

**TABLE OF CONTENTS**

ELEMENTARY EDUCATION PROGRAM..... 3

    Overview of Document ..... 3

    Introduction..... 7

        Conceptual Framework ..... 8

            Competence:..... 8

            Conscience:..... 9

            Compassion:..... 9

    Context Statement ..... 9

        Introduction to Context Statement ..... 9

    Mission Statements ..... 11

        College Mission..... 11

        Department Mission..... 11

        Professional Development Schools Mission..... 11

    Descriptive Information..... 11

    Relevant Policies and Practices of the College and the Education Department ..... 12

        Admission Practices ..... 13

        Support Services..... 13

        Instructional Technology..... 13

        Volunteer Service and Service-Learning ..... 14

        Core Course Requirements..... 14

        State Requirements..... 14

        Elementary Education Program..... 15

        Honors Program..... 16

        Alpha Program..... 16

        First Year Experience..... 16

        Sophomore Review..... 16

        Study Abroad..... 17

        Full-year Internship..... 17

        Professional Development Schools..... 17

    Strengths and Qualities of the Elementary Teacher Preparation Program..... 19

        Development, Learning, Motivation..... 19

        Curriculum..... 20

        Instruction..... 21

        Assessment..... 22

        Professionalism..... 23

    Assessment Guidelines..... 24

        Assessment Through Test Scores and Grades..... 24

        GPA..... 25

        Science Assessment..... 25

        Reflective Practitioner..... 26

        Sophomore Review..... 26

        Field Experience..... 28

        Position Papers ..... 28

        Progress Report – Semester Two of the Internship..... 29

Time Coordinators Spend in Schools.....	29
Final Assessment Process for Candidates in Professional Development Schools	30
Non-PDS Placements .....	30
Survey of Graduates.....	30
Qualifications of Faculty, Mentors and Central Office.....	33
Quality Assurance .....	34
Unit Evaluation.....	35
Performance Evidence.....	40
Rationale.....	40
Liberal Arts Core.....	40
Freshman Year .....	42
ED 100 Education I: Elementary Education and Field Experience .....	42
Content .....	42
Experience.....	44
Reflection.....	46
Sophomore Year.....	48
Science .....	48
ED 302 Human Growth and Development .....	50
ED 300 Learning Theory.....	51
Content .....	51
Experience.....	53
Reflection.....	53
Synthesis.....	53
RS 496 Introduction to Special Education.....	54
ED 303 Educational Technology .....	54
Junior Year .....	55
Senior Year.....	57
Aggregated Data Regarding Course Grades .....	59
Internship Phase I.....	60
Internship Phase II.....	63
Non-PDS or Traditional Candidate.....	66
Employment .....	66
Progression of Growth from Initiation through Graduation.....	68
References .....	70
APPENDIX A.....	71
APPENDIX B.....	77
APPENDIX C .....	78
APPENDIX D.....	79
APPENDIX E.....	80
ARTIFACT 1 .....	89
ARTIFACT 2 .....	90
ARTIFACT 3 .....	91
ARTIFACT 4 .....	92
ARTIFACT 5 .....	93
ARTIFACT 6 .....	94

## ELEMENTARY EDUCATION PROGRAM

### Overview of Document

The program review for Elementary Education includes the rationale, introduction and conceptual framework followed by the context statement (used to set the tone and provide background), the performance evidence section (used to demonstrate candidates' proficiencies in relation to the standards), the appendix, and the artifact section. It is compiled as documentation of the various practices, policies, and courses of the Education Department at Loyola College of Maryland and their representation of the Program Standards for Elementary Teacher Preparation. It is the intent of the department to present an understanding of the Loyola student from first year to fourth year, as well as to demonstrate that these elementary education candidates are meeting the standards in their preparation as teachers. Moreover, the conceptual framework is the shared vision of the department in preparing educators and provides direction for the development of courses and curriculum.

The introduction begins with a description of the “end product” – who the Loyola student is as he/she completes the academic work of four years and reaches graduation. The reader is introduced to the candidates as they finish their degree program at Loyola and begin their careers in education.

The context statement begins with the college, descriptive, and professional development school mission statements. Next, the descriptive information gives the reader an awareness of the diverse background of the person choosing to enter the Elementary Education Program. Subsequently, relevant policies and practices of the college are detailed in order to understand the impact of these on the candidates' lives on and off campus and their preparation to be a teacher. Included with these policies and practices are the state requirements for teacher certification, a necessary consideration in planning the Teacher Education Program.

Incorporated within the context statement is a section entitled Strengths and Qualities of the Elementary Teacher Preparation Program. Both academic courses and clinical experiences are explained in relation to the National Council for Accreditation of Teacher Education (NCATE) and Association for Childhood Education International (ACEI) standards. This is followed by a discussion of key assessment points, qualifications of faculty, a statement on quality assurance regarding the assessment and evaluation systems, and an evaluation of the department's overall Elementary Education Program in relation to the mission and goals.

After an introduction to the undergraduate candidate, the practices of the college, and a description of the courses and programs in relation to the NCATE/ACEI Elementary Program Standards, the Performance Evidence section demonstrates to the reader an understanding of the department's implementation of the standards and how well the candidates are meeting the standards. It takes the reader from the first through the fourth

year of the “typical” student at Loyola. This section provides aggregated data and examples of candidates’ work, which are included in the appendix and artifact sections.

Finally the artifact section provides a few samples of candidates’ work representing the variety of ways that proficiencies are assessed within the Elementary Education Program.

The following matrix serves as a guide to the location of support for each of the ACEI Program Standards within this document:

<b>Standards</b>	<b>Page Number (s)</b>
<b>DEVELOPMENT, LEARNING AND MOTIVATION</b>	
1. Development, Learning and Motivation – Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.	19, 42-44, 46-57, 59, 61-64, 66
<b>CURRICULUM</b>	20, 40, 42, 49, 50, 55, 61-64, 66
2a. Central concepts, tools of inquiry, and structures of content – Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels;	55, 59
2b. English language arts – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;	41, 59
2c. Science – Candidates know, understand, and use fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy;	41, 49, 50, 55
2d. Mathematics – Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data;	41, 55, 56
2e. Social Studies – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;	41, 42, 55, 59
2f. The arts – Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;	42
2g. Health education – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	21

<b>Standards</b>	<b>Page Number (s)</b>
2h. Physical education – Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;	21
2i. Connections across the curriculum – Candidates know, understand, use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	40, 43-50, 55, 59, 65
INSTRUCTION	21, 42-48, 50, 51, 53-55, 61-66
3a. Integrating and applying knowledge for instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;	43-45, 47, 49, 50, 52, 55, 58, 59, 61, 65
3b. Adaptation to diverse students – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	43-45, 49, 56, 58, 61, 62, 65
3c. Development of critical thinking, problem solving, performance skills – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;	44, 45, 49, 50, 56 – 58, 65
3d. Active engagement in learning – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	43, 50, 56 – 58, 61, 65
3e. Communication to foster collaboration – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	43, 44, 47, 55, 59, 65, 66
ASSESSMENT	
4. Assessment for instruction – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will provide continuous intellectual, social, emotional, and physical development of each elementary student.	22, 42, 49, 50, 52 – 56, 58, 61 – 66
PROFESSIONALISM	23, 42, 46, 48, 50, 51, 54, 55, 61 – 66
5a. Practices and behaviors of developing career teachers – Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;	42, 45 – 47, 50, 51, 55, 58, 61
5b. Reflection and evaluation – Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;	43, 45 - 47, 50, 52, 54, 56, 58, 59, 61, 62, 65
5c. Collaboration with families – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children;	43, 44, 47, 57
5d. Collaboration with colleagues and the community – Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.	43, 44, 50, 57, 58, 61, 62, 65

In addition to the NCATE/ACEI Elementary Program Standards, several other sources were referenced in the preparation of this document. They include: the Loyola College strategic plan, “Magis: A Strategic Plan for the New Millennium” (June, 1997); “Ignatian Pedagogy – a Practical Approach”; The Maryland Higher Education Commission Teacher Education Task Force Report (May, 1995); the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC); The Essential Dimensions of Teaching (EDOT) developed by the Maryland State Department of Education; the 1999-2000 Undergraduate Catalogue and the Evergreen Undergraduate Prospectus 1999-2000 both published by Loyola College; the 1995 Final Report written by the Maryland State Department approval team and the current Middle States Report; and the two documents entitled Performance Based Assessment Guidelines and Collaborative Futures developed by the Loyola faculty in collaboration with state and local educators.

## Introduction

### *Is the candidate ready to be the primary teacher of record in his/her own classroom?*

“Commencement is both a beginning and an end – an important milestone in our students’ lives. It is a time to honor their accomplishments and to acknowledge the hard work that has enabled them to reach this point in their lives.” Academic Vice President, Dr. David Haddad’s words bring focus on the accomplishments of each of the 791 members of the Class of 2000. Thirty-six of these graduates were Education Majors.

The thirty-six graduating Education Majors demonstrated their excellent performance and service to others in numerous ways. One was inducted into Alpha Sigma Nu, the National Jesuit Honor Society.(5) Three were honored with membership in the Green and Grey Society in recognition of their outstanding academic performance and service to the community.(2,5) One was a graduate of Loyola’s Honors Program.(2) One was inducted into Phi Alpha Theta, the International Honor Society in History.(2e) One was inducted into Phi Beta Kappa.(2) One received the college’s Medal for Excellence of Performance in Spanish and was inducted into Sigma Delta Pi, the National Spanish Honor Society.(2) Four were recognized in *Who’s Who Among Students in American Universities and Colleges*.(2,5) Two received the Education Medal for Excellence of Performance.(2) Two graduated Summa Cum Laude, two Magna Cum Laude, and eight Cum Laude.(2)

Sixty-five percent of Loyola’s graduates were involved in community service. Many Loyola graduates signed the Graduation Pledge, enabling them to formally declare their commitment to choose work that is consistent with the values inherent in Jesuit higher education, most notably the importance of service to others through socially responsible work.

“In the spirit of my Jesuit education, I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work.”(5)

Father Ridley, president of the College, reminded the graduates that, “The driving force behind most significant growth is challenge.” He encouraged them to, “Be loyal, caring, and in touch.” He further asked, “When you return for reunions, tell us about a cry for help you have heeded.”(5) In keeping with this spirit of giving to others who are less fortunate, six graduating Education Majors chose post-graduate volunteer work with organizations such as Jesuit International Volunteers and the Peace Corps.(5)

The thirty-six graduating Education Majors receive certification from the State of Maryland which has reciprocity with thirty-six states, the District of Columbia, and the Commonwealth of Puerto Rico all of which belong to the Interstate Certification Compact.(1,2,3,4,5)

Twenty-one Education Majors have contracts for teaching positions for the 2000-2001 school year. (1,2,3,4,5) Four will go on to graduate schools. Six will be doing post-graduate volunteer work. The remaining five are not employed in education, not in graduate school, or failed to respond to requests for information.

Fifty-one per cent of the graduating Education Majors had their clinical experiences in a Professional Development School in collaboration with Loyola. Placed in one or more of ten elementary and middle Professional Development Schools, candidates became colleagues with faculty members over a three-semester internship. With the guidance of a mentor, candidates took on full teaching assignments during the third semester and worked cooperatively with parents, social service agencies, and business partners in order to fully experience the excitement and challenges of helping students learn. (1,2,3,4,5)

### Conceptual Framework

The conceptual framework on which Loyola's education programs are based has as its cornerstone the criteria that uphold the Catholic and, more specifically, the Jesuit character of the institution. The Conceptual Framework is a shared vision of the department in preparing educators. In conformity with the Catholic and Jesuit criteria, the conceptual framework is based on competence, conscience, and compassion. As demonstrated below, the Conceptual Framework includes the mastery of academic disciplines, an awareness of the larger community, and the continual interplay of the guidance of the individual that provides a direction for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

The Ignatian education strives to go beyond academic excellence. It is a collaborative process between and among teachers and students, which fosters personal and cooperative study, discovery and creativity, and reflection to promote life-long learning and action in service to others. Its ultimate goal is to develop men and women of competence, conscience, and compassion.

#### Competence:

To accompany individuals on their journey through the continual interplay of experience, reflection, and action as they are challenged to meet their full potential.

- Mastery of academic disciplines and teaching techniques
- Reasoned investigation
- Framework of inquiry
- Impel students to further probe for understanding
- Motivate and support student learning
- Technology as a tool
- Active engagement in learning
- Collaboration
- Adaptation to diverse needs

- Variety of teaching strategies
- Diversity of assessment
- Continual

Conscience:

To guide individuals through a formative and liberating process that shapes their attitudes, beliefs, values, and way of thinking in order to move these individuals beyond knowing to undertaking action.

- Framework of inquiry
- Discernment
- Respect for human diversity
- Supportive learning environment
- Diversity of assessments
- Ethical practice of profession
- Effective communication
- Lifelong learning

Compassion:

To open individuals' sensitivity to human implications of what they learn in a way that transcends their prior experience and thus causes them to grow in human excellence.

- Multicultural perspective
- Special needs
- Care for the individual student
- Freedom and dignity of all persons
- Community of learners
- Service to others
- Achievable and challenging

## Context Statement

### Introduction to Context Statement

Over the next several pages the reader is provided with a context statement for the program review. This section presents background information on various factors that influence the environment in which the education program exists. Woven within the context statement specifically, but throughout the paper, are the shared beliefs of Loyola's education faculty as developed in the Conceptual Framework. These beliefs center on the commitment to providing candidates with a framework for inquiry, to offering a strong academic program, and to addressing the well being and development of the candidate as the basis of effective teaching - Competence, Conscience, and

Compassion. The context statement begins with descriptive information on the program and the incoming student. Clearly, first year students are admitted to Loyola College with a wealth of experiences. Although academic excellence, an important part of the education at Loyola, is valued in the admission process, it is equally important that prospective students have a vision of “how” they will incorporate the values of Competence, Conscience, and Compassion throughout their experiences over the next four years. Therefore, volunteer service and “giving back” to populations that are diverse with regard to culture, ethnicity, language, race, socio-economic status, disabilities, and religious beliefs are integral to the acceptance process at Loyola.

The policies and practices of the College affecting the elementary teacher preparation program continue to promote the candidate’s academic excellence, well being, community awareness, and service-learning. The reader is provided with a description of programs that foster these areas, e.g. Support Services, Study Abroad, Honors Programs, etc.

A larger portion of the context statement is the third area, an outline of how the Elementary Education Program addresses the Program Standards for Elementary Teacher Preparation. This segment of the program review is organized around the five categories in the Program Standards: Development, Curriculum, Instruction, Assessment, and Professionalism (all twenty standards are addressed later in the second section, The Performance Statement). Each of the five categories is presented with the corresponding component of the Elementary Education Program. Explanations are provided regarding how the candidates are afforded opportunities to learn and to practice the knowledge and skills contained in the standards. The focus of this segment is to demonstrate the numerous opportunities presented to the candidates, in each of the above categories, to blend theory and practice.

Finally, the reader is presented with a description of the program’s candidate assessment process, as well as the unit’s evaluation of the elementary program strengths in relation to its mission, goals, and conceptual framework. As demonstrated throughout this review, the candidate is assessed in numerous ways, including paper and pencil tests, reflective journals, visual presentations, projects, papers, and portfolios (based on INTASC standards). Without a doubt, these are examples of the program’s commitment to respect for individual differences and choices and certainly a clear example of the Compassion component of the Conceptual Framework. The unit’s own evaluation of its elementary program is based on the results of these individual assessments and the success of the candidates, again an example of another component of the Framework, Competence.

## Mission Statements

### College Mission

Loyola College in Maryland is a Catholic comprehensive university, in the educational and spiritual traditions of the Society of Jesus and the Religious Sisters of Mercy, dedicated to the ideals of liberal education and the practice of *cura personalis*. (Magis: A Strategic Plan for the New Millennium, 1997)

### Department Mission

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Education Department of Loyola College promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

### Professional Development Schools Mission

The mission of a Professional Development School (PDS) collaboration is to improve the quality of education for all involved – interns (candidates), teachers, and students K-12, by providing an extensive internship for prospective teachers; continued professional development for teachers; and the opportunity to conduct action research regarding teaching, learning, and innovative instructional practices.

## Descriptive Information

Loyola College seeks to enroll students who subscribe to the ideals and objectives of the institution and who show preparation qualifying them to benefit from the liberal arts education it offers. In addition, Loyola seeks students who will become participating members in the college community of faculty and students, contribute to the intellectual growth of this community while achieving their own personal intellectual growth and development, develop a social awareness through participating in the co-curricular activities of the College, develop their understanding and appreciation of spiritual values, and benefit from participation in the College's recreational and athletic programs. The College welcomes applications from men and women of character, intelligence, and motivation.

The Elementary Education Program is designed to prepare candidates for Maryland certification in grades 1 through 8. As of spring, 2000, 42 seniors, 48 juniors, 44 sophomores, and 41 freshmen have declared elementary education as their major. Forty-seven received a Bachelor of Arts Degree in 1999; 37 in 1998; 35 in 1997; 47 in 1996; and 42 in 1995.

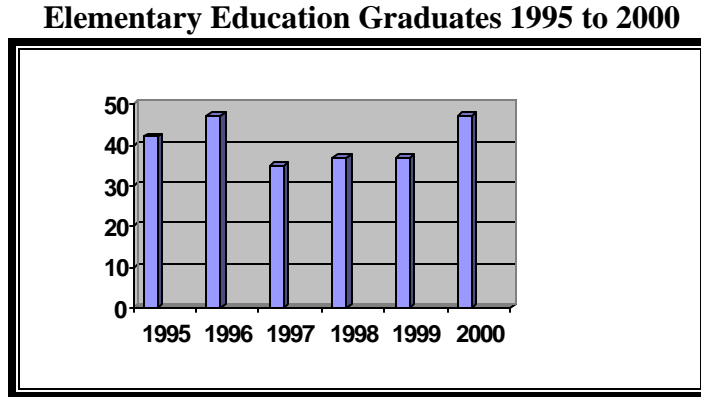


Figure 1

An examination of the class of 2003 provides insight with regard to the candidates. They are primarily Catholic and Caucasian. SAT scores range from 990 to 1360. The average SAT is 1183. The average GPA for the spring 2000 semester was 3.207. In addition to Maryland residents, education majors hail from California, Colorado, Connecticut, Delaware, Hawaii, Massachusetts, New Jersey, New York, Pennsylvania, Rhode Island, and Virginia. Most candidates reside on campus.

Consistent with Loyola's emphasis on community service, many candidates choose Loyola College to continue their service activities. Prior to entering college, these candidates volunteered in a variety of service programs/activities including: food drives, tutoring, church activities, and other forms of community service. They participated as school educators or sports instructors or served in the student council, religious education programs, Habitat for Humanity, SAAD, counseling, Key Club, and daycare support.

Work experience during their high school years included interactions with children of all ages, as camp counselors, lifeguards, daycare providers, salespersons, restaurant/food service personnel, office personnel, and recreation and sport instructors.

