introduction to student teaching. Student teaching generally finds candidates beginning that experience in the same placement as the methods/pre-student teaching experience, affording them continuity and opportunity to work with a professional trained to meet the needs of a diverse student population. Candidates engage in student teaching in both urban and suburban PDS locations to guarantee opportunity to work with racial, cultural, ethnic, and diverse P-12 student and teacher populations.

Graduate Curriculum

Candidates enrolled in and completing a graduate initial teacher education program are also immersed in issues of diversity. All candidates at the graduate level are required to complete prerequisite courses, which include *SPED 587: Teaching Exceptional Children in the Regular Classroom*, *CUIN 605: Philosophical, Sociological, and Political Aspects of the Education Process* and *CUIN 560: Theoretical Bases for Teaching and Learning* or *EDUC 537: Developmental Bases of Behavior*. Candidates must demonstrate knowledge of strategies for working with a diverse student population. They learn how to accommodate all students, including special needs learners, in the regular classroom, even as they explore various theories and bases for teaching and learning.

Professional courses differ according to program area. However, candidates, through their program, will learn varying instructional strategies that accommodate all learners based on in-depth explorations of effective strategies that are grounded in developmental and learning theories. For example, candidates enrolled in the MAT initial certification program must complete *CUIN 606: Instructional Strategies and Methods for Effective Teaching* and *CUIN 607: Managing the Teaching/Learning Environment*. Likewise, candidates enrolled in the SPED M. Ed. initial certification program must complete *SPED 502: Learning Theory, Child Development, and Relevant Research in Special Education*, *SPED 503: Diagnostic Teaching of Mildly and Moderately Disabled Students*, and *SPED 662: Communicating with Parents, School Personnel, and Other Professionals, and The Community in the Education of Mildly and Moderately Disabled Students in the Elementary/Middle Grades* among other relevant and required courses.

State required certification courses, the content of which must be approved by MSDE as relevant, current, and appropriate, are also required of all candidates enrolled in initial graduate teacher preparation courses. These candidates complete *REED 504: Processes and Acquisition of Reading Skills*, *REED 505: Strategies and Materials for Reading Instruction*, *REED 508: Reading and Literacy Instruction in ECE and ELED Grades*, and *REED 603: Diagnostic Teaching of Reading*. Meeting the needs of a diverse student population, reflected in diagnosis and instruction, is covered in these courses and is reflected in the syllabi.

Assessment Strategies to Reflect Diversity

Assessment is a critical component of candidates' academic experiences. Candidates are taught how to apply a variety of assessment strategies, even as they are assessed using a variety of assessment processes. Candidates' assessment is standardized and is captured through implementation of various rubrics, which are designed using the outcomes and indicators of the conceptual

frameworks and are applied throughout the program. Candidates' written and oral presentations are assessed with rubrics developed and approved by the unit. However, although students are assessed throughout their tenure in teacher education, it is during the methods and student teaching experiences that candidates' abilities to apply diverse pedagogical strategies and their abilities to impact on the learning of all students are assessed. (Artifact 4.1.1)

Candidates are assessed by two additional criteria on the *Student Teaching Observation Form* that directly assesses their ability to work with diverse students and their disposition toward all learners. Candidates have applied knowledge of strategies to implement diversity and the results are outlined in Standard 1. Disposition, the candidates' ability to demonstrate classroom behavior that is based on the belief that each student can learn and should be interacted with fairly, is directly associated with issues of diversity. The assessment instruments completed throughout the academic program, and particularly during student teaching/internship, also measure candidates' dispositional attitude. Candidates are assessed by the university supervisor and the supervising teacher by way of indicators and outcomes of the conceptual frameworks.

Candidates' ability to work with diverse learner populations is also reflected in the portfolio that they submit at the completion of methods courses and again at the conclusion of the program. Candidates are required to include artifacts that document their ability to infuse the use of technology, diversity, and multiculturalism in their instructional processes.

Candidates participate in a required conference with the university supervisor after each observed lesson is completed during student teaching/internship. The conference allows the university supervisor to provide candidates feedback on the areas of strength and areas in need of improvement noted during the lesson. The supervisor's signature documents that the conference occurred. Additionally, during student teaching/internship the candidate, supervising teacher, and university supervisor confer at mid-point and at the end of each eight-week placement to determine the candidate's success. Data from each observed lesson and the final evaluation form at each placement are used as final analyses of candidates' ability to instruct all students using correct knowledge, appropriate skills, and a caring disposition. The data are entered into the Teacher Education Progress Report (TEPR) assessment system at the end of each semester.

The supervising teacher also meets daily with teacher candidates to discuss effectiveness in teaching and to present additional suggestions for meeting the needs of all students. Candidates also conduct a self assessment of their skills and ability to help all students learn. Self-assessments are generally presented in a reflective journal format. The journal entries (Artifact 4.1.2) must be submitted to the university supervisor and become a major discussion topic during the student teaching seminar that accompanies student teaching. Discussions during the student teaching seminars provide an opportunity for candidates to receive feedback on their instructional strategies and pedagogical success.

Element 2: Experience working with diverse faculty

Teacher education candidates work with diverse populations many times throughout their preparation. Prospective teacher education candidates admitted to the institution work with the institutional-wide faculty population. The general education requirements are completed with faculty members outside the EU and primarily with faculty members from the School of Arts and Sciences. Seventy-five percent of the university-wide faculty is African American, 8.3% Asian, and

17% White. The EU provides candidates an opportunity to interact in settings with gender, language, religious, ethnic, racial, and socioeconomic differences among professionals, parents, and children. Teacher candidates work with diverse faculty in the professional education sequences of their programs. The composition of the EU faculty is 92% African American, 4% Asian, and 4% White. (See Tables 4.1 and 4.2)

Faculty members from the School of Arts and Sciences continue to work with candidates who must enroll in content specific courses necessary for preparation in teacher education. For example, the required geography course is taught by a faculty from the Department of History, Geography, and Global Studies, the Child Psychology course is taught by a faculty member from the Psychology Department, and the mathematics methods courses for elementary (ELED 302) and early childhood (ECED 337) education majors are taught by a faculty member from the Department of Mathematics and Computer Sciences, who is a mathematics teacher educator. These faculty members provide expertise to teacher education and serve on various committees, including the PDS Coordinating Council, the Teacher Education Council, and the Secondary Collaborative Committee. (Artifact 4.2.1) Candidates have many opportunities to interact with and learn from a diverse faculty population from all areas of campus life.

CSU and the EU faculty members are reflective facilitators of learning themselves. They are professionals who continue to evolve, demonstrating skills of effective communication, systematic planning, instructional leadership, research, and reflective decision making. The institution and the Unit emphasize continued advancement and professional growth. The EU adheres to the guidelines from the Office of Human Resources regarding hiring practices. (Artifact 4.2.2) As a general policy, professional credentials are of paramount importance in the selection process of professional faculty for employment within the Unit. Faculty members are expected to exhibit professional demeanor at all times and to have as their most important mission the successful preparation of teacher education candidates for the professional arena of education as teachers or as administrators.

The EU has posted announcements for seven faculty positions during the past three years. (Artifact 4.2.3) The announcements were posted in many professional publications including *The Chronicle of Higher Education*, *Black Issues in Higher Education*, and the Coppin and the USM websites. Applications were received from many individuals from across the country. Search Committees recommended qualified applicants to the Provost and Vice President for Academic Affairs. Applicants were primarily African Americans, Africans, and Caribbean Islanders. The unit hired a well qualified Asian American in fall 2005 from the applicant pool for the newly created early childhood position in the Department of Curriculum and Instruction. In spring 2006, the unit hired a Caribbean Islander to the Department of Adult and General Education. (Artifact 4.2.4) As we continue to grow, we will post announcements hoping to offer employment in faculty positions to individuals who are qualified, passionate about teacher education, and committed to CSU. The institution reflects a diverse faculty population, which is reflected in Table 4.1. The EU faculty diversity is reflected in Table 4.2.

Table 4.1: Institution Faculty Demographics (2005)

	CSU Full-Time Faculty	CSU Part-Time Faculty	Total
Ethnicity			
African-American	98 (74.8%)	112 (87.5%)	210 (81.0%)
Asian-American	11 (8.3%)	3 (2.3%)	14 (5.4%)
White-American	22 (16.7%)	9 (7.0%)	31 (11.9%)
Hispanic-American	0	1 (0.7%)	1 (0.3%)
Native-American	0	1 (0.7%)	1 (0.3%)
Unknown		2 (1.5%)	2 (.77%)
TOTAL	131	128	259
Gender			
Men	66 (50.4%)	56 (44.0%)	122 (47.1%)
Women	65 (49.6%)	70 (55.0%)	135 (52.1%)

Table 4.2: Unit Faculty Demographics

	Unit Full-Time Faculty	Unit Part-Time Faculty*	Total
Ethnicity			
African-American	25 (92.6%)	4 (57.0%)	29
Asian-American	1 (3.7%)	0	1
White-American	1 (3.7%)	3 (43.0%)	4
Hispanic-American	0	0	0
Native-American	0	0	0
TOTAL	27	7	34
Gender			
Men	10 (37.0%)	5 (71.4%)	15
Women	17 (63.0%)	2 (28.6%)	19
TOTAL	27	7	34

* These faculty members are full-time at the institution and part-time in the EU.

Faculty members within the institution and unit are professionals who bring expertise in many academic areas. (Artifact 4.2.5) There are many faculty members who have had many years of service to CSU. Likewise, as we move to build the institution and as senior faculty members retire, the institution is posting job announcements and hiring new faculty members who bring terminal degrees and a variety of expertise to the institution and the unit.

The special education program at CSU is one supported by faculty members, a majority of whom have earned terminal degrees and have worked for many years in this specialty area. These faculty members are all members of the Council for Exceptional Children (CEC), a national association for special education and have served in many expert capacities to MSDE and the public school system. These faculty members have worked with the PDS sites to assist teachers in maximizing efforts and

strategies that promote differentiated instruction that will accommodate the needs of all learners, including special needs students. They have also collaborated with all departments within the unit to assist prospective teacher candidates and teach education candidates to design appropriate strategies that promote learning for all students. For example, when elementary and early childhood teacher candidates requested more guidance from expert faculty in the department of SPED with respect to strategies for succeeding in the inclusion classroom, the departments worked collaboratively to provide all undergraduate teacher candidates with additional diverse experiences. (Artifact 4.2.6) In response the elementary and early childhood candidates were required to complete two weeks of observation and participation in inclusion classrooms under the direct supervision of a SPED faculty member. Likewise, during that same period, the special education teacher candidates were assigned to “regular” classrooms where they worked with “regular education” students. (Artifact 4.2.7) Elementary and special education faculty members have also taught block of methods courses collaboratively. (Artifact 4.2.8) All teacher candidates are invited to become members of the on-campus CEC organization, where they continue to work with the faculty members from the departments who bring the necessary expertise for student and program success.

Element 3: Experiences working with diverse candidates

CSU educates and empowers a diverse student body consisting of local, national, and international residents; part-time/full-time students; and graduate and undergraduate candidates. As teacher education candidates progress through the program, beginning with the general education requirements, they interact with the general population of students campus-wide. Education and non-education majors participate in campus-wide activities, including the Student Education Association (SEA), the Council for Exceptional Children (CEC), Student government, intramural sports, varsity sports, residential life activities, campus clubs, sororities, fraternities, and other social activities. Table 4.3a and Table 4.3b reflect the composition of the CSU undergraduate student population as reported in the fall 2004 *Data Digest*. (2005 Data will be available in the evidence room.)

