

**Loyola College in Maryland
Education Department**

**Addendum to Institutional Report
Performance Indicators for compliance with
*Maryland Redesign of Teacher Education***

Component I: Strong Academic Background

- See pages 23 - 36 (Standard 1)
- PRAXIS I & II pass rates for Loyola program completers exceed 80%. Specific data are contained in the Title II Report (doc. 1.52).
 - See pages 25, 37, 39, 67 - 69
- Teacher candidates have knowledge and skills that are aligned with MD student content standards as documented throughout standard 1 response and as evidenced in portfolio selections.
 - Performance Assessments for teacher education candidates are included in all elementary and secondary initial teacher preparation programs. Portfolios demonstrate candidate attention to MD content standards in lesson plans and unit plans that are based on MD outcomes.
 - See documents 1.21, D.26 - D.33.
 - The Education Department enrolls few, if any, community college transfers; therefore, there is limited opportunity for interaction with community college faculty or students.
- Loyola students develop a strong academic background in Math and Science.
 - Loyola requires significant coursework in Math and Science through core and major requirements. The Education Department requires additional Math and Science work for Elementary Education majors. ACEI (document G.104), NCTM (document G.88), and NSTA (G.39) all comment on strong preparation in these areas. Significant and long-term collaboration exists between Education faculty and faculty in Physics, Chemistry, Biology, and Mathematical Sciences. The elementary education Mathematics and Science sequences have been collaboratively planned and taught as have the graduate cohorts in math and science.
 - See pages 23 - 25, 90 - 91
 - See documents G.101, 1.3, 1.4, 1.53

- Secondary education teacher candidates major in their certificate area (sub-area for Social Studies) at the undergraduate level. Post-baccalaureate secondary education students either have completed a major in their certificate area or, via transcript analysis, complete a list of requirements in the area based on MSDE credit count certification guidelines. Documentation can be found in the advising sheets included in document G.101.

Component II: Extensive Internship

- See pages 47 - 74 (Standard 3)
- Teacher education candidates have extensive field-based preparation. All undergraduate and post-baccalaureate elementary and secondary candidates who do not hold provisional certificates complete an internship in a PDS. All PDS internships will include 100 days beginning in the 2003-2004 school year (interns for 2002-2003 had already begun their first placements when this extended plan was developed). Elementary candidates currently meet this requirement. Secondary candidates currently complete approximately 85 days with a clear plan in place to extend that requirement to 100 days (see Page 60). Post-baccalaureate candidates who hold a provisional certificate are supervised by college personnel through enrollment in a Professional Growth Experience course. Extended field work prior to internship is also required. Loyola's Professional Development School network has been collaboratively planned over the past seven years and has been expanded and improved on a regular basis using feedback and evaluations from all concerned. Special Education candidates (Graduate level) who are not certified in elementary or secondary education or provisionally certified and currently working in a school (8 of 92 students) complete a carefully planned series of field experiences described on pages 52 - 55.
 - See pages 52 - 55, 78 - 81
 - See tables 3.1, 3.4, 3.5, 3.6
 - See documents G.111, 3.1 - 3.10, 4.8, G.54 – G.56, 1.3, 1.17, 3.11, 3.12, 3.17, 3.18, 3.21, 3.22, 3.25, 3.26, 3.29, 5.16, D.26 – D.33

Component III: Performance Assessment

- Pages 37 - 46 (Standard 2)
- EDOT principles are used for the Elementary Program; INTASC standards are used for the Secondary Programs. Portfolios are required of all candidates as they complete their Phase II internship. Portfolios are evaluated by teams of internal and external reviewers. All candidates to date have been successful in these assessments.
 - See pages 25, 30, 31, 34, 35, 69 - 70, 78
 - See documents G.72, G.73, G.79- G.82, 1.3 – 1.6, 1.23, 1.35, 1.38, 1.47, 1.48, 1.53, 2.1, 2.6, 3.17, 3.21, 3.23, 3.25, 3.26, 3.32, D.26 – D.33

- Sophomore Review (see page 24), ongoing advising and close work with college supervisors and mentors are the primary, ongoing methods of providing feedback to candidates.
 - See documents 1.3, 1.17, 1.23, 3.17, D.26, D.29, D.30, D.31, D.33
- Regular networking and PDS Steering Committee meetings provide continuous feedback and lead to systematic improvement.
 - See documents 3.2, 3.6

Component IV: Linkage with K-12 Priorities

- Candidates are prepared for Maryland's assessment and accountability systems. Issues related to MSPAP are discussed in ED 100, in specific methods courses, and in the seminar that is part of the internship for elementary candidates and in ED 301, general methods, and seminar for secondary candidates. MD content standards are covered in methods courses and during the internship experience and are addressed in candidate portfolios.
 - See documents 1.16, 1.17, D.4, D.6
- Candidates are prepared to teach diverse students.
 - See pages 68 - 69, 80 - 81
 - See documents D.1, D.2, D.3, D.26 - D.33
- Candidates are prepared to use technology.
 - See pages 29 - 31, 58, 62, 72
 - See documents 1.18, 1.22, 3.15, 3.16, 3.17, D.26 – D.33
- All Loyola programs include Maryland approved reading courses at all levels of initial certification.
 - See documents G.101, 1.56

Program Approval Status

- The chart on pages 13 - 14 lists all programs and their approval status.
- Program documents for Art, Business, Music, French, German, and Spanish will be submitted to MSDE and will be available in the evidence room during the visit.
- Of the initial certification programs, the secondary Social Studies, English, and Sciences have not yet been found in full compliance. The reasons for non-compliance and our plans to remedy this situation follow:
 - Social Studies (NCSS): The reviewers of our Social Studies program found that we met all ten content standards, but that we had not provided sufficient testing and performance evidence that our candidates are meeting those standards (see document G.90). They have suggested that we request PRAXIS subscores from ETS and provide content course grades, which we will do. We will also include more specific assessment related to NCSS standards in the portfolio assessments for social studies candidates. We are confident that we can accomplish these assessment goals within a year of the visit and thus achieve full compliance with NCSS standards. We are pleased that our content offerings cover all ten of the NCSS themes.
 - English (NCTE): All competencies were met with the exception of those dealing with language development and English grammar (see document G.87). Since we have begun to offer our own section of Secondary English Methods, we have added specific attention to grammar within that course. We will explore with the English Department the possibility of a course being developed that would focus on grammar. If there is not sufficient interest, we will require candidates in English to take a course in grammar at a neighboring institution, as we have done to meet the Geometry requirement for the NCTM standards in Mathematics.
 - Biology, Chemistry, Physics (NSTA): Of the ten program standards from NSTA, our secondary science areas passed only the first, which deals with science content. The remaining standards deal with performance evidence in pedagogy and pedagogical content knowledge (see document G.39). At the time of submission of the original program review document (September 15, 2000), we did not have a portfolio requirement in secondary education — this process was piloted in January, 2001 and is a requirement of all candidates at this time. We believe that we now have in place assessments that will allow us to document that we meet the remaining standards; however, since our enrollments in these programs are extremely low, we do not believe that we can submit a reasonable rejoinder until we have a significant number of graduates so that we can provide meaningful data. At present we have no students in Physics, 2 in Chemistry (1 UG and 1 Grad), and 10 in Biology (5 UG and 5 Grad). We would anticipate resubmitting a program review document in 2 - 3 years, after we've graduated 15 - 20 candidates. In the meantime, we believe that the strength in content preparation and PDS placements (Component II) coupled with the strong portfolio review (Component III) and

overall assessment system ensures that we will produce teachers of the highest quality in these high need areas.