#### Relevant Policies and Practices of the College and the Education Department

The following are relevant policies and practices affecting the college's elementary teacher preparation. Each policy and/or practice emphasizes the relationship between the conceptual framework of the department and the overall mission of the college, the practice of *cura personalis* and the blending of competence, conscience, and compassion. As verified below, policies and practices "touch on" diversity of assessments, a strong academic program, support of the candidate, opportunities to expand intellectual horizons, service-learning, and expanded clinical experiences.

### Admission Practices

Upon acceptance by the Admission Office of Loyola College in Maryland, students are eligible to declare the major of their choice. The Education Department may not impose additional admission requirements. However, several key assessment points are established throughout the program, resulting in the ability of the department to monitor the continued success of each candidate.

### Support Services

A variety of support services is available on campus for students. The Center for Academic Services and Support provides services and support regarding academic matters including support for candidates with special needs. The Alcohol and Drug Education and Support Services offers individual and group supportive counseling services to students with problems relating to their own alcohol or other drug use, or such use by persons close to them. Campus ministry serves the spiritual needs of the Loyola Community through a coordinated program which students help to shape. The Career Development and Placement Center provides services to assist students in all aspects of the career development process. The Center for Values and Service provides opportunities for Loyola students, faculty, and staff to incorporate service into their education through work with over seventy agencies and programs in and around Baltimore. The Counseling Center supports the academic mission of the College by providing services and programs that help students achieve their educational goals. These are comprehensive services designed to address a range of issues including adjustment to college, stress management, public speaking anxiety, test anxiety, coping with loss and grief, effective communication skills, and various mental health concerns. Disabilities Support Services provide services for students with disabilities to ensure physical and programmatic access to all College programs. Student Health and Education Services provide routine, outpatient care during the academic year. The Center also promotes many wellness programs.

These support services are an integral part of the continued success of all students at Loyola College and provide support to all departments. Both verbal and written communications concerning the students are available to academic personnel.

The College requires professors to submit midterm grades for all freshmen. Thereafter, midterm grades are reported for those students who are carrying below a “C” average. This practice allows the Center for Academic Services and Support to monitor the grades of each student at an early point in his/her academic career.

### Instructional Technology

Loyola has achieved national recognition in the area of technology resources, ranking 53<sup>rd</sup> in the nation among Yahoo’s most wired colleges and universities. This placed Loyola in the first position as most wired in Maryland and among Jesuit colleges and universities.

Loyola's Information Services/Instructional Technology Office supports the college community in the use of technology to enhance the learning environment. The five main points of focus are classroom technology, distance learning, multi-media and presentations, online course materials and development, and web technologies. Hardware, applications, connectivity, and support are available for any learning activity. Faculty members are encouraged to integrate technology into their courses. This may include electronic delivery, web-based integrative course software, virtual lectures, and document sharing through the network. Information Services supports a mental model of course development and delivery that allows faculty to develop course materials in their offices and deliver those materials seamlessly to classrooms. Support is also provided to any faculty member who desires to provide students course materials through the Internet. A faculty member can set up virtual office hours, logging into a chat room from home or office to be available to students in real time.

### Volunteer Service and Service-Learning

Loyola's record of volunteer community service is a tangible statement of its Jesuit and Mercy heritage and its commitment to the community. The experience of those involved in serving the community often is among the most powerful aspects of a Loyola education. (Magis: A Strategic Plan for the New Millennium ,1997)

Within the Education Department, service-learning is seen as an opportunity to blend theory with learning experiences that meet identified community needs. Understanding that many candidates choose Loyola to continue their previous service to communities, the department has made efforts towards integrating the pedagogy of service-learning throughout the course of study. The critical elements of service-learning are preparation, action, and reflection – skills required to become effective practitioners.

### Core Course Requirements

Each student at Loyola College in Maryland is required to take courses in the humanities, natural and social sciences, and mathematics as part of the core requirements. These core courses, required of all students regardless of their major, introduce students to each of these areas of study. In addition to these core requirements, each student takes required courses for major and electives. Loyola College's Curriculum Committee must approve any program changes impacting the core requirements.

### State Requirements

The Maryland State Department of Education has mandated that all approved programs for certification in Elementary Education include four reading courses.

**Table 1**

**ELEMENTARY EDUCATION PROGRAM**

Area	Course	Cr.	Core	MSDE	Ed Dept	Elective
Composition	WR113 – Effective Writing	3	✓		✓	
Literature	EN130 – Understanding Lit.	3	✓		✓	
	EN 200 level Elective	3	✓			✓
	English Elective	3			✓	✓
Fine Arts	AH100 – Intro to Art History	3	✓		✓	
History	HS101 – Western Civilization	3	✓		✓	
	HS340/341 – American Hist.	3	✓		✓	
	Non-Western History Elective	3			✓	✓
Social Science	ED300 – Learning Theory	3	✓		✓	
	ED302 – Human Grow & Dev	3	✓		✓	
	ED416–Soc Stud Meth & Field	3			✓	
	GY201 – Geography	3			✓	
Foreign Language	103 Intermediate level Elective	3	✓			✓
	104 Intermediate level Elective	3	✓			✓
Mathematics	MA103 – Fund. Con. Math I	3	✓		✓	
	MA104 – Fund. Con. Math II	3			✓	
	MA110 – Intro to Stat.	3			✓	
	Math Elective	3			✓	✓
	ED412 – Arith. Meth & Field	2			✓	
Science	PH110 – Physical Science I	4	✓		✓	
	BL106 – Science of Life	4	✓		✓	
	PH111 – Physical Science II*	4			✓	
	ED430 – Field Exp: Science	2			✓	
Philosophy	PL201 – Philosophical Persp’s.	3	✓		✓	
	PL 200 level Elective	3	✓			✓
Theology	TH201 – Theological Anthropol.	3	✓		✓	
	TH 200 level Elective	3	✓			✓
Ethics	PL300-319 – or TH300-319	3	✓			✓
Reading	ED419 – Foundations of Read.	3		✓	✓	
	ED420 – Assessmt: Read & Ma	3		✓	✓	
	ED442 – Instruction for Read	3		✓	✓	
	ED444 – Intrnshp I & Sem LA	3		✓	✓	
Education	ED100 – Intro to El Ed & Fld	3			✓	
	ED101 – Intro to El Ed II - Fld	1			✓	
	ED303 – Educational Tech.	2			✓	
	ED431 - Field Experience (2)	2			✓	
	ED421 – Comp. Class. Mngmt	3			✓	
	ED445 – Internship II and Sem	12			✓	
Special Education	RS496 – Intro to Special Ed.	3			✓	
	RS481 – Diff. Curr. and Instr.	3			✓	
	ED438 – Field Exp: Spec. Ed.	1			✓	
Minor Area	Free Elective	3			✓	✓
	Free Elective	3			✓	✓
	Free Elective	3			✓	✓

\* includes Science Methods

As of July 1, 2000, passing scores on both Praxis I and Praxis II are required by the state to complete certification. Praxis I assesses basic academic skills vital to all candidates through sixty minute tests in reading, writing, and mathematics. Praxis II assesses pedagogical skills and content knowledge of the subjects taught at the elementary level. The Education Department recognizes that the Praxis is one test on one day, which does

not assess the candidates in a holistic way. Praxis I, however, has provided important data regarding our candidates' needs in the content areas. The Write Place, a peer-tutoring center sponsored by Academic Services and Writing and Media has been helpful to candidates needing help with written language. The faculty is currently discussing approaches to assist candidates in preparation for the tests.

### Honors Program

The Honors Program is designed so students from all four divisions of the College – humanities, social sciences, natural sciences, and business – can participate. Honors students enroll in eleven three-credit courses spread across their four years. Ten of the eleven count as Core equivalents. Seven of the eleven follow a sequence that students with scheduling difficulties may defer or rearrange with permission of the Honors Director.

### Alpha Program

The Alpha Program offers first year students an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in special seminars that cultivate four critical habits: careful reading, academic writing, scholastic conversation, interdisciplinary synthesis, and mentored learning. Small in size, the specially designed seminars are taught by members of the Alpha faculty in a format aimed at expanding the intellectual horizons of students through lively discussion, academic reading and writing, extra class meetings, off-campus activities, and participation in a campus program of Alpha lectures. The seminars are three credit courses that can satisfy either core or elective requirements.

### First Year Experience

FE100 First Year Experience is a class that allows interested first year students to experience Loyola in and out of the traditional classroom setting, on campus, and in the City of Baltimore. Taken in the fall, this one-credit elective introduces them to their new environment through a combination of group social experiences. They meet once a week with other first year students as well as their Core advisor, an administrator, and a student leader.

### Sophomore Review

During the spring of the candidate's second year Sophomore Review takes place. It includes the candidate's writing of an autobiography, a structured interview conducted by members of the faculty, a writing sample completed under supervision of a faculty member, and a review of the candidate's current GPA. A grade point average of 2.500 is required for a candidate to be eligible for Internship II.

### Study Abroad

The college supports study abroad during the junior year for eligible students. In order to participate in international study, students are expected to have a 3.0 cumulative grade point average and must complete 15 to 30 credits of academic work abroad. In 1998-99, approximately 33% of the junior education majors took advantage of the opportunity to study in one of eighteen countries.

The Elementary Education candidate's choice to study abroad impacts the sequencing of coursework and the time available for clinical experience. The absence of candidates on campus for one entire semester, either in the fall or spring of their junior year, requires careful planning and sequencing of coursework in order to meet graduation requirements on time. Although members of the department feel that the three-semester model of clinical experience is a solid program for training teachers, we support the international program and assist those candidates who cannot complete the internship in three consecutive semesters.

### Full-year Internship

The Maryland State Department of Education's *Redesign of Teacher Education* calls for all candidates to have a strong academic background, school-based professional preparation, performance assessment, and linkage with K-12 priorities. School-based professional preparation calls for a full year internship in a Professional Development School.

### Professional Development Schools

Elementary Education candidates at Loyola have the opportunity to take part in an internship in a Professional Development School. Since the mid-80's, continuing discussions regarding educational reform at national, state, and local levels have focused on the professionalization of teaching. In 1991, the Maryland Higher Education Commission charged a blue ribbon task force with recommending a comprehensive approach to the education of teachers that combined a solid foundation of academic preparation with the most promising developments of professional practice. Recommendation Six of the Task Force Report stated, "Every teacher candidate should do an extensive internship in a specially designed Professional Development School."

In responding to this recommendation, the Teacher Education Program at Loyola College sought to meet this goal by establishing Professional Development Schools in Baltimore City and in surrounding counties. The Professional Development School is a collaborative effort between the local school and the Education Department of Loyola College. Working within the governmental structures of the school systems and the Education Department of Loyola College, a steering committee develops, implements, and evaluates the policies and procedures related to the specific Professional Development School. The steering committee membership includes: college faculty,

school faculty and administration, parents, business and community members, and interns.

The Professional Development School (PDS) collaboration is seen as a means to improve the quality of education for all involved – interns, teachers, and students K-12, by providing an extensive internship for prospective teachers; continued professional development for teachers; and the opportunity to conduct action research regarding teaching, learning and innovative instructional practices.

The ultimate goal of the Loyola faculty and the participating school(s) is to develop a model of excellence through a collaborative effort that includes:

- providing an extensive internship experience which integrates theory and practice;
- conducting an application process that ensures equity and is open to any student who meets specific requirements;
- ensuring that teacher candidates become integral members of the school's professional community;
- providing the candidate with opportunities to experience other teaching styles;
- governing itself through a steering committee;
- ensuring a planning process that consists of a needs assessment, goal setting, an action plan and an evaluation;
- engaging in formulating, utilizing and evaluating instructional approaches, methodologies and techniques;
- providing professional development for teachers;
- engaging in action research as identified by school needs.

Each Professional Development School links its efforts to both school improvement and teacher education reforms in order to become a learning community for all.

The effectiveness of a Professional Development School depends upon the ability of those involved to fulfill their responsibilities as a collaborative working unit. It is important that the administration in the local school and at Loyola College support the concept and seek resources to enable it to develop. Frequent and open communication is essential between and among the candidate, the mentor, the site-based coordinator, the PDS school coordinator, the Teacher Education Program Coordinator, the local school steering committee, and the Loyola College steering committee. Consequently, Loyola College only establishes these partnerships in schools where the administration and at least 80% of the school's faculty are committed to forming this learning community.

Thirty-four of the elementary education majors at Loyola College are placed in Professional Development Schools for the Fall 2000 semester. Candidates are chosen for this opportunity through the Sophomore Review Process.

During the initial formation of the Professional Development Schools at Loyola, a task force which included faculty of the Teacher Education Program and the Loyola

Professional Development schools worked together to write *Collaborative Futures*. This document provides the framework for Professional Development Schools at Loyola. *Collaborative Futures* consists of a mission statement, the goals and objectives, the governance process, a method of identifying additional Professional Development Schools, responsibilities of the key people involved, descriptions of the different course of study for undergraduate and graduate candidates, and a brief profile of the performance based assessment process that is detailed in a separate document. While *Collaborative Futures* presents a framework for working together, it is the hope of the faculty that it will foster collegial relationships, creative thoughts and risk taking, a sense of responsibility to the teaching profession, and a clear focus on that happen for our children.

### Strengths and Qualities of the Elementary Teacher Preparation Program

This section of the document outlines the courses and experiences the Loyola elementary education department offers candidates. Moreover, it explains in narrative form how the candidates are provided opportunities to learn and practice the knowledge contained in the NCATE/ACEI Elementary Education Standards. Each of the five major standards is presented with the corresponding components of the Elementary Education Program. More detail on how the entire twenty standards are met throughout the four years will be provided in the section entitled Performance Evidence.

Throughout the four years, the candidates are presented with opportunities to blend theory and practice in order to gain a thorough understanding of how children learn, develop, and are motivated. Based on the belief that education is a collaborative process that fosters personal and cooperative study, discovery, creativity, and reflection, the Elementary Education Program is designed to provide candidates with an understanding of how children learn, content knowledge, meaningful choices for instruction and assessment, and opportunities for reflection. The foundations of the conceptual framework, competence, conscience, and compassion are imbedded in the preparation of our candidates and aligned with the NCATE standards.

### Development, Learning, Motivation

In regards to Standard 1 (1), candidates in their first year begin to look at the child in context. The candidates are required to look at the individual needs of the child as well as major factors influencing the child's learning. Layered upon this foundation, in the second year, candidates continue to expand upon these concepts in *ED300 Learning Theory*, *ED302 Human Growth and Development*, *RS496 Introduction to Special Education*, *ED430 Field Experience: Science*, *ED438 Field Experience: Special Education*.

Each semester the candidates are required to participate in field and/or service-learning experiences. The candidates are challenged to become reflective practitioners as they put theories to the test.

Following these foundational courses and initial field experiences, third and fourth year candidates are immersed into a classroom environment by establishing a professional relationship with a mentor and students. At this point in their growth, the candidates must utilize their prior knowledge in order to motivate students and help them learn.

### Curriculum

Standard 2 (2) focuses on the ability of the candidates to know and understand the content and to work toward an application of this knowledge in their teaching. Candidates are required to take an array of education and method courses, including core courses, covering the knowledge areas of literature, math, science, social sciences, and fine arts. In addition field experiences, reflections, and observations are integral parts of a majority of the academic work.

Candidates are required to take twelve credits in literature and writing. This includes courses in *WR113 Effective Writing*; *EN130 Understanding Literature*; a choice of *EN210 English Literature*, *EN 203 American Literature*, or *EN205 Shakespeare*; and an elective course in literature. They have twelve credits or four education courses with a reading/language arts theme. Those courses are *ED419 Foundations of Reading and Language Arts*; *ED444 Internship and Seminar: Integrated Language Arts*; *ED420 Assessment for Instruction: Reading and Math*; and *ED442 Instruction for Reading: Methods, Materials, and Resources*. These four courses encompass all the language outcomes developed by the Maryland Committee on Reading and have been approved by this same committee.

During all the phases of the internship but particularly in the last phase, candidates are expected to use the content knowledge gained in the coursework to write and execute lesson plans that teach students to read, write, spell, listen, and speak.

The candidates come to understand how the student develops physically, emotionally, cognitively, and morally in the course *ED303 Human Growth and Development* and through observation of students in the classroom during field experiences. The candidates are further grounded in language development through the four reading courses mentioned earlier. Especially during the last phase of the internship, the mentor teacher works closely with the candidate to ensure that he/she uses a balanced instructional program and strategies that build on the students' experiences.

The Elementary Education Program science requirements were developed through a collaboration of the physics, biology, chemistry, and education departments. The candidates take fourteen credits in science content and methodology. The instructors teach the basic concepts and methodology of selected fundamental topics in the physical, earth, space, and biological sciences, which are based on phenomena that are perceptible by the senses. The syllabi call for experiences that incorporate goals, indicators, and hands-on activities; student-centered learning; and cooperative learning techniques. The candidates learn practical skills and science teaching strategies that can be used in the classroom. During Internship II, the candidate is expected to demonstrate knowledge of

the content, the ability to successfully teach science material, and assess student achievement. During this time, the mentor teacher works closely with the candidate to ensure a balanced instructional program and strategies that build on the students' experiences.

Mathematics requirements include twelve credits in *MA103 Fundamental Concepts of Mathematics I*, *MA104 Fundamental Concepts of Mathematics II*, *MA110 Introduction to Statistical Methods and Data Analysis*, and an elective. This sequence of courses was developed in collaboration between the Mathematics Department and the Education Department. In addition, the candidates have instruction in the methodology of mathematics instruction. During fieldwork, the candidates observe the teaching of mathematics in the classroom. The internship requires that candidates teach students to explore, reason logically, solve problems, and communicate using mathematical language and symbols. The mentor works closely with the candidate to ensure that he/she teaches using real-world constructs, visual materials, manipulatives, and technology.

The elementary education major earns eighteen credits in the social sciences. The candidates begin with an *HS 101 Introduction to Western Civilizations* and one semester of United States history. The candidates choose between *HS340 America Through Reconstruction* or *HS341 U.S. Since the Civil War*. *ED300 Learning Theory and ED302 Human Growth and Development* satisfy the requirement for six social science credits. To complete the integrated study, candidates take a required elective in non-western history and a course in geography, *GY201*. The coursework requires that candidates demonstrate an understanding of their culturally distinct society and interdependent world. As with mathematics, the candidates earn credits in the methodology of teaching social studies. Especially during Internship II, the mentor teacher works closely with the candidate to ensure that he/she uses a balanced instructional program and strategies that build on the students' experiences.

Loyola College requires that all students take the sixteen Core courses. The Maryland State Department of Education requires that the candidate have twelve credits in reading. In order to meet these needs and provide the candidate with a comprehensive program of methodology, the decision was made to require the fine arts course *AH100 Introduction to Art History* but not to include coursework in health or physical education (2g, 2h). This decision is currently under review in light of ACEI standards. The Fine Arts Department developed the course *AH100 Introduction to Art History* specifically for the elementary education major.