Table 4.3a: CSU Undergraduate Student Composition 2003-2004

	CSU Full-Time - Men	CSU Part-Time - Men	CSU Full-Time -women	CSU Part-Time - women	Total
African-American	562	146	1,840	557	3,105
Asian-American	0	1	5	1	7
White-American	18	6	24	10	58
Hispanic-American	3	2	2	0	7
Native-American	0	0	2	2	4
Foreign	35	5	48	10	98
Unknown	2	0	5	2	9
TOTAL	620	160	1,926	582	3, 288

Table 4.3b: CSU Graduate Student Composition 2003-2004

	CSU Full-Time - Men	CSU Part-Time - Men	CSU Full-Time -women	CSU Part-Time - women	Total
African-American	35	86	107	293	521
Asian-American	0	2	0	1	3
White-American	3	12	5	15	35
Hispanic-American	3	2	2	2	9
Native-American	1	2	1	0	4
Foreign	1	4	4	7	16
Unknown	0	0	0	0	0
TOTAL	43	108	119	318	588

The Unit is also comprised of a diverse population of candidates. Prospective teacher education candidates and teacher education candidates are required to enroll in required pre-professional and professional education courses. It is in these courses, in addition to the general education requirements, that candidates interact with others from diverse backgrounds. Methods courses, student teaching/internship, and student teaching seminars promote continued collaboration among teacher education candidates. Table 4.4 provides details on the gender, racial/ethnic composition of the undergraduate and graduate candidates and prospective candidate within the Unit.

Table 4.4: Pre- & Candidates Enrolled in the Unit (2003-2004)

Race/Ethnicity	Undergraduate					Graduate				
	#	FT	PT	M	F	#	FT	PT	M	F
	258	167	91			113	38	75		
African-American	248					96				
Asian-American	0					1				
White-American	7					9				
Hispanic-American	1					0				
Native-American	0					0				
Non-Resident Aliens	2					7				

Collaboration by candidates within and across programs is the norm. Candidates work together on performance-based assessments ranging from designing and creating bulletin boards with an accompanying lesson plan to make classroom content presentations. (Artifact 4.3.1) Collaboration requires candidates to share ideas, to work outside of the classroom, to apply personal experiences, which vary across gender and racial/ethnic backgrounds. Such opportunities to collaborate serve to expand candidates' ability to work with others from diverse backgrounds and populations.

Although the number of candidates graduating from any specific teacher preparation program within the Unit is small, the EU and programs provide opportunities for candidates to work collaboratively during methods courses and student teaching seminars. (Artifact 4.3.2) During enrollment in methods courses, the candidates work collaboratively to create a learning environment

conducive to teaching and learning for all students. Candidates also collaborate to develop web pages, adhering to the MTTS and applying differentiated instruction strategies. During student teaching/internship seminars candidates share critical information on individual experiences and reflect on the experiences as a group, providing suggestions, support, and feedback to each other under the supervising teacher or university supervisor.

The Office of Admissions serves as the primary contact office for all academic areas on campus. The admissions officers visit high schools and community colleges throughout Maryland and surrounding states and in international settings as well. (Artifact 4.3.3) Program information is given to all interested individuals. Contact information is secured and those individuals are then sent a letter after the team returns to campus. The contact information for all newly admitted individuals and those who have expressed an interest in teacher education is given to the director and chairpersons who also contact these individuals.

Local high school students and counselors from those institutions visit the campus for “Open House” every fall and “Educators’ Day” every spring. Faculty members within the Unit, representing all departments, participate in these open houses on campus. The faculty members make presentations to these students hoping to encourage them to enroll in the institutions with an interest in teacher education. (Artifact 4.3.4) Since there are also individuals who are enrolled in courses without a decision on a major, the Unit also participates in Career Days. Since the Unit has a 2+2 curriculum plan that will afford a smooth transition for the Associates of Arts in Teaching (AAT) degree candidates from local community colleges, the faculty members within the Unit also recruit aggressively from the local community colleges. (Artifact 4.3.5) These activities and others document that the Unit makes a good faith effort in recruiting diverse individuals to the Unit and the institution.

Element 4: Experiences working with diverse students in P-12 schools

The experience in the PDS provides opportunities for candidates to interact with diverse students. All candidates at the undergraduate level complete the student teaching experience at PDS sites. Both placements afford the candidates the opportunity to work with a diverse student population. The placements provide opportunities for candidates to work with different cultural and ethnic groups as well as different socio economic and gender groups.

As candidates complete the extensive internship experience, they do so in diverse settings. As demonstrated earlier, diversity involves working with persons from various ethnic, racial, socio economic, handicapped, ability, and gender groups. Candidates are expected to demonstrate the knowledge, skills, and dispositions that will guide them to assist students in attaining academic goals. Tables 4.5a and 4.5b document the diversity of the PDS sites where candidates complete the student teaching experiences.

Table 4.5a: Student Diversity at PDS Sites (Established)

	John Eager Howard	Rosemont	Gwynns Falls	Lemmel	Wellwood
Ethnicity					
African American	234	325	448	940	301
White	1	1	4	0	130
Asian	0	1	3	1	89
Native American	0	0	0	0	1
Hispanic	0	0	2	0	22
TOTAL	235	327	457	941	543
Gender					
Male	117	172	231	495	287
Female	118	155	226	446	256
TOTAL	235	327	457	941	543

Table 4.5b: Student Diversity at PDS Sites (Partnerships)

	Lime Kiln	Coleman	Ashburton	Reservoir High	Coppin Academy
Ethnicity					
African American	6.8%	88.7%	99.3%	25.0%	99.1%
White	75.8%	0.3%	0.5%	59.0%	0.9%
Asian	15.2%	0	0	9.0%	0
Native American	0.2%	0	0	0	0
Hispanic	1.3%	0	0.2%	6.0%	0
TOTAL	99.3%	89.0%	100.0%	99.0%	100.0%
Gender					
Male	303	150	279	649	48
Female	281	169	305	666	66
TOTAL	584	319	584	1315	114

Candidates are assessed on their ability to work with diverse students. Candidates' ability to plan for diverse students' needs are also assessed and presented in Standards 1 in Tables 1.16a and 1.16b. Diversity is included as an indicator under the outcomes of the conceptual frameworks and is also an outcome that is measured on the *Pre-Student Teaching/Student Teaching Observation Form*. See Tables 1.18a and 1.18b in Standard 1.

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element 1: Qualified faculty

The institution adheres to the policies of the USM and of the Office of Human Resources in its hiring practices. Faculty members are hired based on a recommendation by a search committee first to the provost and then to the president for a final decision. The search committee adheres to rigorous screening and interviewing policies for hiring new faculty members. (Artifact 5.1.1) There are also outlined policies applied to faculty members seeking merit increases, promotion through the ranks, and tenure. (Artifact 5.1.2) A campus-wide committee, comprised of faculty members at each academic rank, applies the policies and procedures through a clearly prescribed process that is detailed in the *Faculty and Academic Rank, and Tenure (ART) Handbook*. (Artifact 5.1.3)

Faculty members within the unit are qualified to prepare teacher candidates at both the initial and advanced certification levels. These individuals have expertise in various areas of teacher preparation and have worked successfully to prepare candidates for success in P-12 classrooms. Most of these faculty members possess doctorates and/or have years of experience in the area in which they teach. There are 27 full-time faculty members within the unit. Of these, 20 or 74% are tenured or on tenure track. The remaining 7 faculty members are in full-time contractual positions. These contractual faculty members serve the Unit in the following capacities: One of the contractual faculty members holds a master's degree in reading and is currently enrolled in a doctoral program. Another directs the Education Technology Center, two serve in the Department of Adult and General education, and the other three have teaching assignments in the Department of Health, Physical Education, Recreation and Dance, which is a non-teacher certification area of the Unit.

The EU is home to a number of adjuncts who provide services in both undergraduate and graduate programs. Adjuncts are used to assist primarily in the supervision of student teachers/internship and the teaching of lecture-formatted courses. Adjunct faculty members must have at least a master's degree in the area of employment. Most adjunct faculty members are/were employed with a public school system, work at a sister institution, or have recently retired from CSU. Most adjuncts have been working with the institution for many years. Adjunct faculty members must submit an official transcript and resume to the department through which the course being taught is offered. (Artifact 5.1.4) The Director of Education hosts a workshop each semester to familiarize adjunct instructors with processes and expectations of the program and unit. (Artifact 5.1.5) Each department chair also works closely with each adjunct faculty member to provide information and continued assistance and assessment.

Sixty-three percent (17) of the faculty members within the Unit hold the terminal degree and thirty-seven percent (ten faculty members) hold master's degrees. (Two faculty members hold the M.D. and J. D respectively.) Fifty-five percent (five faculty members) of the ten faculty who hold master's degrees are enrolled in terminal degree programs, expecting completion of the doctoral

degree within one or two years. Three of the five faculty members enrolled in terminal degree programs are ABD. Nineteen faculty members hold degrees in assigned areas for teacher preparation while five hold degrees in other related areas and bring extensive experience to the assigned areas. Eleven faculty members within the Unit provide academic assistance in a PDS with four serving as university liaison to a PDS site. Table 5.1 identifies ranks and degrees earned by the faculty members within the Unit. (Artifact 5.1.6)

Table 5.1: Unit Faculty Ranks and Degrees Earned

Rank	Number of faculty	Percentage with Terminal Degree	Percentage with ABD Status	Percentage with Masters Degree
Professor	4 – G. Taylor, H. Washington, L. Nixon, J. Chapman	100%	0%	100%
Associate Professor	8 – D. Harvey, T. Phillips, D. Joseph, T. Harris, C. Hawkins, L. Lewis; E. Simmons; Y. Kim	87.5%	12.5%	100%
Assistant Professor	9 – S. Edwards, J. Ashby-Bey, S. Hawkins, L. Harris, N. Tafari, W. Coger, J. Williams, S. Williams, V. Jackson	33.3%	22.2%	100%
Lecturer	6 – G. Barber, T. James, C. Mills, J. Edwards; P. Aaron; B. Simon	60%	0%	100%

All faculty members are expected to participate in Unit and campus wide activities that contribute to the academic development and enhancement of the Unit. Faculty members' contracts require that they demonstrate service through teaching, research, and scholarship. Documentation of teaching skills is reflected in the end of semester course evaluations completed by each candidate enrolled in each course. At the university level, faculty members are expected to secure supervisor and/or peer evaluations at least once yearly. As faculty members apply for merit pay, rank, promotion, or tenure, they must include both student and peer/supervisor evaluations to document effectiveness in teaching. (Artifact 5.1.7) All areas of expectation are reflected in the portfolios submitted by faculty members applying for Merit/Promotion/Tenure. Samples of these folios are on display in the artifact room. (Artifact 5.1.8)

Beginning fall 2005, all faculty members within the Unit will also be assessed by an instrument developed within the Unit and approved by all approval bodies, ending with the TEC. This instrument assesses each faculty member according to the outcomes of the conceptual framework, disposition, and faculty productivity. (Artifact 5.1.9)

Mr. Wyatt Coger, full-time tenure track faculty member with 50% of his time assigned within the Department of Curriculum and Instruction, also serves 50% of his time as the Coordinator of Field Service and PDS. He coordinates all placements of student teachers (and graduate candidates who are completing internships but are not teachers of record). He works collaboratively with PDS site liaisons, principals, and department chairs to place candidates appropriately in a PDS. Mr. Coger convenes monthly meetings of all PDS site liaisons to discuss relevant issues and plans

appropriately. He chairs bi-monthly meetings of the university and school PDS Coordinating Council, which includes each principal, site liaisons, university liaisons representatives from the School of Arts and Sciences, university supervisors, and department chairs. (Artifact 5.1.10) The *PDS Manual* (Artifact 5.1.11) clearly outlines the roles and responsibilities of the individuals involved in the PDS process. Mr. Coger and the Director of Education also convene a meeting each semester with all methods instructors and university supervisors to review roles, expectation, data collection, and performance-based expectations as related to methods courses and student teaching/internship. (Artifact 5.1.12)

Supervising teachers must meet the criteria decided on by the Unit and approved by each approval body. (Artifact 5.1.13) Supervising teachers must meet the following requirements: a standard or advanced professional certificate, at least 5 years teaching experience, a desire to supervise a teacher candidate, and a consistent pattern of outstanding ratings from supervisor(s). As described in the response to standard three, the supervising teachers have many years of experience in the field and area of assignment. The principal at each site verifies the readiness of the supervising teacher to serve after the application process is completed. A supervising teacher also serves as the PDS site liaison.