### Instruction

Standard 3 (3) focuses on a candidate's ability to integrate and apply knowledge for instruction. Utilizing the layering format, candidates transition from theory to practice as they begin to view the teaching/learning process from the other side of the desk. Throughout the program, instructors and mentors present, debate, model, and provide opportunities for observation of instruction. Through classroom instruction, their

cumulative teaching/learning experiences, and reflection, candidates are guided and encouraged to come to the realization of what constitutes good practice.

While first year candidates are not directly involved in the planning and teaching of lessons, they enter what we refer to as an awareness stage. They are introduced to theories and principles of education in the coursework, are exposed to these concepts in the field, reflect upon the integration of these ideas and practice, and bring their new perceptions to follow-up classroom discussions. These discussions bring to the forefront an awareness of diverse perspectives that will influence future decisions about classroom instruction. The content explored at this level includes the child in context, core knowledge that includes philosophy and theories of learning, and the practical application of these ideas in classroom. During the second year, candidates complete a more in-depth study of learning theories and practical applications.

Having progressed beyond the awareness stage, third and fourth year internship candidates are afforded opportunities for a more advanced experience by actually teaching from their mentor's plans to eventually planning, teaching, and assessing their own lessons. This spans the whole spectrum from observation of others to individual and small group instruction to full-time teaching responsibility at two different grade levels.

Throughout the program, candidates are continually asked to address the assumption that all students can learn. In order to better meet the needs of each individual student, candidates move from an awareness of diverse issues to utilizing strategies to address these diverse issues in instruction. Diversity is seen from three perspectives: the child in the social setting, the learning characteristics of individual students, and educational implications for addressing these characteristics and meeting the needs of the individual. In reference to the child in the social setting, candidates are exposed to differences in socio-economic status, family structure, community, and culture. Continuing with learning characteristics, candidates learn to recognize and understand differences in cognitive processing, learning styles, strengths, and needs. Layered upon their awareness and understanding comes an implementation and assessment of educational implications through utilizing different teaching strategies, classroom management techniques, assessments, and communication skills. Candidates further develop skills in this area through collaborating with support professionals.

### Assessment

With respect to the Standard 4 (4), candidates hear about the importance of assessment beginning with the initial coursework and continuing through the internship. First and second year candidates are introduced to the concept of assessment in *ED100 Education I: Elementary Education and Field Experience* and *ED300 Learning Theory*. They receive instruction in assessment during *RS496 Introduction to Special Education*. By the end of the second year, the candidates, using a variety of assessment tools, are able to identify students who may be eligible for special education services. Assessment strategies are included in the syllabi of reading, social studies, science, and mathematics methods courses.

Imbedded in the use of assessments are the candidate's knowledge of individual students, ability to evaluate the student's progress and to modify teaching strategies accordingly, and the appreciation of the value of collaboration with specialists. In the third and fourth year candidates are introduced to the application of assessments in both their coursework and internship. More specifically in the third year, the candidates in their field experience assess individual students, e.g. letter and word identification and number concepts, incorporate assessment as part of their lesson plans, and create interactive bulletin boards and learning stations using assessment techniques.

During the fourth year, candidates increase their knowledge of formal and informal assessment techniques and applications in two specific courses: *ED420 Assessment for Instruction: Reading and Math* and *RS481 Differentiating Curriculum and Instruction for Diverse Learners*. Opportunities are provided in the academic setting to administer, score, and interpret assessments and to demonstrate an awareness of ethical and legal requirements, the roles of professionals, and the implications of culture, diversity, and special needs in the assessment process.

Furthermore, in the fourth year the candidates, as part of their internship, refine their knowledge of assessments as they plan and implement weekly and eventually daily lessons. During Internship I, the candidates assess prior knowledge and begin to demonstrate their flexibility during instruction, by adjusting their planning based on student performance. Using a variety of formats, e.g. projects and presentations, they understand and eventually realize summative assessments.

In Internship II, the candidates must apply their working knowledge of the assessment process on a daily basis in the classroom. In the development and teaching of a unit plan, specific assessment approaches must be identified for the unit objectives and daily lessons. The candidates, based on collaboration with special educators and participation in ARD conferences, make accommodations and modifications of assessments. In addition, candidates often have the opportunity to assist with state and local standardized tests.

### Professionalism

The value in layering the Elementary Education Program is fully witnessed when reviewing Standard 5 (5). Candidates entering the program observe modeled professionalism in the form of collaborative efforts between different school systems, schools, teachers, mentors, candidates, and college supervisors. These efforts allow candidates to be active participants in the field of education through coursework, service-learning initiatives, field experiences, and service.

The foundational layer is established in *ED100 Education I: Elementary Education and Field Experience*, the first course in the program. During this service-learning course, candidates see coursework in action at a local city public school. Additionally, candidates begin to learn the power of reflection and to see the importance of that skill to professional growth. There are also opportunities for candidates to be involved with

parents and to see the efforts given by both school and home toward student success. Candidates begin to understand the importance of putting children first when deciding what needs to be done to engage them in learning. All these opportunities are expressed on both field forms and guided reflections to make connections to what is presented in theory to what is seen in local schools.

The process of professionalism is further defined in subsequent classes. Each experience guides the candidate toward understanding the myriad of interpersonal and intrapersonal relationships that surround each student and how these relationships impact student learning. By the third year candidates have a solid foundation from which to grow and are assigned to Professional Development Schools. This makes candidates part of a collaboration between Loyola College and a local school. Again, candidates are immersed in the culture of the school and have opportunities to further define professionalism. The development of a professional portfolio is better defined at this time and must include a variety of representative artifacts to show progress.

The three semester internship is the final layer in this process and is the opportunity for the candidate to show that he/she can be the teacher of record. Additionally, it is time for others who have been involved in the candidate's professional development to have an opportunity to guide, support, and evaluate the progress of the candidate prior to program completion. The performance-based assessment process is a culminating experience in the fourth year. This process includes a portfolio review and interview by external evaluators and professionals from different phases of each candidate's internship.

### Assessment Guidelines

Built within an array of required courses for elementary education majors is a plan for a performance assessment system that measures a candidate's proficiency in both knowledge of teaching and application of teaching skills. At key assessment points over the four years, candidates are evaluated using a variety of types of assessments. The nature of the evidence, both type and the source, are illustrated in the following subheadings. It is the intent of the department to demonstrate the following qualities of our assessment system: the importance of performance assessment in assessing teaching skills, the collaboration between the university and the local schools in assessing candidates, the utilization of several decision points over four years, and the understanding that assessments are conducted on a continuing basis and should be embedded in instruction. The assessment system also demonstrates the department's commitment to respect for human diversity, care of the individual, reflection, and mastery of content as well as active engagement in learning.

### Assessment Through Test Scores and Grades

The Elementary Education faculty assesses candidates during each semester of their program as a regular part of every course. These assessments take on a variety of formats including but not limited to paper and pencil tests, observations of candidates in class and in direct interactions with children and families, reflection logs, portfolios, papers,

projects, fieldwork forms, organizers, videos, case studies, application of professional assessment instruments, interim or progress reports, focus groups, technologically researched documents and presentations integrating theory and practice, and conferencing with candidates. These instruments serve to further clarify a candidate's progress. Throughout the program, measures are taken to counsel or guide candidates to address and meet their individual needs.

### GPA

The GPA of each candidate is monitored on a semester basis. Candidates whose GPA's fall below 2.5 are alerted by letter as to their status and counseled to seek assistance if necessary. Copies of the notification letter are sent to their advisors and to the Records Office. A GPA of 2.5 is required to enter Internship II.

### Science Assessment

In the fall of 1995 the Education Department along with the Departments of Physics, Chemistry and Biology began to collaborate on a program to teach education majors both content and methods. An assessment process was developed to determine the impact of the program. Three areas of evaluation were identified; students' attitude toward science, their critical thinking skills, and their knowledge of science content. Items used to assess these areas were taken from three different sources.

Studies have linked achievement in science to students' attitude towards it and their curiosity about the physical world in general. The prevailing opinion is that elementary teachers will not teach science well, unless they feel comfortable with and are not intimidated by the equipment, regardless of what their curriculum prescribes. So developing a positive attitude toward science in the students is an important outcome of the program. Questions on the attitudinal survey are based on a "Children's Science Curiosity Scale" by H. Harty & D. Beall and on a "Science Attitude Survey" from P. Prather at the University of Virginia.

Questions on critical thinking skills are taken from the test known as "TIPS I" that was developed by J.R. Okey & F. G. Dillashaw in the Department of Science Education at the University of Georgia.

While a number of instruments have been developed to measure science content knowledge, most were either intended for a different audience or had no comparative statistics available. The questions that were finally chosen are, by and large, taken from the "Science Content Test" developed by T. Cooney and R. Yeany for the National Science Foundation. This instrument was developed to evaluate Middle School Teachers Education Projects. The subset of questions chosen for this section are based on topics found in Project 2061's *Benchmarks for Science Literacy*, developed by the American Association for the Advancement of Science.

The ability to work cooperatively is a skill that is increasingly emphasized in the elementary classroom, so an additional fourth section, taken from a Maryland School Performance Assessment Program sample test was also used in the Fall of 1996. However, the logistics of administering and scoring this section proved to be too onerous and it was dropped in subsequent years.

To establish a baseline, members of each class are tested before they begin the program either during freshmen orientation or, more recently, during the first class period of the first course. The same test is later used as a post-assessment instrument. Educational psychology experts have assured us that this time frame is long enough so that a student will not be able to recall specific questions. The post-assessment is given at the beginning of the students' junior year when they have completed the program either four or nine months previously.

The Class of 2004 will be the first class to have over 90% of the candidates complete the three-semester sequence of science courses. Although data have been gathered on the previous classes, the data from the Class of 2004 will be the most valid data to date.

### Reflective Practitioner

Throughout their four-year experience, candidates are encouraged in many ways to become and to continue to be reflective practitioners. Beginning in the first year, candidates write responses to guided reflection questions in *ED100 Education I: Elementary Education and Field Experience*. The purpose of the reflection component of this course, and other education courses during the next three years, is to provide a vehicle for candidates to step back and reflect while attempting to make connections among classroom learning, service-learning and teaching experiences. In the third year, as they begin their three semesters outside the campus and in the schools, candidates are required to submit a weekly reflection to their college coordinator. The content includes both personal feelings about teaching, as well as positive and critical comments concerning teaching strategies observed in the classroom. Weekly reflections are required in the first semester of the fourth year, as the candidates begin to teach their own lessons. In addition, the candidates reflect on videotapes of their teaching and the teaching of fellow classmates. In the final semester of the fourth year, candidates continue to submit reflections related to their full-time teaching responsibilities. Moreover, the capability of being a reflective practitioner (Essential Dimension of Teaching # 10, INTASC #9), is demonstrated in their portfolio and evaluated by an assessment team.

### Sophomore Review

During the spring of their sophomore year, all declared Elementary Education majors go through the Sophomore Review Process. As part of that process, candidates complete a timed writing sample, take part in a structured interview, and have their GPA reviewed. All three items are aggregated to develop a composite score. Candidates receive feedback on their performance in these three areas and are counseled to receive appropriate assistance in any areas where they are weak.

The writing portion of the Sophomore Review process allows students sixty minutes to respond to an article. The article is chosen based on length and content. The length has been no longer than a single page and the content is related to an education topic.

The students are instructed to read the article and write a short summary and reflective response to what they have read. They are told that length is not critical but they should make sure they take a stand or make a statement and support it with either direct or indirect personal experiences.

The writing samples are then read by one person who assigns a numerical score of 1-5 that includes half point intervals. (e.g. 1.5, 2.5, 3.5, 4.5). The criteria for scoring includes, grammar proficiency, comprehension, following directions, and whether the student wrote a focused response that supported his/her stand or statement.

Each paper is read and categorized according to number. Each individual’s paper is re-read to determine appropriate placement. The third reading identifies interval scores. After the third reading a sample from each scoring range is given to a second reader for scoring. This allows for additional feedback that may lead to re-scoring of the sample if deemed appropriate. Comments are written on the papers to provide feedback to the students. Students who have difficulty with the writing process are encouraged to contact the writing center for assistance.

Members of the Teacher Education Faculty conduct the structured interview. During the interview, the candidates are asked to respond to a series of questions. Their responses are rated on a Likert like scale of 1 to 5. 1 is the lowest score and 5 the highest score.

**Table 2**  
**Sophomore Review Interview Record**

QUESTION	POINTS (1-5)	TARGET RESPONSE
1. What is your mission-what are your beliefs about the significance of education?		Stresses the importance of students, OR speaks of own focus on students
2. Can a teacher be too empathetic? Can a person put him/herself too much into another person’s shoes?		Understands empathy and its helpfulness.
3. After school you come across a student whom you know who is crying. He’s 16 years old. You ask him what is the matter and he says he was caught cheating. What would you do?		Strives to show understanding of the feelings of the student
4. How do you want you students to view you?		Friendly, likeable, warm.
5. Do you want your students to like you? (If necessary) Please tell me why you believe you do.		Yes, and indicates that liking the teacher benefits students
6. A student is having trouble learning the multiplication tables. How would you help this student?		Tries to find out why or where this student is having the problem, OR searches for a way that works best for this individual student.
7. A student tells you that he does not think that true/false examinations are fair and he always gets mixed up with them. He says he knows the answer and he thinks you should either give him an oral		Responds to the student’s perspective rather than the teacher’s bias.

examination so he can tell you what he knows or give him an essay examination. How would you respond to this student?		
8. Do you know a person who is a good listener? (If “yes”), please describe this person as a listener.		Describes the listener as concerned, accepting, glad to hear-one who helps the speaker by listening
9. What will you enjoy most about teaching?		Student(s) growth
10. How can you get students to be excited about learning?		The teacher is excited about his/her own learning, OR finds ideas, materials and experiences that meet the needs and/or interests of students(s)
11. How important is success in learning? How will you help students experience success?		Very important. Sets the situation at students’ readiness level
12. In your teaching, would you try to aid students in developing creativity? (if “yes”), how?		Has one or more intentional ways to aid students in developing creativity
13. How do you feel when you do not meet a deadline? What will you do when students do not meet their deadlines?		Tends to bother them. Feels organization is important at least in part for the student’s sake
14. When students say they want their teacher to be fair, what do you think they mean?		Students want you to hear their side. They want you to treat them as an individual.
15. What has been the development of your interest in teaching? When did you first become interested in teaching?		Developed interest prior to age 12, OR always wanted to be a teacher OR Verified interest through actual teaching experience(s) prior to student teaching.
Maximum Total (75)		

Speech Habits etc. (20 pts.) \_\_\_\_\_  
 Knowledge of Reading Programs (Techniques, etc. 5 pts.) \_\_\_\_\_  
 Total Points (Maximum 100) \_\_\_\_\_

Field Experience

During junior year, candidates complete two semesters of *ED 431 Field Experience*. At the end of each field experience the mentor teacher completes an evaluation form. The evaluation form calls for comments about the candidate’s professionalism: attendance, appearance, attitude, relationships with children and colleagues, enthusiasm, creativity, flexibility, acceptance of constructive criticism, and preparation.

Candidates begin their PDS Internship during the second semester of junior year. College Coordinators and mentors observe and assess candidates’ interactions with students and beginning experiences with lesson preparation and presentation on a weekly basis. Meetings are held to provide opportunities for self-reflection, peer feedback, and guidance from the college coordinator.

Position Papers

It is the intent of the Education Department to encourage candidates to become reflective practitioners regarding their choice of profession and teaching skills, as well as to formulate clear, thoughtful ideas about various aspects of teaching. During the second semester of the third year, candidates are required to write a position paper, which is submitted to their college coordinator as part of a seminar requirement. The topics

covered are “Personal Characteristics of Effective Teachers”, “Teaching Strategies for Effective Learning”, and “Management of Students in an Instructional Setting”. Each candidate must choose one of the above topics. Papers are returned with comments. Many of the ideas in these position papers are incorporated in documents required for the portfolio assessment, e.g. philosophy of education.

Progress Report – Semester Two of the Internship

As candidates work with their mentors in the Professional Development Schools(PDS) during the second semester of the internship (first semester of the senior year), their progress toward meeting the standards of Maryland’s Essential Dimensions of Teaching is charted. PDS Coordinators developed a progress report using the “Action” statements for the Essential Dimensions of Teaching (EDOT) from the Maryland State Department of Education. For each action statement under each dimension, indicators have been developed to assist mentors and candidates in their identification of progress. The progress report is completed during the semester by the mentor and the candidate individually and then becomes the basis for regular progress assessment discussions. A sample follows and the complete document can be found as Appendix A.

**Table 3  
Phase IB - Progress Report**

LOYOLA COLLEGE PHASE IB – PROGRESS REPORT ESSENTIAL DIMENSIONS OF TEACHING  <hr/> (Intern’s Name)      (Professional Development School)	Making Progress Toward	Special Focus Needed	Not Addressed at This Time
<b>Dimension 1: Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.</b>			
<b>Model the attitudes, dispositions, and behaviors related to the subject area(s), e.g., the teacher as scientist, writer, artist, etc.</b>			
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of major concepts and skills in presenting accurate and current information</li> </ul>			
<ul style="list-style-type: none"> <li>• Encourage active questioning and extension of learning</li> </ul>			
<ul style="list-style-type: none"> <li>• Use authentic demonstrations, equipment, and/or materials</li> </ul>			

Time Coordinators Spend in Schools

Each Professional Development School Coordinator is committed to being in each Professional Development School (PDS) at least once per week. Depending on the number of candidates in the PDS, the coordinator may spend all or part of a day visiting classrooms and speaking with candidates, mentors, site coordinator, and administrators. Lessons taught by candidates are observed and oral and written feedback is given. Plans for units and future lessons are discussed. On-site seminars are held with candidates to

share ideas and experiences and to learn new approaches to teaching and classroom management. The seminar topics are based on the needs of the candidates in each PDS, as identified by the mentors, college coordinator, and the candidates themselves. Steering Committee meetings and mentor meetings provide additional opportunities for members of the PDS faculty and administration to give assessment information on the candidates to the college coordinator.

### Final Assessment Process for Candidates in Professional Development Schools

Loyola teacher education faculty and staff in collaboration with teachers and administrators in our Professional Development Schools (PDS) and Dr. David Anderson, a nationally recognized educational consultant on assessment, have developed a Performance Based Assessment approach that assesses whether a candidate is prepared to practice responsibly as the primary teacher of record for students. Assumptions made by the planning group included: the recognition of the complexity of teaching and learning, the need to focus on teacher actions and decision-making with an emphasis on reflection and feedback, recognition that the beginning teacher is beginning but has a wealth of experience, and the realization that we are all learners.

The Essential Dimensions of Teaching (see Appendix B) developed by the Maryland State Department of Education and the Interstate New Teacher Assessment and Support Consortium standards (see Appendix C) are used as the framework for the assessment of candidates during their three-semester internship.