Faculty members who serve as supervisor of student teachers/interns have expertise in the area of supervision. Many have served as P-12 educators. In the past and possibly in the future, the EU has used retired public school personnel as university supervisors during student teaching/internship. However, the current supervisors are all full-time faculty members who are steeped in the course expectations and conceptual framework processes and strategies. For example, Dr. Leontye L. Lewis holds a BS in elementary education, has five (5) years of public school experience, has a terminal degree in Teaching, Curriculum, and Learning Development, and has served as student teaching supervisor to elementary education candidates. Professor Lori Harris, with five (5) years public school experience and additional years as the coordinator of the early childhood program at a local community college, serves as supervisor to early childhood education candidates. Professor Juanita Ashby-Bey, with a BS in elementary education and two years public school experience, also serves as university supervisor of elementary education student teachers. Dr. Hattie Washington, Professor Shirley Edwards, and Dr. Lois Nixon have over 18 years of combined experience at the P-12 level in addition to 20-30 years of experience in special education at CSU. Dr. George Taylor also has 12 years of P-12 experience in elementary education and over 30 years of commitment to CSU. Each serves as university supervisor to undergraduate student teachers and graduate interns enrolled in the special education initial certification programs. Table 5.2 provides information on the expertise of faculty members within the EU who teach teacher education courses.

Table 5.2: Qualifications of Unit Faculty who Teach Education Courses

FACULTY NAME	DEGREES	DATE OF INITIAL APPT./RANK	INSTITUTION	MAJOR/AREA OF EXPERTISE	AREA(S) OF TEACHING
Julius Chapman	B.S., 1961	8/15/1995	Tuskegee University	Biology	Adult Education
	M.Ed., 1967	Professor	Tuskegee University	Counseling	
	Ed.S., 1974		Loyola College	Educ. Mgmt. & Counseling	
	Ed.D., 1982		Catholic University	Education Administration	
	1985		Harvard University	Institute of Education	

				Management Program	
Juanita Ashby-Bey	B.S., 2000	8/15/1996	Coppin State College	Elementary Education	Curriculum & Inst.
	M.S., 2002	Asst. Professor	Johns Hopkins University	Elementary Education	
Glynis Barber	B.A. 1990	8/15/1997	Norfolk State University	Media and Music	Curriculum & Inst.
	M.Ed., 1995	Lecturer	Towson State University	Reading Education	
Leontye Lewis	B.S., 1991	8/15/1999	Coppin State College	Elementary Education	Curriculum & Inst.
	M.Ed., 1992	Assist. Professor	Bowling Green University	Elementary Education	or Elem. Education
	Ed. D., 1999		Harvard University	Teaching, Curriculum	
Wyatt Cogger	B.S., 1966	1/21/2001	Coppin State College	ECE/Elem. Education	Curriculum & Inst.
	M.Ed., 1972	Assist. Professor	Towson State University	ECE/Elem. Education	
Lori Harris	B.S., 1991	8/15/1999	Morgan State U	Telecommunications	Curriculum & Inst.
	M.Ed., 1994	Assist. Professor	Loyola College	Curriculum & Instruction	
Delores Harvey	B.S., 1958	8/15/1984	Coppin State College	Elementary Education	Curriculum & Inst.
	M.Ed., 1974	Assoc. Professor	Johns Hopkins University	Reading	
	Ph.D., 1982		UMCP	Reading	
Thomas James	B.S., 1966	8/15/2000	Howard University	Zoology	Curriculum & Inst.
	M.A., 1972	Lecturer	American University	Technology of Management	
	J.D., 1979		John Marshall School of Law		
Stephanie Hawkins	B.A., 1991	8/15/2003	Pennsylvania State Univ.	Psychology	Curriculum & Inst.
	M.A., 1993	Assist. Professor	Goucher College	Dance/Movement Therapy	
	Ph.D., 2004		Union Institute & University	Clinical Psychology	
Nwachi Tafari	B.A., 1992	8/15/2004	Morgan State University	English	Curriculum & Inst.
	M.A., 1995	Assist. Professor	Morgan State University	Publication Design	
	Ed.D., 2004		Morgan State University	Higher Education	

Edna Simmons	B.S., 1972	8/15/1983 Assist.	Morgan State University	Physical Education	HPER
	M.S., 1974	Professor	SUNY @ Courtland	Physical Education	
Shirley Edwards	B.S., 1966	8/15/1971 Assist.	Coppin State College	Elementary Education	Special Education
	M.S., 1969	Professor	Indiana University	Special Education	
Colonel Hawkins	B.S., 1965	8/15/1973 Assoc.	Virginia State University	Health & Physical Educ.	Special Education
	M.S., 1966	Professor	Virginia State University	Special Education	
	Ph.D., 1982		University of Pittsburg	Educational Admin./SPED	
Daniel Joseph	B.S., 1976	8/15/1986 Assoc.	State College Bridgewater	Physical Education	Special Education
	M.S., 1978	Professor	Univ. of Wisconsin	Physical Education Health, Phys. Ed., & Recreation	
	Ph.D., 1984		Ohio State University		
Lois Nixon	B.S., 1969	8/15/1971	Coppin State College	Special Education	Special Education
	M.A., 1971	Professor	Coppin State College	Special Education	
	Ph.D., 1977		Union Graduate School	Counseling & Guidance	
Thaddaus Phillips	B.S., 1984	8/15/1994 Assoc.	Towson University	Psychology	Special Education
	M.Ed., 1986	Professor	Coppin State College	Rehab. Counseling	
	Ph.D., 1992		Southern Illinois University	Higher Education/REHB	
George Taylor	B.S., 1955	8/15/1970	State Teachers College	Elementary Education	Special Education
	M.A., 1967	Professor	Catholic University	Education of Except. Child	
	Ph.D., 1969		Catholic University	Education of Except. Child	
Hattie Washington	B.S., 1969	8/15/1998	Norfolk State University	Elem. Educ. w/Cert in Spec. Education	Special Education
	M.Ed., 1975	Professor	Ball State University	Guidance/Counseling Psychology	
	Ed. D.		University of Maryland	Curriculum & Instruction	
Yanghee Kim	B.S., 1986	8/15/2005 Assoc.	Ewha Womans Univ., Seoul, Korea	Early Childhood Education	Early Childhood
	M.A., 1988	Professor	Ewha Womans Univ., Seoul, Korea	Early Childhood Education	

	Ph.D., 1996		University of Maryland	Curriculum & Instruction	
Jackie Williams	B.S., 1976	8/15/2005	Frostburg State University	Political Science	Adult & General Education
	M.S., 1992	Assist. Professor	Coppin State College	Adult Education	
Shawyn Williams	B.S., 1999	8/15/2005	Coppin State College	Elementary Education	Reading
	M.Ed., 2000	Assist. Professor	University of Illinois at Urban-Champaign	Language and Literacy Education	
	Ph.D., 2005		University of Illinois at Urban-Champaign	Curriculum & Instruction	
Theresa Harris	B.A., 1976	8/15/1989	Morgan State University	Sociology	Adult & General Education
	M.S., 1987		Coppin State College	Criminal Justice Administration	
	Ph.D., 1994		Howard University	Sociology/Anthropology	
Philbert Aaron	B.A., 1986	8/15/2005	University of Benin, Lome, TOGO	Modern Languages	
	M.S., 1993		Emporia State University	Reading	
	Ph.D., 2005		UMCP	Educational Policy Curriculum	Adult & General Education

N.B. 4 HPERD faculty members do not teach education courses.

Element 2: Modeling best professional practices in teaching

EU faculty members have mastered their disciplines and integrate the knowledge base of their fields into their practice. Faculty members document content knowledge through initial preparation programs, advanced training, and through continued professional development activities. (**Artifact 5.2.1**) As the faculty information on display in the artifact room will show, faculty members within the unit have the content-base knowledge required in their fields and to train candidates as reflective facilitators of learning who, in turn will have a strong knowledge base to share with their students.

Faculty members are required to demonstrate excellence in teaching, research, scholarship, and community service in order to secure merit pay, rank promotion, or tenure. (**Artifact 5.2.2**) They remain current in their area of expertise through membership in professional organizations, by participating in professional development activities, which include attendance and presentations at conferences, and by conducting and publishing research. As a body, faculty members have membership in a total of 78 professional organizations. They work collaboratively with the faculty within the School of Arts and Sciences to deliver content specific courses. For example, mathematics courses are taught by an internationally known mathematics educator who, in fact was just recognized by NCATE for contributions to NCATE and NCTM. (**Artifact 5.2.3**) History and geography courses are taught by faculty within that department. Faculty members from the content areas also teach methodology courses to the secondary education candidates. Reading courses are

taught by full time faculty members (reading specialists) who are also trained in the NCATE/Reading First Teacher Education Network (RFTEN). These five professionals receive continuous professional development in Scientifically Based Reading Research (SBRR) and have the knowledge and experience necessary to provide instruction in the five core components of reading instruction. Reading faculty members also provide instruction in teaching reading in the content area to secondary education candidates. All candidates enrolled in special education courses and in other subject specific courses, including health and physical education along, with art and music methods courses, are taught by faculty from those areas and from faculty in the public school respectively. (RFTEN is the first federally-funded grant to support a focus on reading and literacy among institutions of higher education.) (Artifact 5.2.4)

As an institutional process, each semester ends with pre-candidates and candidates evaluating the instructor's effectiveness in content, instruction, and disposition. Faculty members then receive from the Office of Institutional Research (OIR) an analysis of the pre-candidates' and candidates' responses by courses over each semester. Faculty members receive this information from their chairs. Faculty member effectiveness is rated on a range of 1.0 to 5.0, with 5.0 being the highest possible score. Faculty members have generally secured ratings between a 4.0 and a 5.0. Those who earn below a 3.5 are directed to review and revamp instructional strategies, disposition, and organization of course content to promote candidate learning. Table 5.3 provide average rating for on the components measured. Faculty evaluations are displayed by department and faculty in the artifact room. (Artifact 5.2.5) Professional development available to faculty is aligned to the results outlined in the course evaluation documents. (Artifact 5.2.6)

Table 5.3: Average Faculty Evaluation Ratings by Semester (Spring and Fall 2005)

Indicator	Fall 2004 (n=32)	Spring 2005 (n=43)	Av.
The Instructor:			
Seemed well-prepared for class sessions	4.22	4.37	4.29
Treated all students courteously and with respect	4.30	4.59	4.44
Had thorough knowledge of the subject matter	4.49	4.50	4.49
Was readily available for consultation with students outside of class	4.21	4.40	4.30
Emphasized major points in lectures and discussions	4.29	4.40	4.34
Gave clear and specific instructions	4.18	4.37	4.27
Provided useful feedback on student progress, exams, and projects	4.03	4.35	4.19
Asked relevant/stimulating questions/encouraged discussions in class	4.23	4.45	4.34
Answered questions clearly and completely	4.23	4.42	4.32
Met classes as scheduled	4.37	4.47	4.42
Overall, the instructor was an effective teacher	4.26	4.47	4.36

Scale 1-5; 1= strongly disagree and 5=strongly agree

All faculty members assigned to teacher preparation courses must align course content to the outcomes and indicators of the conceptual framework, INTASC principles, program standards, and MTTs. Faculty members provide opportunities for candidates to practice the indicators that address each outcome. Faculty members then assess candidates' abilities to apply each outcome through assessment strategies, using rubrics that are varied and performance-based. Since the conceptual

framework also reflects current practices in teacher education, faculty members are implementing current developments in the field. Additional support for knowledge in the field is achieved as faculty members participate in conference proceedings and presentations as well as subscribe to professional magazines. A matrix reflecting the alignment of course assignments to the outcomes of the conceptual framework is displayed in the artifact room and clearly documents that the conceptual framework is critical to the education process. (Artifact 5.2.7) Faculty members model differentiated planning, effective communication, technology, and appropriate teaching strategies to assist teacher candidates to achieve the outcomes described in the unit's conceptual frameworks.

As faculty members provide instruction in all areas of the teacher education curriculum, all courses offered by the program areas are assessed using the assessment instruments designed by the education faculty, aligned with the outcomes and other standards (as described in the *Performance-Based Assessment Manual*). There are specific assessment data that are collected from specific courses and identified assignments that require use of these rubrics. For example, the Phase 1 portfolio is assessed using the portfolio rubric and is required during completion of *EDUC 202: Educational Psychology* – a gateway course to education. Practicum evaluation for Phase 1 is also completed in this course and candidates are assessed using the approved rubric. Faculty members are also able to use additional assessment strategies to assess other performance-based assignments that are germane to the course being taught. All strategies used to assess candidates are applied as a process to document candidates' content knowledge and pedagogical content knowledge, skills, and dispositions. Reading content is measured using rubrics designed for SBRR.

The faculty members within the Unit are committed to demonstrating to candidates a variety of instructional strategies that have proven effective. As is reflected in each syllabus, faculty members apply instructional strategies that include, but are not limited to lectures, guest presenters, cooperative/collaborative learning, video taped presentations and other media, individual and group reports, large/small group discussion, and group reports, computer-based demonstrations and interactions, classroom observations and interactions, self-assessments, visiting scholars, and videotaped presentations. Technology is critical to these instructional processes.

Teaching in technology-enhanced “smart classrooms,” faculty members use a broad range of current, scientifically based instructional strategies to meet the goals of the graduate and undergraduate conceptual frameworks, the standards of content-specific professional organizations, the Maryland Teacher Technology Standards (MTTS), and other guidelines from the Maryland State Department of Education. Of particular note is the infusion of technology in instruction, the promotion of diversity in all areas, the use of a variety of instructional strategies, and the use of peer interaction across courses in the curriculum. (Artifact 5.2.8)

Many education courses are offered through the Blackboard on-line process. Faculty members have been trained in placing courses on Blackboard and on using technology as a teaching tool. During the 2005 calendar year, Academic Affairs, in collaboration with the faculty technology committee, invited faculty members campus-wide to apply for technology mini-grants. (Artifact 5.2.9) The awardees received a tablet PC, a Tegrity pen, Tegrity training, and a stipend to facilitate use of Tegrity technology to teach a course not previously taught through Blackboard. One faculty member, Dr. Tafari, from the EU received the award in spring 2005. In spring 2006 in response to another Request for Proposal (RFP), six faculty members from the education unit received the award, the most awarded to any one area in the university. These faculty members are Professors Ashby-Bey, Barber, and Harris and Drs. Harvey, Hawkins, and Kim.

During the final semester of their academic tenure, each teacher candidate is required to complete an electronic and a hard copy portfolio. In addition to a hard copy portfolio, during the methods courses candidates complete an outcome electronically. In order to facilitate this program requirement, faculty members are trained in using various electronic strategies in creating an electronic portfolio. Once each semester, Prof. Ashby-Bey, coordinator of the elementary education program, who earned a M.Ed. in Educational Technology and Mr. James, instructor of EDUC 203, lead professional development workshops in the application of technology to create electronic portfolios. (Artifact 5.2.10) Professional development for technology for both unit faculty members and candidates generally occurs in the ETC. Additionally, technology training for faculty and staff is provided through the Instructional Technology Division (ITD). Training sessions are offered primarily by Ms. Delores Reaves. Table 5.4 documents the number of education faculty members who have participated in technology training during 2003-2005 academic years.

Faculty members avail themselves of university-sponsored workshops and training opportunities. (Artifact 5.2.11) The focus of several on-campus workshops has been technology. Faculty members are trained in more than twelve application areas. This knowledge base informs the preparation and quality of instruction offered to teacher candidates.

Table 5.4: Education Faculty Participants in Technology Training

Tegrity	Grade Input	Blackboard	Learning Management	Plato	Master Schedule	PowerPoint	E-Portfolios	Time Entry	Research Port
10	22	12	14	28	5	9	12	12	8

CSU is committed to diversity, as is noted in its action plan. (Artifact 5.2.12) The EU is similarly committed to diversity. The diversity in instruction applied by faculty members is directly related to their interests and also to the needs of our candidates. Faculty interests and research in diversity issues include application of learning styles to accommodate learner differences and promote student achievement, cultural congruence, language patterns and styles, effective instructional strategies, literacy, and male issues in education, among others. Faculty members demonstrate the disposition necessary to train candidates to become reflective facilitators of learning who understand and apply issues of diversity in the classroom to help all students learn.

The interests and research in which faculty members are involved are shared through presentations geared to facilitate differences in teaching and learning. Presentations involving diversity in which the faculty members have participated include such topics as male underachievement, cultural congruence, learning styles, Black English influence, effective teaching strategies, inclusion, and achievement gap.

Candidates' achievement scores are also an indicator of faculty effectiveness. As discussed in standard 1, 90% of the teacher education candidates were on the Deans' List for fall 2005. And three of the current 23 McNair slots are filled by education teacher candidates. Of the seven recent

McNair doctoral completers, three earned undergraduate degrees from Coppin's EU. Their doctoral degrees were completed at the University of Illinois, Urbana-Champaign (2) and Harvard University.

Performance-based assessments require candidates to demonstrate content knowledge and pedagogical knowledge, skills, and disposition. Assessment strategies used to document candidate learning include, but are not limited to, practicum reports, portfolios, video-taped presentations, exams, lesson plans reflecting inclusion and differentiated instruction, unit plans, article critiques, case study/action research projects, classroom instructions, essays, journaling, individual and group reporting out, projects (bulletin boards) web pages, PowerPoint presentations, teaching, conferencing after observations, debates, and classroom discussions. The results of these assessments document faculty members' effectiveness in guiding candidates to academic success. It is important to note that faculty members' success at instructing and assessing teacher candidates is directly related to the candidates' success in the field. The candidates who graduate from CSU teacher education programs have received accolades from principals and other administrators, as reflected in surveys conducted and analyzed. (Artifact 5.2.13)

Element 3: Modeling best professional practices in scholarship

Historically, teaching has been the primary mission of Coppin State University. Nonetheless, faculty members are engaged in scholarly work related to teaching, learning, and other areas of specialization. The teacher education unit recognizes the need to reexamine the primacy of teaching and to explore the compatibility of research, publication, and teaching. They need not be mutually exclusive enterprises. Faculty members are expected to engage in such scholarly endeavors as applied research, action research, grant writing, writing for scholarly journals, and creative writing activities.

The faculty members within the EU have significant experiences supporting their professorial assignments and responsibilities. Faculty members are program developers, workshop presenters, facilitators, researchers, grant writers, and conference speakers. Faculty members are also project directors, program coordinators, government relations liaisons, department chairs, and technology trainers. Faculty members have served in consulting capacities on educational radio and television programs. Faculty members have worked collaboratively to publish books and chapters in books. For example, the publication record of Dr. George Taylor speaks to faculty members collaborative efforts in publishing books. (Artifact 5.3.1) Six faculty members within the EU also published chapters in *The State of Black Baltimore*, a publication designed and developed by President Battle and the National Urban League. (Artifact 5.3.2) Other faculty members have also published articles. (Artifact 5.3.3)

The EU has been actively involved in securing external grants that provide various types of assistance to the Unit, and especially to pre-service and in-service teacher development. Table 5.5 provides details on education faculty publications, presentations, conference attendance, and grants. Table 5.6 identifies grant funding for 2005-2006.

Table 5.5: 2003-2005 Education Faculty Scholarship

Publications	Total
Books/Book Chapters	9
Referred Works/ Non-Referred Works	13
Professional Presentations	7
Grants	8
Television Segment Presentation	5
Conference Attendance	59
Conference Presentation	34

Table 5.6: Education Grants: 2005-2006

Source	Amount
MHEC	\$80,000.00
USM	\$30,000.00
USM	\$30,000.00
RFTEN	\$22,000.00
Head Start	\$147,000.00
MSIG	\$25,000.00
New Psalmist	\$15,000.00
USM	\$30,000.00

Element 4: Modeling best professional practice in service

CSU has a history as an institution that provides a variety of services to the community, as is reflected in its mission statement. The faculty members within the EU manifest that commitment to service to the institution, school, and community. Faculty service to the institution is reflected through faculty members' service on committees, advisory boards, and other institutional service organizations. For example, in addition to serving on unit and departmental committees, faculty members also serve on campus-wide committees, such as Information Technology Committee, Faculty Recognition Committee, Catalog Committee, Grants Committee, Greater Baltimore Committee on Education, and Academic Review and Tenure (ART) Committee. Faculty service is reflected in Faculty Activity Reports (FAR) that are submitted to the Unit and the Division of Academic Affairs. (Artifact 5.4.1)

The EU is committed to serving schools in the community. Faculty and administrators have worked conscientiously with the schools in our PDS network to provide service to teachers, parents, and students. Service is represented through workshops (primarily in reading and mathematics in response to the VSC, MSA and other Maryland assessments, as requested by the schools), enrollment in courses, PRAXIS preparation, support of school teachers, and resource materials. Full-time tenured/tenure-track faculty members serve as liaisons to each PDS site. Requests from each site are brought to the PDS Coordinating Council and the service is designed and delivered in consultation with the sites individually and/or collectively. Since there are other public schools in the immediate vicinity of the institution, the Unit also provides service to some of these schools. For example, Douglass High School has asked for services, such as technology development and mathematics development, and the unit has assisted on many occasions. One faculty member spoke

to different groups of students during American Education week at Douglass, discussing issues and responding to questions related to higher education and the need for students to pursue higher education. The Unit recently submitted a grant to MHEC requesting funding to provide assistance to Douglass in teacher effectiveness and student content knowledge in mathematics, science, reading. (Artifact 5.4.2)

Faculty members have responded to the needs of the local school system and the unit has initiated a process with the Baltimore Teacher's Union (BTU) to work with schools in the system to assist teachers in securing certification. This responds to meeting the needs of the 2001 NCLB law. A similar request has come from the Prince George's County school system. The intent is to work with representatives to develop off-campus programs at these sites. However, for now, faculty members provide the necessary services to meet school and community teacher certification needs.