This holistic assessment approach integrates the decision-making and actions of a teacher and consists of four components that have been presented in a handbook. The four components consist of guidelines for a unit plan; an observation tool to be used by administrators, mentors, and college coordinator; a checklist of activities to be used by the mentors; and portfolio guidelines. The final component is a team review of the portfolio and an interview of the candidate. (see Artifact 1)

### Non-PDS Placements

Those candidates not in Professional Development Schools for the Internship are evaluated by each of their mentors at the completion of each field experience on the *Field Experience Evaluation* form. Each student teaching experience is evaluated using the form entitled, *Student Teacher Evaluation Summary*. Candidates are assessed in terms of professional attitudes, ability to plan, and creativity. The ultimate assessment is the mentor's recommendation on the candidate's desirability as a new hire. A copy of this form is sent to Career and Advising for the candidate's credentials folder.

### Survey of Graduates

In order to gather data as to the success of the Elementary Education Program, a survey was mailed in fall of 1998 to Elementary Education graduates classes of 1992 through 1997. Of the eleven questions on the survey, the first six asked for general information

such as current employment, year of graduation, and number of credits earned outside of Loyola. Questions six through eleven asked more specifically how the program at Loyola prepared the graduates for teaching. Since the graduating class of 1996 had the largest return rate, 18 out of 47 surveys mailed, it is used as an example for this report. Data across the six years are similar to the Class of 1996.

Three questions, six, eight, and nine are most pertinent for this report. What follows are the questions as they appeared on the survey and a report of the results in percent of respondents.

**Table 4**  
**Question Six**

Given the context of a four-year undergraduate program, how adequately did Loyola’s Education Program prepare you to do each of the following: Please circle.								
Not prepared		Well Prepared						
		1	2	3	4	5		
a.	Use student performance assessments			1	2	3	4	5
b.	Plan motivational activities			1	2	3	4	5
c.	Maintain classroom discipline			1	2	3	4	5
d.	Work with parents			1	2	3	4	5
e.	Plan lessons			1	2	3	4	5
f.	Tutor individual students			1	2	3	4	5
g.	Keep records			1	2	4	4	5
h.	Evaluate curriculum materials			1	2	3	4	5
i.	Lead discussions			1	2	3	4	5
j.	Design learning centers			1	2	3	4	5
k.	Design bulletin boards			1	2	3	4	5
l.	Individualize your program			1	2	3	4	5
m.	Diagnose reading problems			1	2	3	4	5
n.	Teach reading			1	2	3	4	5
o.	Address needs of students with disabilities			1	2	3	4	5
p.	Implement new methods			1	2	3	4	5
q.	Integrate technology in classes			1	2	3	4	5

Results of the survey are as follows:  
 23% of the graduates scored items a-q as 1 or 2  
 25% of the graduates scored items a-q as a 3  
 52% of the graduates scored items a-q as 4 or 5

**Table 5**  
**Question Eight**

How well did the overall program prepare you to teach the diversity of students in your classroom?							
Not Prepared			Well Prepared				
_____			_____				
	1	2	3	4	5		
a. Ethnic			1	2	3	4	5
b. Cultural			1	2	3	4	5
c. Ability levels			1	2	3	4	5
d. Learning styles			1	2	3	4	5
e. Students with disabilities			1	2	3	4	5

The results are as follows:  
 15% of the graduates scored items a-e as 1 or 2  
 39% of the graduates scored items a-e as a 3  
 46% of the graduates scored items a-e as 4 or 5

**Table 6**  
**Question Nine**

Overall, how well did your education at Loyola College Prepare you for teaching? Circle One						
Not prepared			Well Prepared			
_____			_____			
	1	2	3	4	5	

The results are as follows:  
 7% of the graduates scored question nine as 1 or 2  
 33% of the graduates scored question nine as a 3  
 60% of the graduates scored question nine as 4 or 5

52%, 46%, and 60% of the graduates of the Class of 1996 responded with a 4 or 5 to the three questions. The department believed strongly, however, that a program could be developed that would significantly and positively change the candidates' preparation for teaching.

A complete transition to the new program will be accomplished with the Class of 2001. However, enough of the new program was in place to warrant a survey for the Class of 2000. The most recent survey distributed to the graduating candidates just prior to graduation in May of 2000, asked them to respond to ten questions. The first six questions were informational. The last four questions asked students how prepared they thought they were for teaching. The results are as follows:

**Table 7**  
**Question One**

I feel prepared to be responsible for my own classroom. Circle One				
Not Prepared			Very Prepared	
1	2	3	4	5

94% of the graduates scored question one as a 4 or 5  
 3% of the graduates scored question one as a 1 or 2  
 3% of the graduates scored question one as 3

**Question Two:**

Two areas in which I feel most confident.

Those areas of greatest confidence identified by the graduates were classroom management, relationships with students, creative lesson planning, and adaptation of lessons.

Other areas had singular responses and span from working with curriculum to working closely with faculty and staff.

**Question Three**

Two areas that I need to learn more about and why I chose them.

The areas sited most often as needing additional development included classroom management and special education issues.

Others areas of further development had singular responses and span between knowing curriculum outside the system they had student taught, to how to get everything accomplished.

From this information, it appears that the changes in the Elementary Program that were initiated by the faculty have provided the graduating class of 2000 the perception that they are well prepared for the profession of teaching. The faculty plans to continue to collect data both on candidates as they graduate and through the five years after graduation to determine a variety of factors including how well the candidates are prepared for teaching.

Qualifications of Faculty, Mentors, and Central Office

The use of the above approaches in the assessment of candidates is a function of tenure track faculty, clinical faculty and local school system faculty, administration, and central office personnel. The faculty, mentors, and external evaluators have expertise in many

areas. This expertise includes many years of experience in the classroom at the elementary, secondary, and higher education levels. Several faculty members have served as school administrators and/or in Central Office positions. Faculty accomplishments include: publications; presentations at conferences; terminal degrees; local, state, national, international committee membership; consultant work with local, regional, and international schools and school systems; community service and grant acquisition.

### Quality Assurance

In the continuing efforts to assure credibility, accuracy, consistency, fairness, and avoidance of bias of the assessment and evaluation system it is critical that in addition to the use of recognized standards (Essential Dimensions of Teaching, INTASC) the department uses a variety of assessment tools. These tools coupled with a diversity of assessors are key for assuring the quality of the assessment process.

Assessors may include college instructors, mentors, external evaluators, peers, PDS Coordinators, and Program Coordinator. As mentioned previously, assessments take on a variety of formats including but not limited to paper and pencil tests, observations of candidates in class and in direct interactions with children and families, reflection logs, portfolios, papers, projects, fieldwork forms, organizers, videos, case studies, application of professional assessment instruments, focus groups, technologically researched documents and presentations integrating theory and practice, and conferencing with candidates. For example, weekly reflection logs provide regular feedback to college coordinators regarding candidates' skill development. The needs of candidates are addressed in individual conferences as well as in cohort meetings. Additional benchmark assessments include interim or progress reports, semester review of the GPA, the sophomore review process, and the final performance assessment process.

The Sophomore Review Process occurs during the spring semester of sophomore year. Candidates are required to participate in a structured interview; produce a timed essay in response to an article relevant to current educational practice; and complete a brief autobiography detailing a candidate's background working with children, interest in education and strengths as an educator. At this time the GPA of all semesters is reviewed. This process serves a variety of purposes: it identifies those candidates with strengths in oral and written communication skills, helps candidates to realize the importance of responsibility and commitment, alerts the review committee and the candidate to the strengths and needs of each individual.

The Essential Dimensions of Teaching developed by the Maryland State Department of Education and the INTASC standards are the framework for the Loyola's Performance Based Assessment Process that begins with the first semester of the internship. As part of this holistic approach to assessment, the candidates are required to complete a portfolio that includes pertinent artifacts that showcase their growth as a teacher. Periodic portfolio reviews by peers, mentors, and the college coordinator reveal dimensions needing additional attention and documentation. The portfolio is presented by the candidate and reviewed by a diverse team of educators comprised of the college coordinator, mentors,

and two external evaluators. The team's charge is to ascertain if the candidate is ready to become the teacher of record. The Performance Based Assessment Handbook, used as a guide in each professional development school, assures a consistent process with each candidate in an effort to guarantee quality and credibility through fairness, accuracy, and absence of bias.

Course evaluations, oral and written, provide valuable information to faculty enabling the strengthening of the course and/or program. Candidates are able to comment on the clarity of objectives, relevancy of content to their in-school teaching responsibilities, and the effectiveness of the instructor.

Monthly meetings of the Teacher Education faculty and the Professional Development School Coordinators/Administrators are held at which time policies, practices, and program are discussed, reviewed, and modified. State directives, local school system requirements, and Professional Development School Steering Committee recommendations are addressed.

### Unit Evaluation

Every five years the Maryland State Department of education reviews all programs related to state certification including the Teacher Education Program for compliance with State requirements. The review is comprehensive in nature and calls for a site visit, presentation of the overall department, review of a portfolio that showcases the program, and interviews with faculty and candidates. The program has maintained approval since 1972.

The last visit by a State team occurred in October of 1995. Some of the strengths of the Teacher Education Program noted in the final report are reflecting in the following: The faculty and students cared for one another and for the community. This was deemed "laudable". Multi-level collaboration was evidenced. "Models for professional development schools, both in existence and those being planned, place Loyola at the cutting edge of national reform efforts." "The solid grounding teacher candidates receive in the liberal arts and in translating theory into practice supports the affirmation of their [the candidates'] preparedness." "Outreach and service beyond the Loyola community, by faculty and teacher candidates alike are laudable." "The curriculum is demanding and includes readings that are pivotal to developing professional practices based on research, authentic assessment at every level, and the examination of values that underlie practical decision-making." "There is a commitment to professional development in the form of mutual responsibility and concern through peer coaching, peer critiquing and peer evaluation."

The review of Loyola's Teacher Education Program in 1995 resulted in the following recommendations:

**Table 8**

<b>Dilemmas and recommendations in 1995</b>	
1.	Continued efforts to create model professional development schools should address the issue of diversity. <ul style="list-style-type: none"> <li>a. Loyola’s plans to recruit faculty and teacher candidates from under represented populations should also be applied in the professional development schools.</li> <li>b. Professional development schools should be created in areas with diverse populations to further enhance Loyola’s sensitivity to diversity as evidenced in its curriculum.</li> </ul>
2.	Loyola is encouraged to provide additional resources for: <ul style="list-style-type: none"> <li>a. Full-time faculty to continue working in the field, to offer a variety of courses across programs and to be available to teacher candidates</li> <li>b. Hiring additional full-time and perhaps part-time faculty for the expansion of professional development schools.</li> </ul>
3.	Loyola needs to deepen its understanding of what a professional development school is and how it is not a long teacher candidate teaching experience.

With respect to recommendation one, Loyola College values the benefits of diversity and is committed to creating a community that recognizes the inherent value and dignity of each person. As a community, the College actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

In 1993, the Board of Trustees gave final and unanimous approval to the Plan for Diversity developed by the Committee on Multicultural Affairs and the Department of Multicultural Affairs. By developing programs for curriculum infusion, faculty and student recruitment and retention, and additional educational activities, the Department of Multicultural Affairs has been a major force in implementing many of the Plan’s initial objectives.

**Table 9**  
**Loyola College Student Diversity (Fall 1995-1999)**

	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
<i><b>Undergraduate</b></i>					
Non-resident alien	74	70	81	69	54
African American	127	142	154	178	157
Asian	85	71	61	61	57
Hispanic	56	56	56	45	57
Native American	6	5	6	5	4
Other/Unknown	35	48	60	73	79
White	2,853	2,810	2,866	2824	2969
<b>Total</b>	<b>3,236</b>	<b>3,205</b>	<b>3284</b>	<b>3255</b>	<b>3377</b>
<i><b>Percent Minority</b></i>	<b>8.5%</b>	<b>8.6%</b>	<b>8.4%</b>	<b>8.9%</b>	<b>8.1%</b>
Source: Fact Books					

The number of elementary professional development schools has grown from one to eight. The additional schools address the recommendation for “diverse populations to

further enhance Loyola's sensitivity to diversity as evidenced in its curriculum." Increased diversity is reflected in the selection of mentors in the local schools. In conjunction with the College Plan for Diversity, the Education Department continues its efforts to recruit candidates and faculty from under represented populations.

Recommendation two states that Loyola is encouraged to provide additional resources for:

- Full-time faculty to continue working in the field, to offer a variety of courses across programs and to be available to teacher candidates;
- Hiring additional full-time and perhaps part-time faculty for the expansion of professional development schools.

Tenured/tenure track faculty have periodically attended Professional Development School (PDS) monthly meetings, state and national conferences, and have made presentations to Professional Development School steering committees. Although this shows recognition by the tenured/tenure track faculty of the importance of Professional Development Schools, a majority of the tenured/tenure track faculty is not "working in the field." In an effort to more fully engage the total department in PDS, new hires are required to coordinate one professional development school. This is equated to teaching one course at either the undergraduate or graduate level.

In terms of recommendation three, Loyola's approach to Professional Development Schools (PDS) is characterized by the word "collaboration." A great majority of local school faculty members must be willing to support PDS before Loyola will establish a partnership. Governance of each PDS is by the local PDS Steering Committee which has representatives from the local school faculty and administration, the college, and at times candidates.

Loyola Professional Development Schools (PDS) accept their responsibilities as learning communities. The learning needs of students, candidates, local school faculty, and college faculty are regularly being assessed and addressed. College credit courses are offered to PDS faculty for reduced rates. Loyola funds local school faculty members' attendance at professional conferences, networking meetings, and training sessions. The local "School Improvement Plan" is becoming a familiar document with candidates as they plan their units and lessons. College Coordinators are often members of the School Improvement Team and participate in strategic planning sessions. Prototypes of the Maryland School Performance Assessment Program are developed by candidates, at grade level meetings, in cooperation with other candidates, mentors, and other faculty.

Entrance and exit standards for candidates are well established, yet subjected to constant review. Professional Development School candidates are committed, are willing to work longer and harder, do teach more, and do get involved with student and parent activities beyond the school day. Many are involved in service-learning efforts such as raising funds for new library books, serving as reading tutors for after school programs, and providing needed school supplies for students in their Professional Development Schools. Principals and experienced teachers in schools testify to the advanced readiness of

graduates to be successful teachers and often leaders in their schools. Five 1999 graduates were hired by the schools in which they did their Professional Development School internships.

In a continuing effort to be proactive, informal evaluations regularly occur during meetings, conferences, and conversations with the Maryland State Department of Education and personnel from other colleges and universities. Teacher Education faculty and staff members are active participants in local, state, and national professional organizations.

Beyond the recommendations of the State's 1995 report, the Education Department's evaluation of the candidates' proficiencies and overall performance shows the need for the following:

- The Performance Based Assessment Process described in the Assessment Guidelines section must be validated.

All candidates in Loyola's Professional Development Schools are now assessed using this holistic approach based on the Essential Dimensions of Teaching. The Professional Development staff has recently developed a single handbook to guide this process and bring uniformity to its implementation. Mentors, administrators, and other local school faculty members have been trained in the implementation of the assessment process during three staff development retreats. A goal of the Education Department is to hire a process observer to be a part of each of the fourteen Professional Development School's portfolio evaluation and candidate interview sessions. Information gathered should support efforts to validate the assessment process.

- Education Department tenured/tenure tract faculty members must be knowledgeable about the Performance Based Assessment Process.

To date, only Professional Development School staff members have participated in the training retreats. Additional training opportunities must be provided to enable all who work with the candidates to see assessment as a look at the total person – how decisions are made; how lessons are planned and implemented; how communication takes place with parents, students, and colleagues.

- Education faculty members must continue efforts to incorporate technology in their instruction, their curricula, and their course objectives. Candidates must see the use of technology modeled in the college classrooms and then utilize technology in their instruction of students.

As noted in Relevant Policies and Practices, Loyola offers state of the art technology resources and services throughout the campus. Education faculty members have increased their skills in the use of technology in the classroom. Professional Development School Coordinators, during their school visits, see increased use of computers and computer-related technology to meet student and professional needs.

- Increased opportunities for service-learning must be provided.

Students who enter college and declare education as their major need thought provoking experiences early in their program. These experiences expand their prior knowledge and thus assist them in determining if education is the major they wish to pursue. *ED 100 Education I: Elementary Education and Field Experience*, offered first semester freshman year, was re-designed during the summer 1999 as a service-learning course. Service-learning in the Education Department of Loyola is viewed as an approach to instruction that brings theory to light in diverse educational settings. The success of this course has led to the beginning stages of evaluating the impact this approach has had on student (N-16) learning. The goal is to offer a service-learning course in each semester; each course building on the experiences and understanding of the previous service-learning opportunities.

Students in *ED 100 Education I: Elementary Education and Field Experience* for the fall 2000 semester, will participate in their service-learning course by returning to the same Baltimore City School as the fall 1999 students. During their three-hour experience, Loyola students will have the opportunity to see children at play. A grant entitled “Children at Play”, was written with the desire to meet the physical education needs of the elementary students and an opportunity for our candidates to see how children learn through physical activity.

- Increased connections with the surrounding community

Currently, the Education Department is partnered with Greater Homewood Community Association, College of Notre Dame, Johns Hopkins University, Maryland Student Service Alliance of Maryland Department of Education, Baltimore City Public Schools, Student Sharing Coalition, and Volunteer Central. This “Partnership” has led to the acquisition of a 1.5 million-dollar grant entitled “Partnership for Healthy Students and Schools”. This CHESP (Community Higher Education School Partnership) grant through Corporation for National Service allows training and program development specifically in regards to service-learning for K-12 students. This cascading model of college-high school-middle school-elementary school students allows candidates many opportunities to participate in professional meetings and training, work with students in ways outside of classroom experiences, reflect on diverse educational practices and confirm their calling to teach.

- Consideration needs to be given as to whether or not Praxis I and/or Praxis II should be added as benchmarks for the program. Praxis I could be a fitting addition to the Sophomore Review process. Praxis II is under review as a graduation requirement.

## Performance Evidence

### Rationale

This section provides the reader with the information demonstrating the candidates' proficiencies. Twenty Program Standards for Preparation of Elementary Teachers are specifically aligned with the candidates' proficiencies, thus demonstrating the quality of the education program at Loyola College.

In narrative form, the reader is first introduced to the knowledge and skills taught in the core courses. The liberal arts core courses are an integral part of each candidate's education at Loyola and include the following disciplines: humanities, natural and social sciences, and mathematics.

It is the intent of the department to explain in the next several pages the first through fourth year of the typical education candidate. Although the content of each course is described in summary form, the greater part of this segment is the information linking the candidates' proficiencies to the standards.

The reader will see that the linkage of the proficiencies to the standards is accomplished by showing the type of knowledge taught in the courses, the facility of the candidates to apply this knowledge in teaching situations, and the candidates' ability to have positive effects on the students. The Artifact Section, located after the Appendix, will provide further performance evidence of the standards. As noted earlier, placing the number of the standard in parenthesis after the section to which it refers will provide the reader with a cross-reference of ACEI standards with elements of the education program

### Liberal Arts Core

Knowledge is interrelated: history serves as a backdrop for the study of literature and fine arts; the arts, in turn, reflect philosophy; philosophy often develops in reaction to trends in religion, science, politics or economics. Sociology, psychology, education, speech therapy and audiology challenge us to better understand and improve the human condition. (2 i)

Loyola is a Jesuit school, built on a liberal arts tradition and a commitment to the growth of mind, body, and spirit. The liberal arts core is the essential foundation of all majors. It covers basic knowledge and concepts in the humanities, math and science, and the social sciences. The purpose is to balance general education and specialized study in the major. It challenges candidates to think and to solve problems in a variety of ways and to examine critically a cross-section of ideas. (2)

The Core comprises eighteen of the forty (3 or 4 credit) courses required for graduation and contributes to the content knowledge of candidates. The core includes: three credits in composition; three credits in fine arts; six credits in history; six credits in literature; nine credits in math and science; six credits in social sciences; and fifteen credits in

philosophy, theology and ethics. Six credits in social sciences are satisfied by the education courses Human Growth and Development and Learning Theory.