Since the unit requires candidates to secure membership in the specialty professional organization connected to their majors, faculty members themselves have secured memberships in their respective associations. (Artifact 5.4.3) Membership results in participation at meetings, conferences, and other association related activities.

Faculty members have also served as chairs or co-chairs of statewide committees representing both the unit and the institution. Five faculty members are also trained evaluators for state/NCATE review and have all served on local and national accreditation teams. Faculty service to universities, schools, and community are documented in vitae and merit portfolios that are on display in the artifact room. (Artifact 5.4.4)

Element 5: Collaboration

There is collaboration between the unit and the School of Arts and Sciences. Since content knowledge is critical to the success and effectiveness of our candidates, education and the Arts and Sciences faculty confer to design, review, and implement the content and policies of programs. Changes in the syllabi for mathematics courses resulted from collaborative planning designed to provide candidates with the mathematical content necessary to implement the VSC and MSA. Dr. Genevieve Knight and the mathematics department designed and implemented *MATH 207: Technology-Based Mathematics for Teachers* to provide our candidates with procedural strategies for teaching mathematics using technology resources and systems. Representatives from the School of Arts and Sciences, including the Dean of the School, serve on the Teacher Education Council (TEC). The TEC is chaired by the Director of Education and include representatives from all campus-wide constituent groups who are involved in training our teacher education candidates.

Collaboration with the School of Arts and Sciences is critical to the success of the secondary education programs at the undergraduate and graduate levels. Secondary education content faculty members and faculty members from the Department of Adult and General Education (through which the undergraduate certification programs are offered) are some of the representatives to the Secondary Education Collaborative Committee. Faculty members from the School of Arts and Sciences also serve on the PDS Coordinating Council, where plans are approved for work with the PDS sites. Content area specialists also work on grant projects to assist PDS sites with regard to content area requests.

Since the Director of Education is a member of the Deans' Council, she works collaboratively with the Deans and the Vice President for Academic Affairs to brainstorm strategies that will benefit the campus, the Unit, and teacher education. (Artifact 5.5.1) Collaboration is in place to provide services to candidates, to continue to grow existing programs, and to implement new programs.

Faculty members represent the Unit in additional collaborative efforts as follows:

- IHE CEC Performance Assessment Committee (MSDE)
- IHE General Education Performance assessment Committee (MSDE)
- PDS Standards Development Committee (MSDE)
- AAT Portfolio Committee (USM)
- AAT CEC Committee (USM)
- Professional Development Advisory Council (MSDE)
- Frostburg State University (Praxis Initiative)
- Salisbury State University (Service Learning)
- Faculty Athletic Representative (MEAC)
- Research Committee (NCAA)

Faculty members also work with the PDS sites as faculty liaisons and as consultants working with teachers to refine best practices.

Element 6: Unit evaluation of professional education faculty performance

The faculty members within the EU are evaluated by students, peers, and administrators. Faculty members are encouraged to submit self-evaluations as well. The Unit Faculty Assessment Instrument was developed in fall 2005 as a means to evaluate a faculty member's performance as measured by the outcomes/indicators of the conceptual framework. The instrument also measures professional disposition and productivity. (Artifact 5.6.1) Faculty members receive feedback on their assessment, with comments provided that may be applied to promote improvement in teaching, scholarship, and service. Completed surveys are on display in the artifact room. (Artifact 5.6.2) The document was revised in spring 2006 by all faculty members. The revision was based on the usability of the document from its use during the fall 2005 semester. The revised document is also on display. (Artifact 5.6.3) The EU evaluation of professional education faculty performance is a subset of the overall university evaluation process.

Institution evaluations are also used by the EU to assess faculty performance. At the end of each semester, the university conducts an evaluation of all courses. Pre-candidates and candidates complete an evaluation instrument that includes a segment on faculty preparedness, effectiveness, and other instruction-related behaviors. The collated surveys are submitted to the Director of Education, who submits the documents to each chairperson with the directive to meet with each faculty member for discussion of the document. Faculty members are expected to earn an average satisfactory rating of at least a 3.5 on a 5.0 scale. (Artifact 5.6.4) Areas for improvement are used to design professional development for faculty members. Faculty development workshops and related professional development activities are driven in part by faculty evaluation results. Professional development may include strategies to redesign syllabi, pedagogical approaches to improve effectiveness, content review (for example reading strategies), and differentiated assessment strategies.

The university-wide faculty review process, which is governed by the ART document, includes an assessment of faculty teaching; service to university, community, and profession; scholarly endeavors including publications and creative productions; and review of candidates' and departmental evaluations. These reviews determine faculty eligibility for merit pay, promotions in rank, or tenure. Departmental faculty review committees must approve faculty application before faculty portfolios can be forwarded to the university-wide faculty review committee. This review process consists of peer reviews, self-evaluations, and student evaluations. Sample faculty portfolios are on display in the artifact room. (Artifact 5.6.5)

Element 7: Unit facilitation of professional development

The EU facilitates a variety of professional development activities designed to enhance faculty skills and effectiveness. Professional development is provided at the beginning and at the end of the academic year. Special unit meetings are also held throughout the year. Faculty members participate in semester-reviews of the conceptual framework and the rubrics that are created from the document and used to drive candidate evaluations and, to a large degree, course instruction. Faculty members also receive training in team portfolio assessment during these workshops. Faculty members use this opportunity to revisit performance assessment strategies and the effectiveness of the assessment instruments designed by the unit to assist candidate content knowledge, pedagogical knowledge, skills, and disposition that drive effectiveness. Faculty members are also invited to participate in a variety of technological professional development activities offered by the Unit or through ITD. Unit professional development has also included effective strategies for the teaching of reading in all courses and accommodating learner needs through inclusion. Strategies are used to facilitate instructional effectiveness and candidate success. (Artifact 5.7.1)

Effective fall 2005, the Division of Academic Affairs provided funding to the EU to facilitate each faculty member's attending at least one professional development activity. Faculty members each received \$800.00 toward participating in a local or regional conference that is specifically aligned to professional expertise and or course assignments. Each application for conference attendance/participation must be approved by the department chairperson (who will pay close attention to alignment of course content, expertise, and conference offering), Unit Director, and Vice President for Academic Affairs. Additional opportunities for professional development are also available through the unit, department, and grant funds.

The EU has a Professional Development Committee, comprised of faculty members within the unit that plans activities for the faculty based on an analysis of results of semester evaluation forms, expressed faculty needs, current trends in education, and updates necessary for success of unit initiatives.

Faculty members may also submit to the Vice President for Academic Affairs a request for sabbatical that is designed to support professional development, research, or scholarship to benefit the faculty members, unit, and institution.

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Element 1: Unit Leadership and Authority

The EU is composed of four departments and the programs that are offered within those departments. These four departments are: Adult and General Education; Curriculum and Instruction; Health, Physical Education, Recreation, and Dance; and Special Education. Each department is supervised by either a chair, interim chair, or acting chair and is supported by an Administrative assistant and student work. Positions for the Chairs of the Departments of Adult and General Education and Special Education have been posted with the hope of filling the vacancies by summer 2006. The EU, under the guidance of the Director of Education, is responsible for planning and implementing all teacher education programs. There are teaching and non-teaching functions, such as Sports Management, Dance, and Health within the EU. The Director is assisted by four chairs and standing committees. The teaching personnel for the unit share responsibilities for managing developing, evaluating, and revising all professional programs. The EU is supported by 27 full-time faculty members, 7 part-time faculty members, who are faculty at the University but work within the unit, and 24 adjunct faculty members, who work elsewhere but are hired to teach on an as-needed basis. Faculty members are assigned teaching load by their respective departments. (Artifact 6.1.1)

All faculty members within the unit meet monthly to discuss and vote on issues affecting the unit and to devise strategies for addressing the identified issues. The administrative assistant to the director is responsible for maintaining and presenting the minutes of monthly unit faculty meetings, which are chaired by the director. (Artifact 6.1.2) Each department also holds monthly meetings with the chair's convening the meeting. (Artifact 6.1.3)

The Director of Education, four Chairpersons, the Coordinator of Field Services, and the Coordinator of the PDS Network comprise the Administrative Council. These individuals meet to represent the unit and departments and plan activities and strategies that will guide the EU. The Administrative Council serves as the advisory council to the director on matters of unit policies and procedures. Topics include budget, resources, and allocations. The council makes recommendations to the director, who presents suggestions to the general faculty body. (Artifact 6.1.4)

As programmatic changes are made within the Unit, approval is sought from the Teacher Education Center (TEC). The TEC is the major policy-making body for the EU and is responsible for all policy decisions in teacher education programs and general coordination between the School of Arts and Sciences and the EU. The TEC is chaired by the Director of Education and is composed of one representative from each department in the university having a teacher education program, two undergraduate students, the Coordinator of Field Services, the Dean of the School of Arts and Sciences, the Dean of the School of Graduate Studies, and one representative from the office of Planning and Accreditation, Academic Advisement, Career Planning and Placement, Records and Registration, Library, and Institutional Research as non-voting members. (Artifact 6.1.5)

The Secondary Education Collaborative Committee (SECC) ([Artifact 6.1.6](#)), a subcommittee of the TEC, is the vehicle through which secondary education programs are coordinated. The SECC is chaired by the Chairperson of the Department of Adult and General Education and is composed of the coordinators for biology and chemistry education, English education, mathematics education, history/social studies education, Field Services, Professional Development Schools, the Director of Education, and The Dean of the School of Arts and Sciences. All coordinators report to their respective department chairpersons. The Director of Education and the Dean of the School of Arts and Sciences are responsible for coordination between the Unit, school, and departments. The SECC provides a forum for members to communicate and coordinate between the two units, to recommend policies to the TEC, and to resolve issues related to secondary education. All undergraduate program changes are taken to the Curriculum and Standards Policy Committee, which is the university wide decision making body. The following diagram depicts the approval process for addressing undergraduate and graduate policies respectively:

Undergraduate: Department→Unit→Administrative Council→TEC→Curriculum Committee→Provost
Graduate: Department→Unit→Administrative Council→ Graduate Council →TEC→Provost

Once per semester, the Teacher Education Advisory Board ([Artifact 6.1.7](#)), which is comprised of individuals from the community, receive information and provide feedback on program changes. School faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and/or advisory bodies.

Manuals outlining the current policies and procedures are published and made available to all constituents, including students. ([Artifact 6.1.8](#))

Recruitment, Admission, and Advisement Procedures

Enrollees in the EU are primarily recruited by the Admissions Office. Education faculty members participate in joint recruitment visits with the Admissions Office. The Admissions Office, in addition to visiting off-campus locations, also hosts open houses on campus to which chairpersons and other representatives from the departments make presentations to prospective enrollees. Education faculty members participate in the process by visiting local high schools and community colleges. The unit is working with the Baltimore City Community College to recruit graduates from their Associate of Arts in Teaching (AAT) program in elementary education through the 2+2 initiative. ([Artifact 6.1.9](#))

Students are admitted to the university prior to being admitted to the EU. In order to be admitted to the institution, applicants must submit a cumulative SAT score of at least 850 (new verbal and math), a 2.0 GPA, and proof of an earned high school diploma or equivalency.

To be eligible for admission to a teacher education program, ***each undergraduate applicant must*** meet the following admission requirements:

1. Complete thirty (30) credit hours;
2. Have a cumulative GPA of 2.70 or better;
3. Complete ENG 101 and 102 (6 credit hours); **and** MATH 103 (3 credit hours) or MATH 131 for secondary education applicants;
4. Pass Praxis I, with at least the following scores: Mathematics - 177, Reading -177, and Writing -173, or a composite score of 527;

5. Complete and submit to the chairperson(s) a *Declaration of Major Form* (Secondary Education majors will have signatures from the content area and education chairpersons);
6. Complete a *Teacher Education Admission Application Form*;
7. Complete Phase 1: Admission to Teacher Education Portfolio; and
8. Complete an interview with the Chairperson(s) to complete the checklist for Admission into the Program;

Candidates interested in enrolling in ***graduate degree programs*** must submit an application to the admissions office. Expectations for admission to graduate programs include a baccalaureate degree, a cumulative GPA of 3.0 or better, program study agreement, three letters of recommendation, entrance interview, Praxis I (which includes a writing sample). Pre-candidates and candidates who apply for admission to the SPED, C & I, or reading advanced programs must document that they have state certification prior to admission. A pre-candidate who has not yet met all admissions requirements may be allowed to enroll in courses as a “special student.” These candidates may enroll in nine credit hours of course work and work toward meeting all program admission requirements. If a graduate pre-candidate fails to meet the admission requirements after nine credit hours, the Graduate Council and TEC must approve an admissions extension, which cannot exceed 12 credit hours of coursework.

Registration advisement of pre-majors and majors is conducted primarily through use of the CSU assessment, advisement, and data management system called EagleLinks (PeopleSoft). Each undergraduate student, after earning 30 credits, is assigned an academic program advisor. Prior to earning 30 credits, the student is advised by the Undeclared Major Advisement area. Advisement occurs at least once per semester prior to early registration. Pre-candidates and candidates are encouraged to seek advisement at least twice per semester. The undergraduate and graduate university catalogs outline policies, guidelines, requirements, and expectations for programs.

Pre-candidates and candidates enrolled in graduate programs are assigned academic advisors upon admission to a program. They are expected to apply for advancement to candidacy after achieving at least 12 credits, a GPA of 3.0 or better, and after securing full admission. The applications to candidacy are approved by the advisor, department chairperson, and director of education before being submitted to the Graduate Council and TEC.

Information meetings are hosted every semester by the Director and again within each department by the chairs. Pre-candidates and candidates are invited to receive program information, including programmatic changes and updates, to ask questions, and to meet advisors. Program specific information is also available online at the university’s website (www.coppin.edu) with links to the Unit, departments, and programs. Students are also able to contact advisors using electronic mail and via the unit’s website at www.education.edu.

Reporting Structure

All chairpersons, the Coordinator of Field Services/Coordinator of PDS, the Coordinator of the Education Resource Center and the Coordinator of the Education Technology Center report directly to the Director. The Director currently reports directly to the Provost/ Vice President for Academic Affairs. Dr. Leontye L. Lewis, Director of Education, meets bi-weekly with Dr. Sadie R. Gregory, Provost and Vice President for Academic Affairs. (Artifact 6.1.10) As Director of Education, Dr. Lewis also participates on the Deans’ Council, which meets bi-weekly.

Table 6.1: Institution's Governance Structure

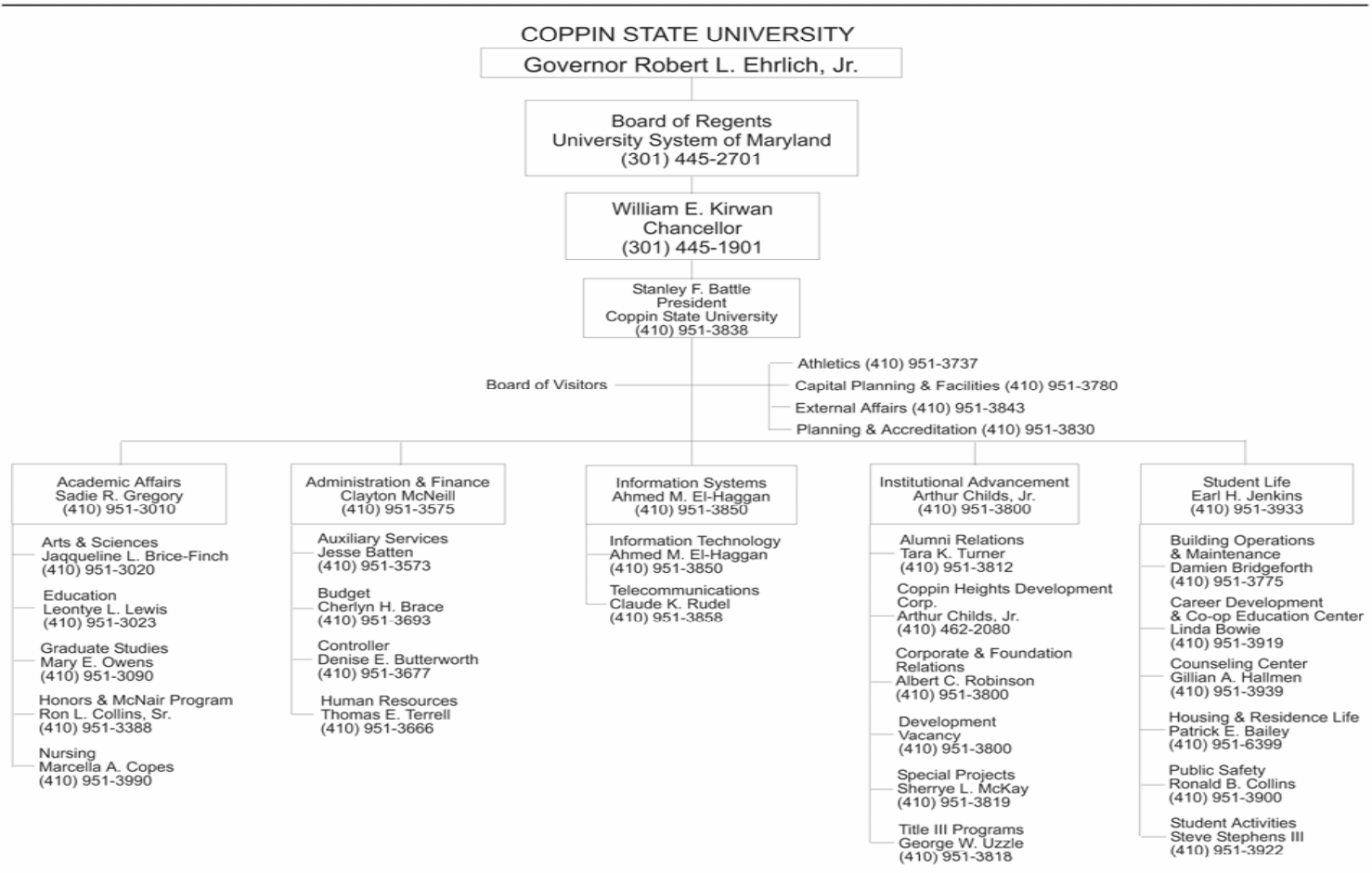


Table 6.2: Academic Affairs' Governance Structure

COPPIN STATE UNIVERSITY
Academic Affairs Organizational Chart
 November, 2005

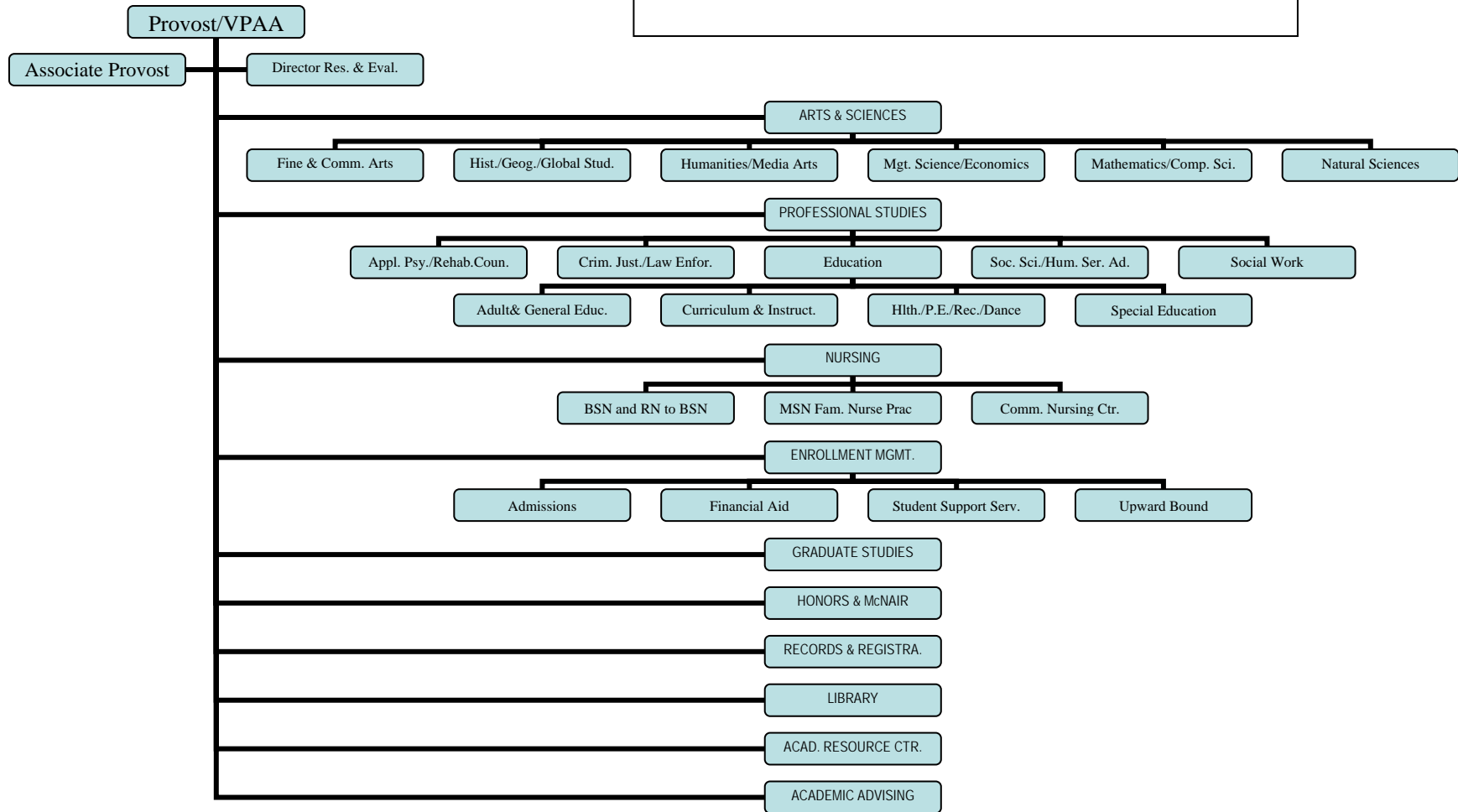
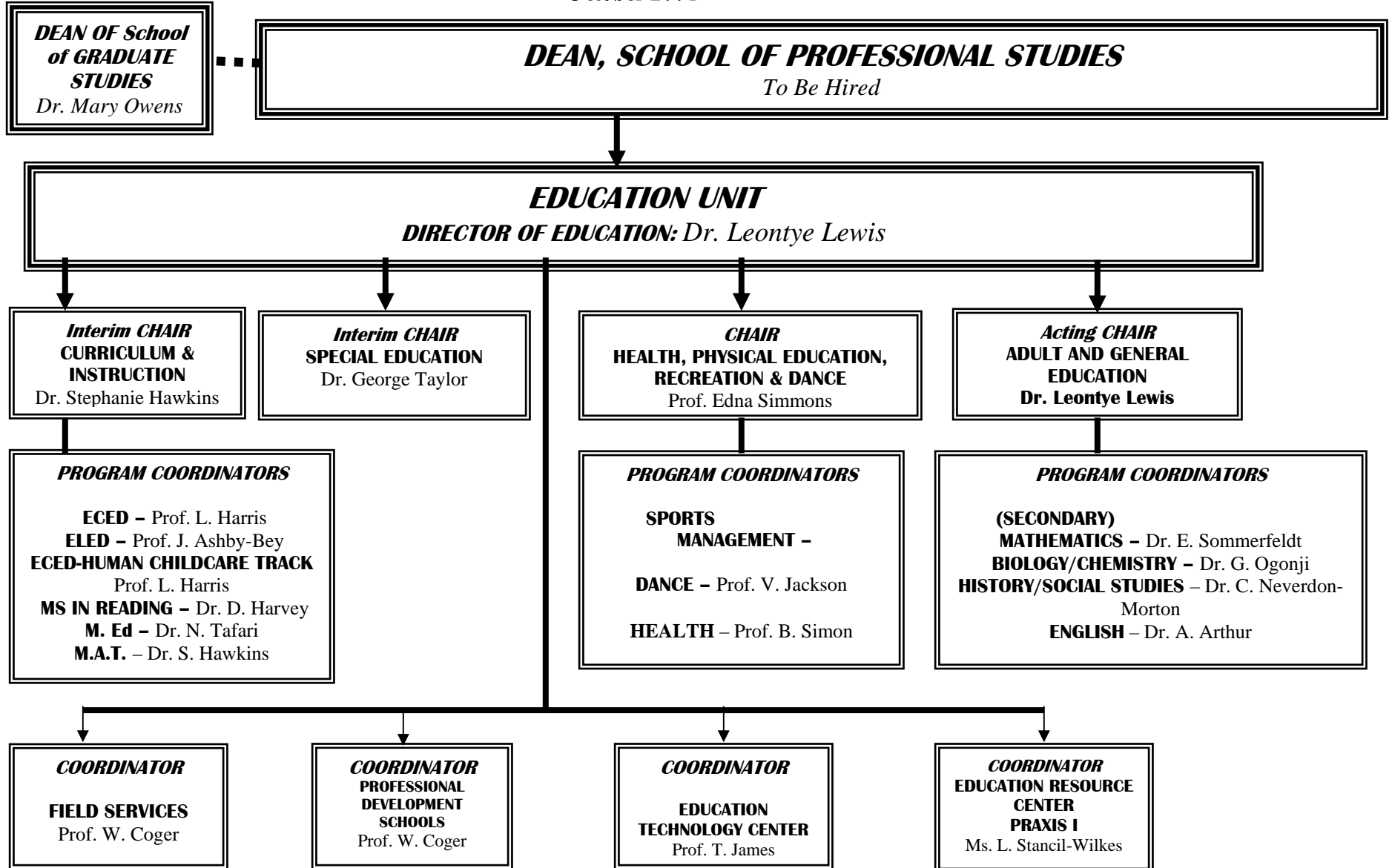