Within the context of the English and writing coursework, candidates come to know and understand conventional standards of oral and written expression.

Critical skills for candidates are taught and refined in *WR 133 Effective Writing*. Objectives include:

- respect for and appreciation of diversity
- reflection
- analysis
- responsibility
- leadership
- rhetorical acuity
- stylistic acuity
- reading proficiency
- writing proficiency
- verbal ability to articulate one's thought

Through readings, writing, peer review, and instructor review, candidates fine tune their writing skills and demonstrate their learning through performance.

In the study of literature, candidates become familiar with major works from different genres. (2 b)

The mathematics coursework challenges the candidates to use problem-solving approaches to investigate and understand mathematical content, estimate, use patterns and relationships to analyze mathematical situations, reason and interpret data. Scientific and graphic calculators are used throughout the course. Candidates search the Internet and critique mathematics sites. (2 d)

Candidates utilize hands-on, activity-based, constructivist laboratory and field investigations to connect science concepts with other disciplines, demonstrating the interrelationships between human endeavors and science. Through individual and group coursework, candidates are involved in authentic, relevant investigations that require them to perform like researchers, employing scientific thinking and available technology to accomplish their task. Candidates translate their personal understanding of the workings of scientific research into appropriate classroom curriculum and learning experiences for their students. (2 c)

Candidates are required to take courses in western civilizations, American History, non-western history, and geography to establish a content knowledge base appropriate for teaching grades one through eight. Candidates are also required to take philosophy, theology and ethics to broaden their foundational content knowledge. (2 e)

The required course *AH 110 Introduction to Art History* was specifically designed for the elementary education major to introduce the technical and formal properties of materials employed in painting, sculpture, graphics and architecture and to provide a broad survey in the history of art. (2 f)

Candidates are required to take two semesters at the intermediate level in French, Spanish, German, Italian, Latin, Japanese, or Chinese. These courses increase and perfect candidates' acquired abilities/proficiencies in the language and broaden their understanding of the country's culture and literature. (2 e)

As noted in the section on strengths from the 1995 Maryland State Department review of the program, "The college demands strong requirements in the content areas. The course of study integrates the college-wide liberal arts core with a program that emphasizes mastery of subject area content as well as pedagogy." (1,2,3)

### Freshman Year

Freshmen entering Loyola College who express an interest in Elementary Education, are welcomed by the education department into the world of learning, leading, and providing service to others. Lynn, a first year student wrote, "Teaching is a job that requires service" and people have to "realize if they really want to be a teacher or not, because 'service' type of work isn't for everyone." (5a) (Lynn, Final Reflection, Dec., 1999). As students begin this new phase of their lives, they are immersed in a learning environment with the goal of developing men and women of competence, conscience, and compassion. (5)

### ED 100 Education I: Elementary Education and Field Experience

With this goal in mind, first semester, first year candidates attend *ED 100 Education I: Elementary Education and Field Experience*. This course is designed to provide answers to a number of questions that beginning education majors may ask: Is this the right profession for me?; Am I capable of working with diverse groups of people?; What does a professional teacher look like?; What do I have to know and be able to do as a teacher?; etc. This introduction course is organized around the integration of three essential components: content, experience, and reflection. (5)

#### Content

The content component of this course is comprised of what the students have called "textbook learning." The subject matter begins with a focus on *The Child in Context*, which is followed by *Core Knowledge* and completed with *Practical Applications*. (1,3,4)

*The Child in Context* includes three topics: Contemporary Children, the School Organization, and Families and Communities. When considering Contemporary Children, Marie explained that "Children have a wide variety of influences affecting them, and teachers must be aware of these things in order to teach effectively."

(1,3a,3b,5c) (Marie, Personal View, Dec. 1, 1999) Nan felt that teachers, 'knowledge of students' backgrounds will help create an atmosphere in which all students are treated with equity.' (1,3b,5c,5d) (Nan, Personal View, Dec 1, 1999) Lana stated that she believed that, "a good teacher will know and understand the challenges of society. He/she needs to be able to tolerate and understand differences and cannot judge their students based on their own beliefs." (1, 3b, 3e, 5c) (Lana, Personal View, Dec. 1, 1999) When discussing School Organization and Families and Communities, many students shared a similar perspective. "It is important to understand the role of the principal, state & district school boards in the curriculum being taught." (Nan, Personal View, Dec.1, 1999) Marie explained, "Involvement of families, friends, & the entire community results in a better learning environment and enable children to learn." (5c, 5d) (Marie, Personal View, Dec. 1, 1999)

*Core Knowledge* includes two topics: History and Philosophy of Education and Learning Theory. "Philosophical beliefs impact the way teachers make decisions, interact with the children, and approach their careers." (2i, 3a) (Lilly, Personal View, Dec. 1, 1999) "We have studied many different theories of many different people – from Plato to Dewey to Mann. It is a combination of their ideas that we see in today's schools." (2i,3a,3b) (Lynn, Concept Reflection, Nov. 1, 1999)

*Practical Application* focuses on two topics: Classroom Environment and Curriculum and Instruction. Lilly explained that, "Managing classrooms is an extremely complex task that requires a great deal of effort, thought, and reflection." (1, 5b) (Personal View, Dec. 1, 1999) while Cheryl, in her Personal View of Teaching shared an important point, "Students learn not only what you tell them, but how you tell them and how you act while you tell them." (1,2i,3d) (Dec, 1999) Jenna shared her perspective,

I have realized how much time and effort go into being a teacher. It is important to set a daily schedule and stick to it. The kids are hard to handle sometimes, but when you see the look on their faces when they "get it" it was worth all the hard work (1, 5b) (Jenna, Concept Reflection, Nov. 22, 1999)

*ED100 Education I: Elementary Education and Field Experience* classes were planned to incorporate individual, group, and whole class activities. Many of these activities were focused around the designing and production of Information Organizers (IO), a visual organization of information that includes, not only the details of a specific concept, but also the connections and big picture of that concept in one view.

One student explained, "I liked having soft music played in the morning when we walked into class. It was an early class and I know I was still tired, but this helped to set the tone of the class and really relax me and put me in a better mood. I liked switching of groups for when we presented our organizers. This was effective because we got to work with different people every time." (1,2i,3) Other perspectives: "I liked how we had to share our information with a group to get different perspectives on the information" (2i,3d);

“The individual work was reiterated in the group work and class discussions. This helped me to learn a lot and get the most from the course” (3); and “Making the individual and classroom organizers helped a lot with understanding and learning the information with the chapters. The large organizers for the midterm and final were especially helpful in collecting our thoughts at the middle and end of the semester.” (1,3a,3c,5d) (Anonymous comments, April 2000)

### Experience

The experience component of this course involved students in a Service-learning partnership established with Allenville, a Baltimore City elementary school up for reconstitution by the state of Maryland for poor performance on MSPAP test scores. This partnership utilized the four-step Service-learning guidelines established by Maryland Student Service Alliance: preparation (identification of community need and planning to meet that need), action (implementation of plan), reflection (during whole process), and evaluation (of effectiveness). The needs to be addressed were identified as re-establishing a lending library and one-on-one assistance to children in the classrooms. Students were shuttled to Allenville for three-hour sessions each week. They were accountable for their experiences by completing a “Field Form” which required: name, date, hours, with whom they worked, what they did, and any comments, questions, or concerns they wished to express. These were handed in and returned weekly in order for the instructor to keep abreast of what was happening with this experience.

This service-learning experience seemed to provide a bridge between classroom learning and real world experiences. Kitty explained,

We learned about social problems that children may face today and how these problems can affect learning. Working at Allenville I saw many of these problems in the children 1<sup>st</sup> hand such as health-related issues, poverty, and problems in family life. This was the 1<sup>st</sup> time I was ever exposed to these problems and I tried to understand them and relate to them. (1,3b,5c) (Kitty, Personal View, Dec. 1, 1999)

I feel that I got a better understanding of the content in the textbook by relating it to my experiences at Allenville. The experience at Allenville also helped me to put into practice many of the things that I learned this semester. The service-learning component really helps to educate on a different level than studying books. It gives you the ability to put into practice what you learn. (2i) For example, in my trips to Allenville, I have been able to implement many of the ideas I learned about contemporary children, their environments (which are different from mine) and the diversity that they bring to the classroom. (1,3b,3e) The service-learning has also given me a broader perspective on

how difficult it is to be a teacher. As a student, you do not realize how much time and effort go into making lesson plans, planning activities, etc. At Allenville, as an observer, I realized how hard it is to come in every day prepared and willing to teach. Thanks to service-learning I appreciate how rewarding and enjoyable being a teacher is. (3a) (Jenna, Final Reflection, Dec 1999)

Diversity was Bridget's focus:

By observing different cultures, people, and methods of teaching (3b,3c) students can add to the facts and guidelines they are learning and studying about in class. By interchanging between a typical classroom and hands-on experience in a school, young adults preparing to be teachers can start to understand how to apply methods they learn from their studies, in the classroom itself. (2i,3a) (Bridget, Final Reflection, Dec. 1999)

For Tracy, learning to be a teacher will take a good number of years and in the process, she found that service-learning enriches book learning.

I think the text book serves as a basis and the service-learning enriches it...No matter how much a person studies and knows what the textbook is, they will not be prepared until they have actually learned how to use those techniques (2i,3a)...It takes years of experiencing and observing to become a teacher. (5a,5b) From my own experience I gained a lot from service-learning and learned a lot from going to Allenville that I don't think I could have fully comprehended from a textbook. (Tracy, Final Reflection, Dec 1999)

Cindy seemed to realize the benefits to her and others while recognizing their acquisition of additional skills.

Students are able to have hands-on experience. Instead of learning about topics in a classroom, they are in the real world fixing a problem. It benefits the community and the students. Also, many lessons can be combined in service-learning: problem-solving skills, planning, actually doing the work, and reflection afterward. (3,5b) (Cindy, Final Reflection, Dec 1999)

## Reflection

The reflection of this class was brought to light as students wrote out responses to guided reflection questions. These had the purpose of providing a vehicle for students to step back and reflect while attempting to make connections between their classroom learning and service-learning experiences. Gina was a little tough in her look back,

For me personally, because I went to a private school, Catholic elementary school – the service-learning program has shown me that not all schools are those cookie cutter suburban parochial paradises – and that’s not necessarily a bad thing! All schools are different – that’s what makes them special – and service-learning showed me how close-minded I’ve been – and that “inner-city” schools aren’t stereotype-able after all. (1,2i,5a,5b) (Gina, Mid-semester Reflection, October 1999)

Other students shared their reflections on Service-learning and its impact on their lives. Jenna explained, “I love this course. If there was any doubt if I wanted to be a teacher, this course has helped me make up my mind. The field experiences and discussions help a lot in being able to talk about different situations and how to handle them.” (5) (Jenna, Concept Reflection, Nov. 1, 1999). Claire also addressed the importance of knowing whether or not you want to teach, because there are both positive and negative aspects to this profession.

Service-learning can give a person the close, positive experiences with kids that make them yearn to be teachers. It can also give them negative experiences that show them both aspects of teaching & the classroom. Service-learning is a way for pre-service teachers to experience the joys & hardships of teaching through first hand experience & it can help to influence their decision of whether or not to become a teacher. (1,5b) (Claire, Final Reflection, Dec 1999)

Collaboration and problem solving seemed to be Stacy’s focus.

When people are given the chance to participate in service-learning they are forced to think about ways in which they should approach a problem. Together with other people or students, they must work it out, sharing each other’s ideas and coming up with new ones. Service-learning prepares people for the future. They soon will be collaborating with others in their job. I was given the chance to participate in service-learning at Allenville and it truly was a rewarding experience. By helping to fix up the library for the children

at that school I was impacting the lives of many people. I know now in the future that those students will be able to read anytime they want to, which in the end will improve their skills. By working at Allenville I was also able to collaborate with my classmates when faced with the problem of how to set-up the library and which books to throw away. (1,3a,3e,5c) (Stacy, Final Reflection, Dec 1999)

Many students seemed to recognize that service-learning was a win-win situation with both the service providers and the service receivers learning and benefiting from this partnership.

I believe service-learning is a very positive method of instruction. It allows people to gain insight into a community and fulfill needs that will be useful to many people. Usually both sides have the opportunity to benefit. Service-learning provides the chance to feel good about yourself because you know that you have the ability to change an environment in a positive way...it gives one the opportunity to grow in many aspects, challenging oneself and others, and learn to set and attain goals. (1,3e,5b) (Trisha, Final Reflection, Dec 1999)

Marie explains why she not only believes service learning is beneficial to her as a prospective teacher, she thinks that service-learning should be a part of every student's life.

I think that service-learning should be incorporated into every child's education. There are some things that just can't be taught in a classroom. They must be learned through experience...Not only can you learn important life lessons, or discover hidden talents or passions in life, but one often comes away from a service experience with a better knowledge of themselves, and a higher level of self worth. Many people complain that book knowledge is good, but it doesn't prepare you for real life. Service-learning is a perfect example of a way in which you can prepare for real life. Learning to deal with strangers, sick or elderly, learning to preserve or clean up the environment, all of these things are lessons that you will carry with you for your entire life. You might not always remember Pascal's Triangle, or what exactly the subjunctive mood is, or what years Louis XIV reigned over France, but you will remember the acts of kindness and giving involved in service-learning. (1,2i,3,5a,5b) (Marie, Final Reflection, Dec 1999)

The first guided reflection question of the fall semester asked students to write down their personal view of teaching. The final reflection question asked students the same question, “What was their personal view of teaching now that they had completed the Introduction to Education course?” Lisa had this to offer:

My personal view of teaching has not changed much since the reflection from 9/22/99, it has just been expanded. I still believe that teaching is about the children and that you as a teacher must teach with not only your mind but with your heart, too. But now I realize that even if you have a great attitude about teaching, you still need certain skills to be a great teacher. You may love helping your students, but without certain qualities, your students will not be able to learn from you. Now I also realize that teaching has many more aspects to it than just teaching students information. You must first understand the student’s background, experiences, and personal history. You must learn to understand the parent’s behavior about their children. You have to be willing to work with other teachers and be open to suggestions they might have to offer you. You may be a teacher but you will have many roles besides being just a teacher. You will have to care for the children, take care of them when they get sick in the classroom and console them when something bad happens to them. This goes along with my first impression of teaching but it just involves a whole lot more than I first thought. (1,2i,3,5) (Lisa, Final Reflection, Dec., 1999)

### Sophomore Year

Continuing with the goal of developing men and women of competence, conscience and compassion, the educational focus for second year candidates centers around special education, science, reading, and educational psychology. Educational psychology is presented to candidates in two courses, *ED302 Human Growth and Development*, and *ED300 Learning Theory*.

### Science

The sophomore year is actually the culmination of a three-semester science content program initiated in freshman year and designed specifically for elementary education majors. This program was designed through a collaborative effort of the Physics, Biology and Education Departments of the college. The program consists of the following sequence of courses:

- PH110: Physical Science I
- BL106: Science of Life
- PH111: Physical Science II

ED430: Field Experience in Education: Science (a co-requisite with PH111)

*PH110 Physical Science I* and *BL106 Science of Life* have many performance indicators in common. In both courses candidates process science concepts taught during lab activities through self-assessment, written observations and interpretations, and written reflections. (1) They demonstrate understanding through hands-on, activity-based lab investigations and field experiences often utilizing the scientific method while maintaining a journal throughout the course. (2) Books, the internet, and laboratory and field equipment are effectively used by candidates as resources of information (3a) while the course structure requires candidates to collect and interpret data gathered during investigations. (3c) Through computer-based laboratory investigations candidates become technologically literate. (4)

*PH110 Physical Science I* stresses the basic concepts of physics in seven areas: properties of matter and chemical composition, electricity and magnetism, heat and temperature, wave motion and sound, motion and forces and momentum, energy and work. *BL106: Science of Life* serves as a survey course in biology. Topics are chosen based on a list provided by science supervisors from adjacent educational districts and reflect the topics proposed by National Standards such as American Academy for the Advancement of Science's Benchmarks. Candidates recognize the importance of multiple perspectives in studying complex issues through investigations of humanity's role in the environment as they connect life science concepts with physical sciences, history, and sociology. (2c, 2i)

*PH111 Physical Science II* returns to topics studied earlier and applies them to earth and space science, approaching the "big picture" of global effects. Treating the candidates as the adults they should be, this course provides them an opportunity to integrate the material they are learning with how they can approach teaching it themselves to a class. Teaching science in the elementary school often involves having to devise a lesson plan that takes the materials available and structures a lesson plan with them to fulfill a specific objective. The methodology used in this course models this approach. *PH111 Physical Science II* and *ED 430 Field Experience in Education* are scheduled in contiguous time blocks, the combined course meeting three hours twice a week. In the field experience course candidates observe science classes at a public or private school, ideally spending the entire semester observing one teacher.

Candidates internalize scientific concepts within the context of teaching strategies and children's developmental levels through varied formats: written reflections; focused short-term activities; data-intensive, interpretation-dependent, long-term projects; and independent technology-based investigations. They recognize the benefits of diversity in experience levels and learning styles through open-ended, inquiry-based exercises and investigations. With reference to this diversity, candidates are able to perform curriculum adaptation and modification necessitated by this diversity in developmental levels, learning styles, socio-economic factors, and experience levels through personal adaptation of science applications. (1, 3b)

Candidates demonstrate understanding of science content through short and long term investigations involving: the earth and its dynamic, interrelated systems through time; tectonic forces; orbital variation; atmospheric composition in shaping the surface of the planet; and the development of life. They connect earth science concepts with math, physics, chemistry, biology, history, and economics through exercises demonstrating the interrelationships between human endeavors and earth systems. While recognizing that there are other possible perspectives, candidates question the validity of data, assumptions, and interpretations as a result of their personal experience in inquiry-based activities and projects. (2c, 2i, 3c) Candidates demonstrate knowledge of curriculum design and teaching strategies appropriate for developmental levels and learning styles through written adaptation of course activities and exercises. (3a) Effective classroom management skills, including positive motivation, are utilized in the implementation of school-based service-learning projects. (3d) They also recognize the validity of multiple forms of assessment and the importance of formal and informal, pre and post-scientific-inquiry assessments to relationship between instructional method, student learning, and critical thinking processes. (4)

Through written adaptation and modification of course activities and investigations, candidates relate science concepts and teaching strategies to national, state, and local standards and curricula. They assist host teachers with classroom activities and group instruction during on-site visits and at times contribute to the learning environment through on-site service-learning projects. They write reflective, self-evaluative reaction summaries for each classroom exercise and discussion, long-term project, outdoor exercise, and field trip. (5a, 5b, 5d)

### ED 302 Human Growth and Development

ED 302 Human Growth and Development provides candidates with a mixture of theoretical and practical experience that will enhance their ability to provide for the needs of their future students. Their theoretical studies provide the candidates with the ability to: trace historical influences on modern theories of child development from medieval times through the early twentieth century (1); describe theoretical perspectives that influenced child development research in the mid twentieth century, and cite the contributions and limitations of each (1); and cite the major divisions of the first two decades of life and describe the aspects of development to be considered in each (1).