Table 6.3: Education Unit's Governance Structure

COPPIN STATE UNIVERSITY
 School of Professional Studies
 Education Unit Organizational Chart
 October 2004



Element 2: Unit budget

Dr. Stanley F. Battle is the Chief Executive Officer (CEO) of the institution. Dr. Randall serves as Assistant Vice President for Budget Operations. Mr. Featherstone, Interim Vice President for Administration and Finance, has responsibilities for the Division of Administration and Finance. Ms. Cherlyn Brace serves as Budget Officer. The CEO and his cabinet determine the budget to be allocated to each area. The vice president for each area then meets with his or her executive council to allocate school and unit budgets. During the past five-year period, the EU has received its fair share of the institution's limited resources. The university makes available from the general funds faculty salaries, support staff, technology, office supplies, and instructional materials. Money received by the Unit is allocated equitable to the departments based on size and needs. The unit received \$33,700.00 in operational budget for fall 2005. Tables 6.4 and 6.5 detail the budget allocated to the EU and show budget comparison across the Unit, and across academic schools and the Unit.

Table 6.4: Budget Comparison Across Unit by Allocation

Fiscal Year	Full-Time Salaries	Contractual/Adjunct Salaries	Professional Development	Supplies, Equipment, Other	Total
2002	\$1,836,924	\$284,252		\$37,000	\$2,158,176
2003	\$1,865,515	\$359,809		\$40,000	\$2,265,324
2004	\$1,801,593	\$346,466		\$52,917	\$2,200,976
2005	\$2,056,828	\$293,485	\$11,176	\$43,351	\$2,404,840

Table 6.5: Budget Comparison Across Unit/Schools by Year

Unit/School	2002-2003	2003-2004	2004-2005	2005-2006
Education	\$2,265,324	\$2,200,976	\$2,404,840	\$2,576,454
Arts and Sciences	\$7,247,597	\$5,259,147	\$5,427,483	\$5,456,955
Nursing	\$1,599,107	\$1,500,610	\$1,451,508	\$1,763,236

The EU has shown a steady increase in financial support from 2003-2006. Financial resources provided by grants secured from state and federal agencies provide supplemental funds to the education unit. The average salaries of faculty by rank are outlined in table 6.6.

Table 6.6: Average Salaries in the Unit by Rank

Rank	2003-2004	2004-2005
Professors	\$73,682	\$73,863
Associate Professors	\$54,656	\$58,179
Assistant Professors	\$54,747	\$53,931
Instructor	\$42,750	\$48,752
Lecturer	\$30,000	\$39,347

Additionally, the unit budget was increased to support several new education initiatives in the following amounts: Education Resource Center - \$73,353; PDS - \$20,000; Assessment System Upgrade - \$45,800; 7th Floor Conference Room - \$22,000; Academic Advisor in Education - \$32,400; and Consultants - \$11,988 for a total of \$205,541.

Element 3: Personnel

The 27 full-time tenured/tenure track and full-time contractual faculty members within the Unit are supported by 24 adjuncts. (Artifact 6.3.1) Faculty members are qualified to provide academic services and serve the undergraduate and graduate programs within the Unit. The full-time faculty members are assigned to the departments as outlined in Table 6.7 below. Most full-time faculty members have earned doctorates and are trained in the specialized area in which they work.

Table 6.7: Faculty Assignment by Department

EDUCATION UNIT - DEPARTMENTS			
Adult and General Education	Curriculum & Instruction	Health, Physical Education, Recreation, & Dance	Special Education
Dr. Theresa Harris Dr. Julius Chapman Ms. Jackie Williams Dr. Philbert Aaron Dr. Colonel Hawkins	Dr. Delores Harvey Ms. Lori Harris Ms. Glynis Barber Dr. Stephanie Hawkins Mr. Wyatt Cogger Ms. Juanita Ashby-Bey Mr. Thomas James Dr. Nwachi Tafari Dr. Yanhghee Kim Dr. Shawyn Williams Dr. Leontye Lewis	Ms. Edna Simmons Ms. Vanessa Jackson Dr. Clarence Mills Ms. Jewel Edwards Mrs. Betsy Simon	Dr. George Taylor Dr. Lois Nixon Ms. Shirley Edwards Dr. Thaddaus Phillips Dr. Hattie Washington Dr. Daniel Joseph

Adjunct faculty members are expected to maintain the high standards that drive the EU. The syllabi to be used by adjunct faculty members are standards driven, performance-based, and developed by tenure-track faculty members within the EU. Adjunct faculty members have access to an adjunct faculty office with a computer, telephone, and printer. Adjunct faculty members are invited to information meetings to visit or revisit the standards, conceptual framework outcomes, processes (specifically data collection), and goals of the program, department, and Unit. Adjunct faculty members assigned to teach courses in reading are trained in the strategies for addressing the five core components of reading as directed by Scientifically Based Reading Research (SBRR) and the Reading First Teacher Education Network (RFTEN) an NCATE initiative. The entire state of Maryland has moved to SBRR for education reading courses. In addition to meeting the state required reading courses, the EU has the honor of being invited to serve as a part of the RFTEN project.

All faculty members are expected to perform services to the academic community while continuing their own personal professional development. Services to our P-12 partners, specifically through the PDS Network, are recognized as such and are counted in the faculty members' contributions to the institution and community. Faculty may seek promotion, merit, and/or tenure adhering to the guidelines of the *Merit, Appointment, Rank, and Tenure* documents. Faculty members must detail their experiences in relation to service, research, and teaching. Information on faculty non-instructional productivity is collected yearly and housed in the Provost's Office. As Table 6.8 shows, the faculty members of the EU continue to maintain high productivity in non-instructional areas.

Table 6.8: Non-Instructional Productivity of Institution/Education Faculty

Service, Research, & Other Activities	2002-2003	2003-2004	2004-2005
Number of Fulltime Faculty	122/17	122/ 20	132/18
Number of Books Published	10/5	22/8	14/4
Number of Articles Published	101/37	84/9	89/2
Number of Creative Activities	79/0	102/27	116/4
Number of Professional Presentation	84/18	94/20	101/18
Number of Conferences Attended	20/5	25/7	28/7
Number of External Grants Secured	25/9	34/19	30/13
Number of Internal Grants Received	4/0	8/5	12/0
Number of Days Spent in Public Service	1,772/420	2,426/644	2,306/366

Full-time faculty members are expected to carry a full workload of three graduate- or four undergraduate level courses per semester. Faculty may be assigned a mixture of undergraduate and graduate courses, including internship supervision. Faculty may teach courses on-campus, on-line, or in a hybrid format (a combination of on-line and on campus interactions offered in the same course). Faculty members assigned as university supervisors during the extensive internship supervise three candidates, which is the equivalent of a three-credit course. Faculty activity reports document faculty workload and participation in unit and campus activities. (Artifact 6.3.2)

In addition to maintaining an established teaching load, each full-time faculty member is expected to serve on campus-wide, unit, and department committees. Full-time faculty members also serve as academic advisors to the students enrolled in education programs. A minimum of 6 scheduled office hours per week is required. Office hours are posted on the door of each faculty member. The number of advisees assigned to an advisor varies according to program and the numbers of students enrolled in specific programs. A faculty member may advise between 10 and 35 advisees.

Coppin has a ten-member PDS network. All faculty members are expected to participate in the Network, applying expertise as needed. Each PDS site is assigned a university liaison. Mr. Wyatt Coger, PDS coordinator, organizes the PDS activities delivered by education and content area faculty. Faculty members are expected to serve on the PDS Coordinating Council as liaisons between the school sites, school system administration, and the community-at-large. Individuals serving as liaisons are responsible for 1) scheduling classes and other professional development opportunities for pre-service and in-service teachers; 2) planning, developing, or evaluating action research projects; 3) planning conferences, seminars, institutes, and cross-site teacher chats; 4) serving as members of PDS Sites Committees; 6) serving on the School Improvement Team; and 5) working collaboratively with all PDS Site liaisons.

The responsibilities of the chairperson and program coordinators, which are many and varied, are outlined in the Faculty Handbook, which is on display in the artifact room.