While practical applications such as: applying theoretical principles of child development to construct meaningful teaching experiences for all students (2); creating fluid teaching activities that allow for individual learning styles, the candidate demonstrates knowledge of the developmental stage approach to child development (2); demonstrating in oral and written form, normal patterns in development across all major areas: cognitive, language, motor, socialization, adaptive, and personality (3); submitting curricular designs for specific case studies(3); conducting mini-empirical investigations involving aspects of child development and provide systematic analysis of the data and discuss the implications for teaching (3) and conducting observations of a child in a home setting (5) demonstrate their ability to apply the theories.

Additional requirements such as: enrolling as a member of a professional organization (5); reading peer-reviewed journals related to the field of education (5); attending local, state or national conferences related to teaching (5); providing weekly self-reflections of course content learned and the implications it has for their own personal life; all serve to reinforce the theories and provide the candidate with a working knowledge of the subject.

### ED 300 Learning Theory

*ED 300 Learning Theory* is designed to come full circle in the theory/practice cycle by not only beginning with theory and tying it to practice, but also focusing on practices and connecting them back to related theories and theorists. It also incorporates a triple component format similar to the *ED100 Education I: Elementary Education and Field Experience* course: content, experience, and reflection. Candidates are introduced to the content of learning theories through the textbook and classroom activities. This knowledge base is enhanced by participation in service-learning experiences at Allenville Elementary School in Baltimore City. Finally, guided reflection questions and classroom discussions allow candidates to observe, analyze and synthesize content and experiences to assist them in developing principles as to what constitutes best practices for effective teaching. (1,3,5)

#### Content

Considering the theory to practice portion of the theory/practice cycle, candidates are introduced to a variety of educational learning theories and theorists, including, but not limited to:

Classical Theories: Idealism & Realism: Socrates, Plato, & Aristotle  
 Behaviorism: Pavlov, Watson, Thorndike, & Skinner  
 Piaget's Theory: Piaget, Gagne, & Case  
 Social Learning & Vygotsky's Theories: Dewey, Bandura, & Vygotsky  
 Information Processing Theory: Atkinson & Schiffrin, Newell & Simon, Mulcahy  
 Contemporary Thought: Constructivism & Brain-Based Learning: Bruner, Caine, Sylvester, Jensen

While examining these different theories and theorists, candidates are required to create an information organizer on each theory which includes: theorists, principles of the theory, weaknesses of the theory, educational applications of the theory (to include their observations from their service-learning experience at Allenville), and finally, their own personal experiences related to each theory. One candidate explained, "Sharing and contributing our own individual experiences also helped me view how other teachers observe and learn. (1,5a) (Final anonymous questions E, April, 2000).

Candidates seemed to benefit from working with these information organizers as one explained:

“I feel I definitely have a better understanding about theories, principles, and classroom applications. I learned how to organize my thoughts, ideas, and information I read into concept and summary organizers...learning how to organize my thoughts in summary organizers helped me not only in this class, but others as well.” (Final anonymous questions E, April 2000) Another candidate seemed to support this view as she explained, “Although each organizer took a while to make, it made me remember more about the chapters and theories by outlining them carefully.” (1,4,5b) (Final anonymous questions F, April, 2000)

Class time is utilized by groups analyzing and discussing each theory and creating a large group information organizer on the theory under discussion. Each group then presents its organizer to the rest of the class with discussions evolving from class discourse. “I think that not having tests in this class actually helped me retain the info because I didn’t memorize it just to pass a test. Instead, we repeatedly discussed the info so that I actually learned it.” (Final anonymous questions C, April, 2000) A special emphasis is placed on each student sharing his/her personal connection to the theory. (1,5b)

Candidates seemed to appreciate working together and value the collaborative effort expended to gain knowledge. One candidate offered: “By grouping each week we learned from each other and were exposed to a variety of ideas.” (Final anonymous questions B, April, 2000) When asked to share what they thought were the strengths of this course, a candidate shared, “The strengths of this course include the discussions in which we connect the theories to each other and to the classroom applications.” (Final anonymous questions N, April, 2000) Another strength, “was having each of us make a group organizer because it allowed us to put our ideas together.” (Final anonymous questions H, April, 2000) Another explained, “I liked the set up of the classroom and how the lessons were conducted. I think working in cooperative groups was extremely beneficial. I liked being creative to find the big picture of the theories.” (1) (Final anonymous questions A, April, 2000)

Focusing on the practice to theory portion of the theory/practice cycle, specific practices and ideas are examined and discussed. These include:

Special Needs: gifted, disabilities, exceptionality & ADHD  
 Intelligence & Creativity: Sternberg, Gardner, & Guilford  
 Motivation: Maslow, R. W. White, Bandura, Weiner, & Dweck  
 Classroom Management: Rogers, Marland, Kounin, Dreikurs, Skinner, & Canter  
 Multiculturalism: Bloom, Keller  
 Instructional Objectives & Assessment: Gagne, Bloom, Mager, & Gronlund.

Class discussions centered around these topics encourage candidates to find and identify connections from these practices back to related theories. These discussions incorporated with their service-learning experiences, to be explained in the next section, brings the theory/practice cycle full circle.

(1,3a)

### Experience

The experience portion of this Learning Theory course involves candidate participation in Service-learning experiences at Allenville Elementary School in Baltimore City. Candidates provided community service by assisting classroom teachers during instructional activities. In return they benefited from observing how learning theories and their related applications played out in real classroom settings. “By going to Allenville we also had the opportunity to apply what we learned to real-life.” (Final anonymous questions K, April, 2000) Specific observations from their Allenville experiences were often included in class discussions. (1,3)

### Reflection

In order to establish a means for developing reflective practitioners and after attending class and participating in service-learning experiences, candidates were asked to answer guided reflection questions. These questions usually focused on asking candidates to reflect upon the text, classroom discussions of content, and their service-learning experiences with the goal of synthesizing all of these into a framework of establishing best practices for effective teaching. “I thought this class was extremely helpful in bringing the theories to life. I will remember them more clearly now because they were visually presented and then I observed some of them first-hand.” (Final anonymous questions D, April, 2000) A second student offered, “Being able to be present in the classrooms I was able to observe the students at Allenville and connect their behaviors in class with theories that I had been learning about in learning theory.” (1,3,4) (Final anonymous questions G, April, 2000)

### Synthesis

As a cumulative review and a synthesizing activity, candidates were required to create an individual summary organizer. This culminating activity allowed candidates to reflect back on the whole semester and design an organizer that displayed the characteristics of the different learning theories with an emphasis on practical applications of each theory and their personal experiences related to these theories.

“Yes I did learn a great deal! The information that I know now will help me in my future to converse about theorists and education and then to apply what I have learned to my own classroom. My summary organizer will be an important tool for me to use in my future as a teacher (Final anonymous questions I, April, 2000).” (1,3,4)

When asked, “What did you learn in ED 300?”, candidates had various responses. While a number of candidates recognized the value of studying many different learning theories, individuals tended to focus on different aspects. Candidate J’s emphasis was on developing her own teaching strategies. She explained, “I learned a lot about different ways of teaching and how to use the best of many different theories to form my own

teaching strategies.” (1,3) (Final anonymous questions J, April, 2000) A second perspective was approached from a more analytical point of view.

“I learned that many different learning styles and theories are present in every classroom. I’ve learned that each theory has good aspects and each theory has similarities and differences to the other theories. I also learned that each theory should be taken into account and looked at for strengths and weaknesses.” (1,5b) (Final anonymous questions N, April, 2000)

Finally, Candidate L seemed to focus on making sense of theories by relating to her own personal experiences.

“Before this class, I had heard of some of the theorists. However, my previous classes had never made the theories relevant to my own experiences. In this course, the theories began to make much more sense to me because we did focus more on how the ideas related to actual classroom practices and experiences.” (1,3) (Final anonymous questions L, April, 2000)

### RS 496 Introduction to Special Education

*RS 496 Introduction to Special Education*, offered in the sophomore year, expands upon the understanding of the learning needs of the child in the classroom. Candidates investigate the major areas of exceptionality, addressing the characteristics and educational needs of students with orthopedic, visual, hearing, speech and language, emotional and mental impairments, and those with learning disabilities. Candidates explore incidence and etiology, diagnostic and therapeutic services, educational programs and findings of research. Key legislation and legal case history associated with the field of special education are studied. All candidates spend several hours observing and teaching in settings serving students with special needs. In conjunction with the field experience, candidates maintain a reflection log. The foundation of the course is to provide the candidate with a knowledge base that will be utilized in other courses focused on modifications, differentiating curriculum, and issues of collaboration. (1,3,4,5)

### ED 303 Educational Technology

The ever- increasing need for teachers to use technology in their professional preparation as well as with their students, makes *ED 303 Educational Technology* a vital experience for the candidates. In a discussion environment, current and future issues in technology are analyzed. Candidates preview and evaluate educational software based on the growing understanding of sound pedagogy. Extensive, hands-on practice is given in Internet research and the creation of practical programs/products for use by the candidates and their students. Course assessment is heavily performance based through

these products which can be used for home/school communication, grading, skill development analysis, and public relations. (2a,c, d, e, i; 3a,e; 4; 5a)  
(see Artifact 2)

### Junior Year

During their third year, candidates have a full schedule of core and discipline based electives that build a strong content foundation for their work in schools. Their studies include English, American History, Statistical Methods and Data Analysis, Theology, Ethics, Non-Western History, and Mathematics. (2)

Methods courses focus on Social Studies and Arithmetic. In *ED 416 Social Studies Methods and Field Experience* candidates examine and experience the teaching of social studies from a developmental point of view. Methods and materials are presented for students grades 1 through 8. Emphasis is placed on the inquiry approach to teaching and hands-on techniques. Candidates observe experienced teachers in local schools and reflect on their observations under the guidance of their college instructor. (1,2e,3,4) Similarly, in *ED 412 Arithmetic Methods and Field Experience* candidates study the mathematics curricula and teaching methods of the modern elementary school. Discussions focus on readings and observations in local schools. The student achievement benefits from measurable and outcome based objectives, active learning, the use of manipulatives, problem solving individually and in groups, are the basis for reflection in journals, class discussions, and performance assessments. One example of a performance assessment has the candidates collecting and analyzing forty ideas for teaching mathematics. A candidate writes:

This activity stood out to me because it was very unique and different from other math activities. I think students, especially male students, would love this activity because it involves sports. I would use this activity as guided practice in my classroom. I would change it a bit though. I would take the children outside or to the gym and let them act out the situations they are creating to help them understand it better. (1,2d,3,4)

By the second semester of the third year, candidates have been selected for placement in Professional Development Schools. Their clinical experiences will be in the school where they will serve their Internship during their fourth year. As they visit the local school for observation and reflection, they become familiar faces to faculty, staff, students, and parents. The local school curriculum, administrative policies and procedures, and expectations of teachers are experienced and understanding begins. Candidates are encouraged to participate in Parent Teacher activities and professional development meetings. (5) As candidates demonstrate readiness, they begin working with individual students and small groups. Many progress to planning and teaching whole class lessons under the guidance of their mentors and college coordinators. During the first semester, a candidate reflects on her first math lesson. She demonstrates her

knowledge of the content area, her understanding of the developmental levels of her students and their interests, and she gives clear evidence of use of strategies to teach problem solving and critical thinking.

This week I taught my first lesson for observation in math. Mrs. Conroy gave me the teacher's edition ahead of time so I could use it to help with my lesson planning. I followed the model in the book for most of my lesson, however I did make a few changes. For example, I made up a word problem for the motivation as a challenge to the students and told them by the end of the class they would be able to solve the problem. At the end of the class, the students solved the problem and I used that for part of the assessment of the lesson. I also made the word problem applicable to their interests by including Pokemon; this excited the students and made them more anxious to solve the problem. Although the lesson went well, I would make several changes if I were to give it again. (1,2d,3c,4)  
Amanda G. – Internship First Semester

In her written feedback to a candidate a mentor writes, “ The children were actively engaged throughout the lesson by using cubes to explore, working with a partner to complete a chart, and they were constantly asked to explain how they got their answers.” (3d) Lori – Mentor – Ph IA The mentor was impressed with the active engagement of the students in purposeful learning. The candidate's classroom management skills are also acknowledged.

A reflection log entry gives evidence of the developing skills of a candidate to evaluate the effects of her planning on the students' learning:

Another classroom management mistake I made was that I did not read the directions to the independent practice before I assigned it. This caused many students to be confused and do the problems wrong or raise their hands at the same time. If I read the directions first it would have taken 30 seconds and then it would have saved me extra time running around answering the same question several times. (1,3b, 5b) Amanda, Internship First Semester

On a “Field Experience Evaluation” a mentor comments on the candidate's ability to address individual student needs and engender enthusiasm for learning. Her belief that every student can learn and the value she places on knowing her students are evident.

Jamie has developed a very positive rapport with the students. She is very enthusiastic and the students are very responsive to her. She is always willing to help a small

group or individuals experiencing difficulty. She constantly monitors all students to make sure they are on task. (1,3d) Laura J., Mentor

The opportunity to study abroad is taken by a number of candidates during their third year at Loyola. These experiences broaden understanding of different cultures and world events. Candidates bring a wealth of knowledge and experiences to the local school classroom and community. Candidates have worked with mentors in developing and implementing thematic units and cultural festivals. (5c,d)

### Senior Year

In their senior year candidates in our Professional Development Schools immerse themselves in five academic courses and continue with the final two semesters of the internship. With the goal of becoming effective, compassionate, and reflective practitioners, the candidates take the knowledge from their courses and apply it in the classroom as full-time teachers. At the end of this year the candidates will have to provide evidence that they are ready to be the primary teachers of record in their own classrooms.

The questions and issues raised by the candidates during observation and field placements are further addressed in class work and seminars during the first semester of the senior year. The reality of the full-time internship during the second semester provides increased motivation for refining skills in the areas of assessment, classroom management, and reading/language arts instruction.

*In ED 420 Assessment for Instruction: Reading and Math* candidates become familiar with a variety of formal and informal assessment techniques. Candidates demonstrate the ability to administer, score, and interpret reading and math assessments in an ethical and professional manner. Additionally, the candidates ask their students to reflect on how they can best reach the performance expectation. On a classroom observation form, a mentor indicated that the candidate clearly understood the need for students to use a variety of strategies in solving problems.

Miss G. allowed the children to choose the strategy they felt most comfortable with to solve a problem. This allowed the children to be confident with their work and take a risk if they wanted to.” (3c) Lori – Mentor – Internship First Semester

On a student assessment, a candidate asked students to choose their preferred modality in performing a task. She demonstrates her knowledge of the impact of learning style theory and multiple intelligences on the assessment process.

List below two important steps that you may have missed if you had not read the written directions.

Which was easier to follow, the written directions or the diagram of the directions? Explain your answer.

How might you re-write the directions or draw the diagram differently to make it easier to understand? Explain your answer.” (3b,c, d;4) Heather Y. Internship II

*ED 421 Comprehensive Classroom Management* focuses on the candidates’ understanding of various models, theories, and principles of behavior management. Classroom environment, instructional planning, and cultural background are seen as integral to effective classroom management. Candidates are required to develop an applied classroom management plan and to create behavioral intervention plans using skills acquired in the course. A candidate found her mentor to be a model in this area.

Through my field experiences with Lorie, my mentor, I have recognized how effective she is. Lori has a preplanned continuum of interventions for inappropriate behavior. Her surface management techniques are very strong and she is consciously aware of all that is occurring within her classroom. Lori has a great relationship with each of her students. They feel comfortable coming to her to discuss any problems/situations they have inside or outside of the classroom. She understands that students learn by doing and that children need active hands-on instruction.” (3d;5a,b,d) Jamie L. Internship First Semester

Developing a balanced reading program is the focus of *ED 442 Instruction for Reading: Methods, Materials, and Resources*. Candidates are introduced to a variety of approaches, methods, materials, resources, and techniques. They are then able to critically evaluate and to choose developmentally appropriate methods, materials, and resources for all students. Candidates are assessed on their ability to reflect and their willingness to revise teaching practices based on student progress.

Another thing I did this week was assess students’ sight word recognition. This is another topic that we discussed in my Reading Methods class that I was able to observe and implement. I was amazed to see such improvements since the last assessment! Hector was able to compute that he got 96 out of 97 words correct! His face was filled with joy! (3a,b,c;4;5b) April L.

Classroom instruction in *ED 444 Internship I and Seminar: Integrated Language Arts* focuses on the four components of the language arts: listening, speaking, reading, and writing. During the internship, in-school experiences related to this course emphasize the integration of language arts skills throughout the curriculum. Weekly seminars related to the course require candidates to reflect on language arts instruction seen in the schools.

Additionally, college coordinators ask candidates to reflect on general classroom practices in preparation for the final phase of their internship. (1;2a,b,i;3a,e;5b)

As part of *GY 201 Geography*, candidates are required to present a formal evaluation of Internet sources, which may be used to develop lesson plans for geography, earth science, and social studies. Candidates are required to evaluate each other’s presentations using the praise, polish, and question technique. (2e,3e,5b)

Aggregated Data Regarding Course Grades

The following tables indicate the letter grades for elementary education candidates in a sampling of courses, including education and content courses. As indicated most of the candidates receive a letter grade of A or B in the majority of the courses. Grades reflect content knowledge and performance capabilities.

The department clearly recognizes that a letter grade is only one facet of the assessment process. The focus of assessments throughout the education department is on performance. An increase in the number of project-oriented assessments and/or the demonstration of candidates’ application of their knowledge as an assessment tool, rather than pencil and paper tests, is evident in all courses. Please note that the grades reported reflect only courses taken at Loyola by the candidates during the specified time. They do not reflect class size.

**Table 10**  
**Letter Grades for Elementary Education Candidates**

EN130 UNDERSTANDING LITERATURE						EN201 MAJ. WRITERS: ENGLISH LIT.				
	A	B	C	D	F	A	B	C	D	F
1998	2	16	16	1	0	4	10	0	1	0
1999	3	25	10	3	1	2	6	3	0	0
2000	2	20	11	2	0	2	3	2	0	0

EN203 MAJORS WRITERS: AMERICAN LIT.						EN201 MAJ. WRITERS: SHAKESPEARE				
	A	B	C	D	F	A	B	C	D	F
1998	4	11	4	2	1	2	8	7	2	0
1999	2	13	8	2	0	5	7	6	0	0
2000	5	10	7	0	0	1	7	4	2	0

HS101 HISTORY OF MOD. WEST. CIVILIZATION						WR133 EFFECTIVE WRITING				
	A	B	C	D	F	A	B	C	D	F
1998	3	23	11	3	0	2	26	7	0	0
1999	7	24	10	0	0	15	23	7	1	1
2000	8	21	10	1	0	8	24	5	1	0

AH100 INTRODUCTION TO ART HISTORY						BL102 SCIENCE OF LIFE				
	A	B	C	D	F	A	B	C	D	F
1998	34	21	3	0	0	5	5	0	0	0
1999	27	21	2	1	0	11	7	0	0	1
2000	19	12	3	1	1	22	17	4	0	0

ED301 EDUCATIONAL PSYCHOLOGY						ED303 EDUCATIONAL TECHNOLOGY				
	A	B	C	D	F	A	B	C	D	F
98	30	19	2	0	0	35	5	0	0	0
99	56	25	4	0	0	20	0	0	0	0
00	8	19	7	1	1	30	1	0	1	0

ED 400 MICRO-TEACHING I						MA 103 FUND. CONCEPTS OF MATH				
	A	B	C	D	F	A	B	C	D	F
98	16	15	5	0	0	13	14	17	4	0
99	7	8	0	0	0	22	21	8	4	1
00	6	0	0	0	0	22	22	16	3	3

ED 416 SOCIAL STUDIES METH. & FIELD EXP.						ED 412 ARITH. METH. & FIELD EXP.				
	A	B	C	D	F	A	B	C	D	F
1998	39	2	0	0	0	23	0	0	0	0
1999	26	2	0	0	0	33	3	0	0	1
2000	39	3	0	0	0	46	5	1	0	1

ED 419 FOUNDATIONS OF READ. & LANG A.						RS 496 INTRO. TO SPECIAL EDUCAT.				
	A	B	C	D	F	A	B	C	D	F
1998	3	5	0	0	0	57	15	1	0	0
1999	0	7	1	1	0	67	23	3	2	0
2000	47	38	4	1	0	34	18	6	0	0

PH 110 PHYSICAL SCIENCE I						PH 111 PHYSICAL SCIENCE II				
	A	B	C	D	F	A	B	C	D	E
1998	10	17	3	0	0	6	9	0	0	0
1999	9	26	6	1	1	8	3	0	0	0
2000	13	23	4	0	0	21	5	3	0	0

Internship Phase I

Continuing the three semester internship in the Professional Development School, the candidate works in the local school classroom with the mentor to prepare the room for the students, to receive curricular updates, to put the school’s “improvement plan” into practical perspective, and to be oriented to the administrators’ expectations. After welcoming the students the first few days and supporting the mentor in the establishment of classroom procedures and routines, the candidate visits the classroom at least 4 hours

per week. Each visit is focused on melding the clinical realities to the course theory. In their reflections, candidates often share the connections they have made. (1,2,3,4,5)

I separated the students into three groups, and gave each group an activity. Two of the groups were working fine, but there was a third group that would not cooperate. So, I went over to the boys to guide them along myself. They would not concentrate or attempt to do any work what so ever. I tried everything! I asked each of them individually to quiet down and get some work done so they would not have to do it for homework. I felt that they were disturbing the other groups as well. Soon time ran out and the group got hardly any work done. AHHHH! That is what I felt at the moment. This stuff is hard, but I will definitely not sink! So, luckily, I am taking my classroom management course this semester and I was able to talk with Dr. Rock about my experience. This is what I should have done: I should have told the students at the very beginning that if they cannot work hard, they will be asked to leave the group and work on their own. The little things really matter. As soon as the whole class was working quietly on their own, I was really pleased. I did it! They knew what was expected of them and they behaved. I had a lot of fun and I look forward to the next opportunity I get. (3b,d;4;5a,b,d) Amy B.

I was intrigued with Jeannine, I think because it was my first experience with a student diagnosed with SED...I will say, also, though, that I was very happy to be able to teach my mentor a little more about this category – it means that I must be getting what I am supposed to out of my special education studies. (3a,b;5d) Heather Y.

Mentors are in communication with the college faculty members so that all are aware of the expectations and are engaged in the reflection/feedback process.

Candidates prepare lesson plans, participate in peer review of the plans, and receive suggestions from mentors and college instructors prior to teaching the lessons.

Today, I executed my first lesson. Seems pretty mediocre, but to me, it was a wonderful learning experience. I started to prepare for the lesson a week before I had to teach. I called my sister who is a first grade teacher in the Bronx. She had many interesting ideas for me, but we decided on a lesson on greater than/less than. My mentor let me choose whatever I wanted so I had all the responsibility in my

hands. I called her to make sure the activity was good. Both she and I were excited about my first shot at teaching. I really wanted to be absolutely sure of it, so that is why I wanted your (college coordinator) input also. I appreciate all you have done for me and the suggestions and recommendations you gave me the night before. You also allowed me to sleep better that night. Just telling me that it will be all right and reassuring my skills were encouraging words I needed to hear before the big day. Thanks again. Reflection log. (5b,d) Tara F.

After teaching lessons, two of which are video taped, feedback is received from mentors, peers, and college instructors.

Jennifer called on Megan who was not paying attention. She said her name first to get her attention and *then* asked the question so the child would not be embarrassed or feel 'caught' because she was not listening. (3b;5b)

Peer feedback

Your feedback to Jennifer on her videotaped lesson is excellent! You are very specific in your praise and your suggestions. You reflect your knowledge and understanding of effective teaching and classroom management techniques. (1;3;5b,d) College Coordinator feedback

Journals capture the candidates' reflections on their lessons and their total classroom experiences. Lesson plans, feedback, students' work, photographs, and other artifacts are gathered and organized with The Essential Dimensions of Teaching and the INTASC principles as the benchmarks. This is the basis for the professional portfolio to be reviewed at the completion of the second semester internship. (1,2,3,4,5) (see Artifact 3)

Sequential experiences in the development of a philosophy of education, including clear expectations, position papers, and peer discussions put candidates in touch with their beliefs about children and teaching.

Rousseau was wrong. Education, in my opinion, is not about inscribing knowledge on the 'blank slate' of a child's mind. Were this true, teachers would never learn anything from their students, when, in reality, some of the most 'teachable moments' come from the students themselves. (5) Heather Y.

Seminars, taught at the local schools by mentors and the college instructors, refine the implementation of acquired declarative and procedural knowledge. Topics are specific to the identified needs of the candidates in each school. (1,2,3,4,5)

Mentors assess the Professional Qualities of their interns at the conclusion of each field experience. Given the rating choices of “Usually Exceeds Requirements,” “Steady Acceptable Performance,” and “Unsatisfactory,” a sampling of interns’ in the Classes of 2000 and 2001, found seventy-three percent of the ratings in the “Usually Exceeds Requirements” category and the remaining twenty-seven percent in “Steady Acceptable Performance.”

**Table 11**  
**SUMMARY MENTORS FIELD EXPERIENCE EVALUATIONS**

<b>UNDERGRADUATE</b>			
<b>Professional Qualities</b>	<b>Usually Exceeds Requirements</b>	<b>Steady Acceptable Performance</b>	<b>Unsatisfactory</b>
Attendance	10	2	0
Appearance	9	3	0
Attitude	10	2	0
Enthusiasm	9	3	0
Preparation	9	3	0
Rapport-teacher	10	2	0
Rapport-Pupil	8	4	0
Creativity	8	4	0
Acceptance of Constructive Criticism	8	4	0
Flexibility – able to Cope with change	6	6	0

Artifact 4 provides examples of the extreme range of candidates’ proficiencies, thus representing all candidates.

### Internship Phase II

The second semester of the senior year, and the third semester of the Professional Development internship, finds the candidates in the classroom all day, every day. Two eight-week placements with their mentors from the first two semesters bring to completion their clinical experiences at Loyola. Candidates spend very little time observing from a seated position. They are active, involved colleagues with their mentors. Teaching is an everyday event. Of course, there are the Parent Teacher Meetings, conferences with students and parents, faculty meetings, staff development sessions, school duties and responsibilities, grade meetings, state testing prototypes, test administration, lesson and unit assessments, time in the computer lab and science lab, field trips...(1,2,3,4,5)

Seminars focus on the realities of daily instruction with continued reflection on classroom management, lesson and unit planning, home/school communication, and assessment. Candidates prepare for certification, the application process, interviews, portfolio development and presentation as the year closes. (1,2,3,4,5)

The candidates receive both formal and informal assessments of their progress throughout the year.

A mentor wrote:

Mr. W.'s lessons were well planned and prepared. He successfully managed both grade levels. His lessons were age appropriate, displaying activities that were designed for varying ability levels. He is a natural motivator, and was able to assess the students while he taught. Mr. W. used appropriate behavior management techniques, and as a result the students were focused and on task. (1,2,3) Intern Evaluation by mentor.

See Artifact 5 for additional feedback from mentors demonstrating a range of intern performance.

As she approached the completion of her internship, a candidate expressed,

I feel pretty confident in being observed, preparing for an observation, etc. If preparing for my own wasn't enough, I have also been able to watch the team leader help other English teachers prepare for their observations, and now Sue has trusted me to help her prepare for her first observation of the year. I was so happy when she called yesterday to bounce ideas off of me, especially those about one of my favorite historical 'devices' – political cartoons. (1,2,5) Heather Y. Internship II

The culminating assessment of the internship is the candidates' participation in the Performance-Based Assessment Process. Each candidate develops a Professional Portfolio that is a purposeful collection of artifacts and reflective entries representing his/her professional experiences and competencies. The candidate then presents the portfolio to an assessment team consisting of mentors, college coordinator, local school administrators, and external evaluators. As part of this process, candidates present evidence of their skills and abilities based on the criteria established in The Essential Dimensions of Teaching and the INTASC standards. Through portfolio review and interview, the team assesses whether or not the candidate has met these standards in order to determine if the candidate can be considered the primary teacher of record. Artifact 6 provides examples of team comments regarding the success of two candidates in meeting the standards. (1,2,3,4,5)

The following samples of actual interview team comments indicate candidate proficiencies in relation to the *Essential Dimensions of Teaching* standards:

- planned her lessons based on the assessed needs of the students(3b)
- engaged students in many activities that integrated the subject areas ( 2i,3a,d)
- exhibited a confident and professional demeanor with students and faculty(5)
- completed plans and all requirements in a timely manner(5)
- demonstrated thoroughness in her research and preparation(5)
- planned diverse strategies to meet individual needs(3)
- brought her own experiences to enrich those of the students(3,5)
- evidenced sensitivity and respect for cultural differences(3b)
- gave generously of her time to assist children with special needs; tutored after school(3b,5 )
- modified instruction for those with special needs(3b)
- assessed students' achievement in numerous ways, recognizing differing learning styles and developmental readiness(3b,4)
- encouraged students to think and to think about thinking(3c,d;5b)
- promoted reflective journal writing in all content areas(3d,4)
- facilitated peer review and student feedback on her performance(4,5)
- managed the classroom in an equitable, fair, and consistent manner; used space wisely( 3,5)
- articulated goals and objectives in a clear and concise manner(3,5)
- asked multi-level questions to encourage and extend thinking(3c)
- involved students actively in the learning process(3d)
- used computer technology in preparation for instruction and with the students during instruction(3e)
- took seriously her responsibility for student learning(5)
- promoted students' personal responsibility for their own learning and behaviors(3c,5)
- nurtured quality family involvement in learning and positive home/school communication(5)
- modeled reflective teaching; was always open to suggestions(4,5b)
- collaborated with others to address problems and dilemmas(5d)

Since 1998, 18 undergraduate and graduate candidates have had their internship experiences in Professional Development Schools that use the Performance Based Assessment Process. All eighteen candidates have received approval by assessment teams to become "teachers of record in their own classrooms." Beginning with the fall of 2000, all candidates in Professional Development Schools will be assessed using the Performance Based Assessment Process.

Teacher candidates are required to pass the Praxis Series for certification in Maryland. The following aggregated data for the randomly selected testing period of 10/1/98

through 9/30/99 compare Loyola candidates' performances with those of candidates nationwide. Praxis I, Core Battery, data reveal that Loyola candidates received scores in content knowledge in Literature and Fine Arts that exceeded median scores of all candidates nationwide who took the test. In Mathematics, Science, and Social Studies, Loyola candidates exceeded national candidates in four out of five forms of the test. (2) Praxis I, Communication Skills results show Loyola candidates matched or exceeded national medians in all forms of the test. (3e) Scores on Praxis II, Education in the Elementary School and Professional Knowledge, showed that Loyola candidates met or exceeded median scores of all candidates nationwide. (1,2,3,4,5) (see Appendix E)

### Non-PDS or Traditional Candidate

It is the goal of the Education Department to educate all of our elementary majors in the Professional Development School setting. Currently, 29% are following a traditional program. Course of study for candidates is the same in both programs. Traditional program candidates are placed in public, parochial, and private schools in neighboring counties and Baltimore City. While the PDS candidates spend the majority of their internship with the same mentor, traditional program candidates are placed with different mentors, in different schools, for each semester of their internship. These candidates come together for seminars on campus during student teaching where as, PDS candidates participate in seminars in their respective schools.

Traditional candidates are evaluated by each of their mentors using the form entitled, *Student Teacher Evaluation Summary*. 1997-98 was the last year that all candidates, traditional and PDS, were evaluated with this form. The mentors were asked, "How would you recommend this person as a fellow/prospective staff member?" "How would you react to having your own child in this teacher's class?" Overall, eighty-eight percent of the candidates were "Enthusiastically Recommended" by their supervising teachers. Ninety-two percent of the mentors indicated that they would be pleased to have these candidates as their children's teachers. (1,2,3,4,5)

Mentor teachers were asked to rate their interns on a number of professional qualities in addition to the above questions. The professional characteristics included in the evaluation summary are: professional qualities, establishing and maintaining interpersonal relationships, communication skills, classroom control, planning and organizing lessons, subject matter competency, lesson presentation, conducting/directing independent student learning activities, evaluating and reporting student progress, and analysis and modification of teacher behavior. The data show that the majority of the time mentors reported that the candidates exceeded the standard requirements. None of the candidates received a rating in the unsatisfactory category.

### Employment

Employment of the graduates of the education department is another means of evaluating the overall preparation program of our candidates. In addition to grades, evaluations by mentors, college coordinators and administrators, and performance assessments reviews,

the employment status is an indicator to the faculty that Loyola education graduates' skills meet those required by various school systems in and out of the Maryland School Systems. On the other hand, it is apparent that the data only measure those candidates who notify the department concerning their current employment status. The utilization of numbers from other departments within the college is done for comparison purposes.

The data from the year 1995 – 1999 presented in the following tables, indicate that in comparison to the Sellinger School of Business and Management, education majors are hired in similar, but slightly less, numbers to the total number of students in the program. Percentages for education majors regarding full-time employment combined with full-time employment with part-time graduate studies range from 70% to 87%. Percentages of graduates employed full-time and employed full-time with part-time graduate school from the Sellinger School of Business and Management were consistently higher, however percentages from the College of Art and Sciences were always considerably lower.

In the tables below, employment for education majors indicates jobs in the field of education. The “other” category refers to those students who are: not employed in education, seeking employment in education, attending graduate school or have not responded to the request for information. The “other” category for the Sellinger School of Business and the College of Arts and Sciences indicates those graduates who are not employed in any field, seeking employment in any field, attending graduate school or have not responded to requests for information.

**Table 12 EMPLOYMENT/GRADUATE/PROFESSIONAL SCHOOL DATA  
LOYOLA COLLEGE IN MARYLAND**

Year/Area	EMPLOYMENT					GRADUATE/ PROFESSIONAL SCHOOL					TOTAL
	FT	FT w/ PT G.S.	PT	Military	Currently Seeking Employment	FT	FT w/ PT Job	PT	Waiting to Hear From G.S.	Other	
<b>1995</b>											
<b>Education Majors</b>	31	1	1	-	4	1	-	-	-	1	39
<b>Sellinger School of Business &amp; Management</b>	154	6	2	1	11	9	2	-	-	4	189
<b>College of Arts &amp; Sciences</b>	255	9	18	4	29	11 2	8	1	3	10	449
<b>1996</b>											
<b>Education Majors</b>	38	1	1	-	-	-	1	1	-	3	45
<b>Sellinger School of Business &amp; Management</b>	165	10	-	2	5	9	1	-	-	4	196

<b>College of Arts &amp; Sciences</b>	283	4	16	6	22	110	12	1	6	45	505
<b>1997 Education Majors</b>	30	1	1	-	1	1	-	-	-	2	36
<b>Sellinger School of Business &amp; Management</b>	166	3	2	-	5	6	3	-	-	5	190
<b>College of Arts &amp; Sciences</b>	239	5	22	2	19	109	6	-	5	25	432

**Table 13**

Year/Area	EMPLOYMENT					GRADUATE/ PROFESSIONAL SCHOOL				TOTAL
	FT	FT w/ PT G.S.	PT	Military	Currently Seeking Employment	FT	FT w/ PT Job	PT	Other	
<b>1998 Education Majors</b>	31	-	-	-	3	1	1	-	1	37
<b>Sellinger School of Business &amp; Management</b>	174	2	1	2	11	7	2	-	8	207
<b>College of Arts &amp; Sciences</b>	277	-	6	7	31	100	10	-	32	463
<b>1999 Education Majors</b>	32	1	1	-	1	-	-	-	12	47
<b>Sellinger School of Business &amp; Management</b>	165	9	-	1	3	12	1	-	7	198
<b>College of Arts &amp; Sciences</b>	262	15	10	13	10	117	14	1	66	508

**Progression of Growth from Initiation through Graduation**

The focus of the Elementary Education Program is to assist candidates in building a professional knowledge base of teaching. Initially, candidates bring a certain subject matter competence formulated from past experiences to the program. Liberal arts core curriculum courses allow them to expand upon this subject matter knowledge while they are being introduced to general pedagogical knowledge, teacher’s knowledge and beliefs about teaching, learning and learners (Borko and Putnam, 1995).

During the intermediate years, candidates experience a layering of core courses, education courses, reflection, service-learning and field experiences in diverse environments allowing them to build upon their foundation of subject matter and pedagogical knowledge. In the process of expanding their knowledge and perfecting their skills, candidates recognize and develop pedagogical content knowledge, subject specific knowledge that consists of an understanding of how subject area and the topics and issues within it can be organized and represented for teaching (Borko and Putnam, 1995).

Finally, in senior year, candidates come to an aggregation and application of these different types of knowledge resulting in an understanding of what it means to be a teacher of competence, conscience and compassion.