Faculty members are required to participate in professional development activities, which include participating in conferences and presenting at local and national professional activities. As outlined in Table 6.11, faculty members participated in many professional development activities, including technology enhanced professional development. The institution hosted a technology conference during the spring 2005 semester. Dr. Sadie Gregory, Provost and Vice President for Academic Affairs, is

committed to faculty professional development. Effective fall 2005, each faculty member was allocated \$800.00 toward individual professional development in the discipline to continue to enhance expertise. Faculty members are encouraged to make presentations as they attend conferences and must submit at least one article for publication yearly.

In response to the need for assistance in coordinating PRAXIS I activities and as further testament to her support of education, Dr. Gregory has sanctioned a new staff position – PRAXIS I Coordinator. This individual, who also serves as coordinator of the Education Resource Center, is responsible for working with a PRAXIS I Committee to plan and implement PRAXIS I intervention activities through a PRAXIS Academy. (Artifact 6.3.3) The PRAXIS I Committee meets frequently to provide updates and to plan additional activities. The coordinator maintains a PRAXIS I database. The first PRAXIS Academy was offered in spring 2005 and another in fall 2005. The results of the intervention activities are included in the artifact room. Additionally, the EU has received the support from the Provost and has hired a recruiter/advisor to work with pre-majors.

All students have access to the Counseling and Placement Services: Career Development and Cooperative Education Center, which is housed in the Tawes Center. Career counseling is available to all students and is offered to students individually or in groups. Preparing a resume and cover letter are also services and strategies offered by the center. Pre-candidates and candidates also have access to placement services, which include on-campus interviews that are offered to all candidates and usually feature principals from state-wide school systems. This placement service is conducted in collaboration with the Field Services Office. Career fairs are also conducted each semester. Students have the opportunity to meet prospective employers or representatives from graduate programs and conduct interviews on site at the institution. The Offices of Admissions, Records and Registration, Human Resources, and Financial Aid all collaborate to provide services to our students.

Element 4: Unit Facilities

The EU and most faculty offices are housed on the seventh floor of the Grace Hill Jacobs (GJ) classroom building. Additional office space for education faculty members is on the third floor of the same building – rooms 306 & 308. Each full time faculty member has an assigned office space with state-of-the-art technology equipment and software to facilitate effective implementation of roles and responsibilities. (Artifact 6.4.1) The GJ building serves as the primary facility for classroom space. However, classes are often held in the Parlett L. Moore Library, the Percy Julian Science building, The Coppin Center, and the Johnson Auditorium.

The EU, through support from the Provosts' office has maintained a full time educational technology faculty member who operates the Educational Technology Center, which is located on the third floor of the Grace Jacobs building in room 306. The center houses 21 computer workstations for students who are enrolled in education courses. The Plato software is available for education majors preparing for the PRAXIS examination. PLATO is a software program developed by Plato Learning Systems Inc., which assists students in the preparation for PRAXIS I examinations. (Artifact 6.4.2) This computer-based system includes an academic skills assessment test, which examines key concepts in reading, writing, and mathematics. The ETC also provides space for education faculty and student to seek tutorial in electronic portfolio development, software application, and other technological requests. The lab is open on Monday and Wednesday - 9:00 a.m. - 7:00 p.m.; Tuesday and Thursday - 9:30 a.m. - 7:00 p.m.; Friday - 9:00 a.m. - 6:00 p.m.; and on Saturday - 9:00 a.m. - 11:00 a.m.

The Education Resource Center (ERC) is a supplemental resource center for education students. The Center, which was completely remodeled through support from the Provost, reopened in fall 2005. The ERC is committed to providing resources and materials that assist candidates as they move through their program. Designed to support teacher education candidates in the classroom, the ERC is comprehensive, easy-to-use, searchable resource library of education-related resources, and state-of-the-art equipment. ERC's collection consists of current reference books, classic reference books, basal readers, activity books, assessment instruments, lesson plan books, professional journals and periodicals, pamphlets and newsletters, educational videos, CDs, DVDs, activity kits, manipulative kits, games, Reading First Teacher Network (RFTEN) materials, tests and tests materials, supplemental materials, and handouts. Students are encouraged to take advantage of the many resources and teaching materials available for them in the ERC, which is coordinated by Ms. Linda Stancil-Wilkes, and a student worker.

Faculty members have access to the Reading Room, GJ 308, which is also the faculty office for Dr. Delores Harvey, Coordinator of the Master of Science in Reading program. As a reading specialist, this coordinator provides access to reading assessment instruments, scientifically-based research documents, standards, learning packets and materials, and references that address the five core components of reading – phonics, phonemic awareness, fluency, vocabulary and comprehension. (Artifact 6.4.3)

The Academic Resource Center (ARC) is another Coppin State University resource, which provides support services to all students, including education majors. The ARC is a comprehensive academic support center that sustains the university's mission to focus on the educational and cultural needs of students in Baltimore City and the surrounding metropolitan area. The ARC is one of the major units that support the university's retention efforts. During fall 2005 semester, the Provost upgraded the mathematics lab with computers, flat panels, new furniture, and instructional resources. The ARC offers academic support in the form of free individualized, small group, and computer assisted instruction (CAI); tutorials; and workshops in English, mathematics, reading, and study skills. These tutorials are especially important in preparing students for PRAXIS I. The ARC staff members have developed workshops specifically for students in the teacher education program.

The ARC strives to meet the university's goal of providing a student-centered retention program that includes instructional support and encouragement so that students can reach their full potential, persist, and graduate from CSU. Professional and trained peer tutors provide quality assistance, employing a variety of instructional modes designed to encourage learning and to meet the needs of the diverse population of students who utilize ARC services. Tutors assess the needs of students on an individual basis, using students' self-assessments, faculty recommendations, and diagnostic testing to establish instructional goals.

Element 5: Unit Resources Including Technology

The ETC is the unit's primary technology resource lab. However, all students have access to the computer labs in the GJ building, the library, the science building, and the residence halls. All students and faculty members have access to electronic mail and other software needed to facilitate academic efforts. In addition to services provided by the ETC, the Information Technology Division (ITD) offers assistance and training to all faculty members, departments, and the unit as requested. Resource personnel perform various services, and may be contacted for individual or group assistance. The number of smart classrooms or technology enhanced classrooms has been significantly increased.

There are 22 computer labs campus-wide and most classrooms are equipped with technology enhanced equipment. (Artifact 6.5.1) Faculty members are able to connect to the internet, use the computer, document camera, video or television in almost all classrooms. During summer 2005, the Provost undertook a special project to renovate all conference rooms with technological equipment and new furniture to support and enhance the work environment.

As noted in the introduction section of the IR, CSU was ranked number 19 among the 50 most unwired U. S. college campuses by the *U. S. News & World Report* for its wireless Internet accessibility. In 2005, CSU received the EDUCAUSE prestigious Award for Excellence in Networking: Innovation in Network Technology, Services, and Management. Coppin's selection marks the first time a school in Maryland has received the award. Coppin is also the first HBCU (Historically Black Colleges and Universities) to be honored with that recognition. (Artifact 6.5.2)

Faculty members are encouraged to create a faculty webpage and each department and the EU has a webpage, which may be accessed from the institution's homepage. The web sites afford students access to program information and requirements from any site that has technological access. Courses may be offered on Blackboard or through use of Tegrity. The office of Academic Affairs offered 10 grant opportunities this past summer. One education faculty member secured a Tegrity grant for course development using technology. In spring 2006, six education faculty members secured Tegrity grants to improve teaching and learning. (Artifact 6.5.3) Other faculty members within the Unit serve on the Tegrity committee. (Artifact 6.5.4) In Tegrity courses, candidates are required to create web pages, PowerPoint presentations, e-portfolio, brochures, and other technology requirements as program requirements. Easy access to technology, as is evident in the resources on campus, facilitates the fulfillment of students' technology requirements.

Blackboard is an E-learning solution, which gives instructors the ability to teach courses online. Instructors may also use Blackboard as an additional teaching platform in which they can post lecture notes and assignments, test on-line and even hold class discussions via the web. All on-line courses utilize blackboard and many courses are web enhanced with blackboard features to engage students in technology use as part of their regular instruction. The Tegrity software allows faculty to record their face-to-face lectures in multimedia rich format, video, audio, and data. It then posts the recorded content to the Web for anytime anywhere review by the students. It also digitizes the students' notes and automatically synchronizes those notes to the corresponding faculty recordings for easy review.

The PeopleSoft software, version 8.0, delivers to the users on demand both the Enterprise Relationship and Business Analytical data. With the implementation of Campus Portal and individual "role" based security, the staff, faculty, students and visitors can access information via an Internet browser. This suite includes modules from the PeopleSoft Human Resources Management, Financial Management and Student Administration systems, as well as the Data Warehouse and Customer Relation Management modules.

LIBRARY AND CURRICULAR RESOURCES

Parlett L. Moore Library, named for Coppin's second president, Parlett Longworth Moore, supports the instructional programs and provides an environment conducive to general intellectual enrichment and continued learning. The library provides space for classrooms, computer classrooms, meetings, visual exhibits, special programs and receptions, and offices.

The Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. The library offers access to audiovisual equipment and materials, periodicals, reference resources, interlibrary loan, and library instruction classes. Coppin faculty, staff, and students, Coppin Alumni (with proof of alumni status from the Alumni Office), and registered borrowers of the USMAI (University System of Maryland and Affiliated Institutions) — USM campuses, Morgan State University may use library holdings. The following table presents library acquisitions over a seven year period.

Table 6.9: Library Collections: Fiscal years 1998-2005

Resources	1998	1999	2000	2001	2002	2003	2004	2005
No. of Volumes	99222	75068	76458	78218	79510	81742	83105	82862
No. of Titles	75723	65159	66712	68178	69164	70868	72052	71506
Microfilm BVE	20255	20696	21142	21545	22015	22412	22840	23084
Microfiche BVE	255827	258870	262281	264191	264248	264517	267378	267510
Periodical Subscriptions	686	694	696	705	705	705	705	705
Audio Items	1365	1365	1365	1365	1386	1423	1445	
Bound Periodicals		22523	22675	22935	22957	23226	23444	23713
Videotapes	951	1107	1183	1260	1263	1366	1370	

Of the total number of volumes in the library, there are 5,024 education volumes. In addition to the education resources housed in the library, the Education Resource Center (ERC) (GJ 307) is home to a variety of curricular materials. The following table depicts the usage at the ERC by faculty and students during the fall 2005 semester.

Table 6.10: Use of ERC: Monthly Use for Fall 2005

September	October	November	December	Total
69	83	60	18	230

The library has over 40 public workstations on the first floor that allow access to the Internet and various other networked resources. Two smart classrooms are also housed in the library. Room 002 houses 27 computer workstations and room 003 houses 24 workstations. The library is home to 91 computers that are available to students and the general campus community. Table 6.11 shows monies spent on education related materials.

Table 6.11: Parlett L. Moore Library Education Expenditures

	Books	Periodicals	Electronic
Library Budget	\$154,000	\$125,000	\$131,000
Education	\$ 17, 150	\$ 19,240	\$ 25,000
Education Percentage	11.136%	15.392%	19.083%

Coppin State University and the EU strive to secure continued NCATE affirmation with nationally recognized programs that are approved by MSDE. The unit faculty, along with teacher education faculty from the School of Arts and Sciences, work with candidates who become certified, highly qualified, and prepared to meet the demands of a diverse workplace and a complex and demanding society as *reflective facilitators of learning*.

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