## References

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<b>Dimension 3: Incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner’s family and community.</b>			
<b>a. Demonstrate cross-cultural sensitivity.</b>			
• Use inclusive language			
• Avoid stereotyping			
• Intervene when bias or stereotyping is evident			
• Form relationships with students based on dignity and respect			
<b>b. Provide equitable opportunities for all students to learn.</b>			
• Call on all students; ensure that all students are selected to participate			
• Assist individuals as needed			
<b>c. Use information about students’ prior knowledge, skills, and cultural experiences in making instructional decisions.</b>			
• Provide opportunities for students and family members to share information re: customs, foods, clothing, music, art, dance, occupations, etc.			
• Reflect diversity, especially of the school community, in all posted materials			
• Select guest presenters who reflect diversity			
• Use cross-culturally sensitive reading and other content area materials			
• Celebrate diversity throughout the school year			
<b>d. Use innovative strategies, materials, and technologies to address student diversity.</b>			
• Demonstrate customs of various cultures			
• Access the internet for information on various cultures			
• Display artifacts representing various cultures			

<b>Dimension 4: Demonstrate a knowledge of strategies for integrating students with special needs into the Regular classroom.</b>			
<b>a. Use appropriate curriculum materials and instructional approaches based on diagnosed strengths and needs to accommodate students’ special needs in heterogeneous classrooms.</b>			
• review the individualized education plan for special needs children			
• communicate an understanding of accommodations/modifications identified in the individualized education plans			
• use appropriate curriculum materials to meet either IEP objectives or special needs of all students			
• use appropriate instructional approaches to meet either IEP objectives or special needs of all students			
<b>c. Collaborate with special educators to develop, implement, assess, and modify students’ individualized education plans (IEPs).</b>			

• observe the ARD process			

<b>Dimension 5: Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.</b>			
<b>a. Select or construct assessment instruments or approaches appropriate for specified topics or goals.</b>			
• Use a variety of formal and informal assessments to measure student attainment of learning objectives			
• Select or construct assessments that are appropriate for specific topics or goals.			
• Use assessments that foster not only acquisition and integration of knowledge but also thinking and experimental inquiry			
<b>b. Use valid, age-appropriate assessment approaches, both formal and informal.</b>			
<b>c. Use student self-assessment and peer assessment for instructional planning.</b>			
<b>d. Use sources of quantitative and qualitative information about individual students to assist in planning instruction.</b>			
• Use pre-, post-, and standardized tests in planning instruction.			
<b>e. Apply ethical principles in collecting and reporting information about students.</b>			

<b>Dimension 6: Organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs.</b>			
<b>a. Establish and maintain a positive and equitable classroom environment.</b>			
• Model a welcoming attitude toward others and an enthusiasm for learning			
• Use students' first names			
• Use proximity, appropriate body language			
• Smile; laugh with students			
• Listen attentively			
• Form relationships with students based on dignity and respect			
<b>b. Develop clear short-term and long-term instructional goals and objectives.</b>			
<b>c. Articulate clear objectives, expectations, and performance feedback to students.</b>			
• Post and read student performance objectives			

• Post and enforce consistently school and classroom rules			
• Grade papers, make specific written comments, return papers promptly			
• Give specific verbal praise			
• Enable students to perceive value in the task			
<b>d. Apply principles of classroom management which promote positive student behaviors and prevent disruptive student behaviors.</b>			
• Coach and tutor individuals			
• Provide student choice of activities			
• Attribute ownership to ideas			
• Encourage student interaction about subject matter			
• Relate content to students' lives and interests			
• Collaborate with students to develop expectations for a positive classroom environment			
• Reinforce on-task behavior and correct off-task behavior promptly while maintaining the dignity of the student			
<b>e. Use flexible grouping practices appropriately.</b>			
• Adjust group membership based on formative assessments			
• Group according to interests			
• Group to allow for peer assistance			
<b>f. Ask multi-level questions which encourage and extend student thinking.</b>			
<b>g. Use instructional time effectively.</b>			
• Provide smooth transitions to minimize loss of instructional time			
• Establish routines to maximize instruction time			
<b>h. Use instructional space to maximize student learning.</b>			
• Arrange space to complement the lesson or activity			
• Provide a stimulating physical environment for learning			
• Use equipment and materials that support the lesson			
<b>i. Implements a variety of teaching strategies to maximize student participation.</b>			
• Provide for appropriate modeling, guided practice, and independent practice			
• Relate content to learner interests and experiences			
• Provide opportunities for student decision making			
• Facilitate student investigation			
• Facilitate student experimental inquiry			
• Provide problem solving experiences			

• Encourage invention			
• Provide real-life application			

<b>Dimension 7: Use computer and computer-related technology to meet student and professional needs.</b>			
a. Select software for instruction to meet specific purposes.			
b. Select computer applications to meet specific professional development needs.			
b. Integrate computer and computer-related technology into instruction to meet student learning needs.			

<b>Dimension 8: Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity.</b>			
a. Demonstrate a sense of efficacy and acceptance of professional responsibility for student learning.			
b. Model ethical behavior and decision-making in one’s professional life.			
c. Create a values-oriented classroom that supports students’ personal responsibility for their own learning and behaviors.			
d. Promote a school-wide, values oriented culture.			

<b>Dimension 9: Collaborate with the broad educational community including parents, businesses, and social service agencies.</b>			
a. Maintain effective communication among home, school, and community.			
• Participate in parent conferences			
• Attend and participate in PTA meetings, Back-to-School Nights, festivals, etc.			
• Send letters to parents; respond to parents’ letters			
• Call parents and respond to parents’ calls			
• Work cooperatively with parent volunteers			
b. Promote experiences which strengthen positive parent-child interactions.			
• Encourage family projects and experiences			

• Encourage family support for homework completion			
• Support and participate in field trips			
• Support and participate in family night activities			
<b>c. Encourage parental and community involvement in the life of the school.</b>			
• Recognize the accomplishments of parents in PTA, fund raisers, etc.			
• Encourage and welcome parent volunteers in the school and classroom			
• Encourage and recognize support of local businesses and agencies			
<b>d. Work collaboratively with colleagues to achieve school and district goals.</b>			
• Know and support School Improvement Plans			
• Participate actively in faculty, grade level, team meetings, staff development sessions			
• Participate actively in ARD meetings			
• Support mentor in efforts to maximize student achievement			

<b>Dimension 10: Engage in careful analysis, problem-solving, and reflection in all aspects of teaching.</b>			
<b>a. Use journals, logs, seminars, and other strategies.</b>			
• Use reflections to improve daily instruction			
• Refine philosophy of education			
<b>b. Develop one's own reflection style.</b>			
<b>c. Use a variety of problem-solving approaches.</b>			
<b>d. Propose workable solutions to classroom and school-wide problems.</b>			
<b>e. Collaborate with others to address instructional problems and dilemmas.</b>			
• Collaborate with colleagues as part of professional development and problem-solving			
• Implement changes in teaching behavior based on self-evaluation and feedback			

\_\_\_\_\_ (Mentor's signature)

\_\_\_\_\_ (Date)

**APPENDIX B**

**APPENDIX C**

**APPENDIX D**

**APPENDIX E**

**Test Name: EDUCATION IN THE ELEMENTARY SCHOOL**  
**Testing Period: 10/01/1998 through 09/30/1999**

**DEMOGRAPHIC INFORMATION:**

Sex	Population	Educational Level
Female 59	African American 3	Junior 6
Male 5	White 61	Senior 30
		Earned bachelor's degree 4
		Earned bachelor's degree plus additional credits 15
		Earned master's degree 3
		Earned master's degree plus additional credits 4

**SCORE DISTRIBUTIONS:**

	All examinees:	Examinees who received relevant training at Loyola College:
Number of Examinees:	17,779	64
Highest Observed Score:	780	720
Lowest Observed Score:	300	540
Median:	620	630
Average Performance Range:	570-660	600-660

**SCORE DISTRIBUTIONS BY EDUCATIONAL LEVEL:**

	Total	Senior	Earned Bachelor's Degree plus additional credits
Number of Examinees:	64	30	15
Highest Observed Score:	720	710	680
Lowest Observed Score:	540	560	540
Median:	630	615	630
Average Performance Range:	600-660	590-660	580-660

**DETAILED SCORE INFORMATION**

All examinees NUMBER = 5,757	EXAMINEES WHO RECEIVED TRAINING AT LOYOLA COLLEGE NUMBER = 18
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TEST CATEGORY Form Code: 0010147	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. READING/LANGUAGE ARTS	51	33	28-37	34	31-37
II. MATHEMATICS	23	15	13-17	15.5	15-16
III. SCIENCE, INCLUDING HEALTH	20	12	10-14	13	11-14
IV. SOCIAL STUDIES	21	14	13-17	16.5	15-18
V. FINE ARTS	21	14	12-16	14.5	13-17
VI. PHYSICAL EDUCATION	11	8	7-9	8.5	7-9

All examines NUMBER = 7,475	EXAMINEES WHO RECEIVED TRAINING AT LOYOLA COLLEGE NUMBER = 35
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TEST CATEGORY Form Code: 0010201	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. READING/LANGUAGE ARTS	45	30	25-34	31	29-34
II. MATHEMATICS	27	17	14-19	17	16-19
III. SCIENCE, INCLUDING HEALTH	23	16	13-18	16	14-17
IV. SOCIAL STUDIES	19	14	12-16	14	13-16
V. FINE ARTS	21	14	11-16	14	13-16
VI. PHYSICAL EDUCATION	12	8	6-9	7	6-9

**Test Name: COMMUNICATION SKILLS**  
**Testing Period: 10/01/1998 through 09/30/1999**

**DEMOGRAPHIC INFORMATION:**

Sex	Population	Educational Level
Female 83	African American 6	Junior 8
Male 13	Asian 2	Senior 30
	Hispanic 1	Earned bachelor's degree 4
	White 85	Earned bachelor's degree plus Additional credits 30
		Earned master's degree 6
		Earned master's degree plus Additional credits 10
		Earned doctoral degree 1

**SCORE DISTRIBUTIONS:**

	All examines	Examinees who received relevant training at Loyola College:
Number of Examinees:	35,647	96
Highest Observed Score:	687	679
Lowest Observed Score:	602	640
Median:	661	666
Average Performance Range:	652-669	660-671

**SCORE DISTRIBUTIONS BY EDUCATIONAL LEVEL:**

	<b>Total</b>	<b>Senior</b>	<b>EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS</b>	<b>Earned Master's degree plus additional credits</b>
Number of Examinees:	96	30	30	10
Highest Observed Score:	679	678	678	675
Lowest Observed Score:	640	652	645	640
Median:	666	666	667.5	670.5
Average Performance Range:	660-671	658-671	662-672	664-672

**DETAILED SCORE INFORMATION**

All examines  
NUMBER = 17,885

EXAMINEES WHO RECEIVED TRAINING AT LOYOLA COLLEGE  
NUMBER = 47

<b>TEST CATEGORY</b> Form Code: 0500500	<b>POINTS AVAILABLE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>
I. LISTENING	40	32	28-35	34	31-36
II. READING	30	23	19-26	25	22-27
III. WRITING (MULTIPLE-CHOICE)	45	28	23-34	33	29-37
IV. WRITING (ESSAY)	12	8	8-10	9	8-10

All Examinees  
NUMBER = 12,657

EXAMINEES WHO RECEIVED TRAINING AT LOYOLA COLLEGE  
NUMBER = 32

<b>TEST CATEGORY</b> Form Code: 0500526	<b>POINTS AVAILABLE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>
I. LISTENING	40	32	28-35	32.5	29-35
II. READING	30	22	18-26	22	20-25
III. WRITING (MULTIPLE-CHOICE)	44	30	25-34	31.5	27-35
IV. WRITING (ESSAY)	12	8	8-10	9	8-10

All Examinees  
NUMBER = 5,096

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 17

TEST CATEGORY Form Code: 0500569	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. LISTENING	40	31	27-34	32	28-35
II. READING	30	22	18-25	24	22-26
III. WRITING (MULTIPLE-CHOICE)	45	30	25-35	32	26-35
IV. WRITING (ESSAY)	12	8	8-10	10	8-10

**Test Name: GENERAL KNOWLEDGE**  
**Testing Period: 10/01/1998 through 09/30/1999**

**DEMOGRAPHIC INFORMATION:**

Sex	Population Group	Educational Level
Female 82	African American 5	Junior 7
Male 12	Asian 1	Senior 31
	Hispanic 1	Earned bachelor's degree 5
	White 85	Earned bachelor's degree plus Additional credits 29
		Earned master's degree 7
		Earned master's degree plus Additional credits 9
		Earned doctoral degree 1

**SCORE DISTRIBUTIONS:**

	All examinees	Examinees who received relevant training at Loyola College
Number of Examinees:	52,165	94
Highest Observed Score:	693	688
Lowest Observed Score:	605	635
Median:	657	663
Average Performance Range:	648-666	656-671

**SCORE DISTRIBUTIONS BY EDUCATIONAL LEVEL:**

	<b>Total</b>	<b>Senior</b>	<b>Earned Bachelor's Degree plus additional credits</b>
Number of Examinees:	94	31	29
Highest Observed Score:	688	688	676
Lowest Observed Score:	635	645	650
Median:	663	661	665
Average Performance Range:	656-671	655-670	656-673

**DETAILED SCORE INFORMATION**

ALL EXAMINEES  
NUMBER = 7,459

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 16

<b>TEST CATEGORY Form Code: 0510467</b>	<b>POINTS AVAILABLE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>
I. LITERATURE AND FINE ARTS	35	23	19-27	25	21-27
II. MATHEMATICS	25	17	14-20	21	17-23
III. SCIENCE	30	17	14-21	16.5	15-20
IV. SOCIAL STUDIES	30	15	12-18	13.5	12-17

All Examinees  
NUMBER = 10,234

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 13

<b>TEST CATEGORY Form Code: 0510483</b>	<b>POINTS AVAILABLE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>
<b>I. LITERATURE AND FINE ARTS</b>	<b>35</b>	<b>22</b>	<b>18-25</b>	<b>23</b>	<b>19-24</b>
II. MATHEMATICS	25	17	11-18	16	14-19
III. SCIENCE	30	17	14-21	17	16-20
IV. SOCIAL STUDIES	30	16	13-20	17	15-20

All Examinees  
NUMBER = 7,503

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 16

TEST CATEGORY Form Code: 0510491	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. LITERATURE AND FINE ARTS	35	21	18-24	23	20-25
II. MATHEMATICS	25	16	12-19	16	12-18
III. SCIENCE	30	15	12-19	18	15-22
IV. SOCIAL STUDIES	29	17	15-20	19	18-21

All Examinees  
NUMBER = 7,192

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 18

TEST CATEGORY Form Code: 0510513	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. LITERATURE AND FINE ARTS	35	22	19-26	25	22-27
II. MATHEMATICS	25	18	14-21	20	17-22
III. SCIENCE	30	16	13-19	17	15-19
IV. SOCIAL STUDIES	29	18	15-20	19	16-20

All Examinees  
NUMBER = 8,225

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 25

TEST CATEGORY Form Code: 0510521	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. LITERATURE AND FINE ARTS	35	23	20-27	25	22-28
II. MATHEMATICS	25	17	14-21	20	17-23
III. SCIENCE	30	19	16-22	20	17-23
IV. SOCIAL STUDIES	30	17	14-20	19	16-21

**Test Name: PROFESSIONAL KNOWLEDGE**  
**Testing Period: 10/01/1998 through 09/30/1999**

**DEMOGRAPHIC INFORMATION:**

<b>Sex</b>	<b>Populations Group</b>	<b>Educational Level</b>
Female 77	African American 5	Junior 6
Male 14	Asian 1	Senior 34
	Hispanic 1	Earned bachelor's degree 1
	White 82	Earned bachelor's degree plus Additional credits 30
		Earned master's degree 6
		Earned master's degree plus Additional credits 8
		Earned doctoral degree 1

**SCORE DISTRIBUTIONS:**

	<b>All Examinees:</b>	<b>Examinees who received relevant training at Loyola College:</b>
Number of Examinees:	41,583	91
Highest Observed Score:	685	682
Lowest Observed Score:	602	648
Median:	663	666
Average Performance Range:	655-669	662-673

**SCORE DISTRIBUTIONS BY EDUCATIONAL LEVEL:**

	<b>Total</b>	<b>Senior</b>	<b>Earned Bachelor's Degree plus additional credits</b>
Number of Examinees:	91	34	30
Highest Observed Score:	682	678	682
Lowest Observed Score:	648	650	650
Median:	666	666	665.5
Average Performance Range:	662-673	663-671	661-671

**DETAILED SCORE INFORMATION**

All Examinees  
NUMBER = 6,961

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 37

TEST CATEGORY Form Code: 0520641	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. PLANNING INSTRUCTION	12	8	7-10	9	8-11
II. IMPLEMENTING INSTRUCTION	23	18	15-20	19	18-21
III. EVALUATING INSTRUCTION	16	11	9-13	13	11-14
IV. MANAGING INSTRUCTIONAL ENVIRONMENTS	19	15	13-17	16	15-17
V. PROFESSIONAL FOUNDATIONS (INFLUENCES ON THE PRACTICE OF EDUCATION)	23	15	12-18	16	14-18
VI. PROFESSIONAL FUNCTIONS (TEACHER ROLES IN COMMUNITY AND PROFESSION)	12	9	8-10	9	9-11

All Examinees  
NUMBER = 13,614

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 30

TEST CATEGORY Form Code: 0520691	POINTS AVAILABLE	MEDIAN	AVERAGE PERFORMANCE RANGE	MEDIAN	AVERAGE PERFORMANCE RANGE
I. PLANNING INSTRUCTION	10	8	7-9	9	8-10
II. IMPLEMENTING INSTRUCTION	24	19	17-21	19.5	17-21
III. EVALUATING INSTRUCTION	19	14	12-15	14	13-16
IV. MANAGING INSTRUCTIONAL ENVIRONMENTS	17	12	10-14	13	11-14
V. PROFESSIONAL FOUNDATIONS (INFLUENCES ON THE PRACTICE OF EDUCATION)	23	17	15-19	18	16-20
VI. PROFESSIONAL FUNCTIONS (TEACHER ROLES IN COMMUNITY AND PROFESSION)	12	9	7-10	9	8-10

All Examinees  
NUMBER = 15,386

EXAMINEES WHO RECEIVED TRAINING  
AT LOYOLA COLLEGE  
NUMBER = 21

<b>TEST CATEGORY Form Code: 0520756</b>	<b>POINTS AVAILABLE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>	<b>MEDIAN</b>	<b>AVERAGE PERFORMANCE RANGE</b>
I. PLANNING INSTRUCTION	11	8	7-10	9	8-10
II. IMPLEMENTING INSTRUCTION	22	16	14-18	17	16-19
III. EVALUATING INSTRUCTION	17	13	11-14	14	13-14
IV. MANAGING INSTRUCTIONAL ENVIRONMENTS	19	16	14-17	17	16-18
V. PROFESSIONAL FOUNDATIONS (INFLUENCES ON THE PRACTICE OF EDUCATION)	22	16	14-18	19	17-20
VI. PROFESSIONAL FUNCTIONS (TEACHER ROLES IN COMMUNITY AND PROFESSION)	13	10	8-11	11	10-11

**ARTIFACT 1**

**ARTIFACT 2**

**ARTIFACT 3**

**ARTIFACT 4**

**ARTIFACT 5**

**ARTIFACT 6**