

Standard 1: Candidate Skills, Knowledge and Dispositions

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

CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

Undergraduate

Undergraduates arrive at Loyola well-prepared to complete the rigorous academic requirements for the baccalaureate degree. Education majors admitted in 2001 had an average SAT Verbal score of 589 and an average SAT Mathematics score of 591.

The combination of Loyola core courses and major courses completed by elementary and secondary candidates assures that they are prepared to teach in their certification area. A 54 credit (18 course) core curriculum is a required part of every undergraduate program of studies, regardless of major. The core consists of 2 philosophy, 2 theology, 2 language, 1 writing, 2 literature, 1 history, 2 social science, 2 natural science, 2 humanities, 1 mathematics, and 1 fine arts courses. With the additional content courses required by the Education Department as part of its commitment to Component One of the Maryland *Redesign of Teacher Education*, elementary candidates complete a total of 4 English/writing courses, 4 mathematics courses, 3 science (+ 2 laboratories) courses, and 4 social science/history courses. Secondary candidates demonstrate strong academic preparation by meeting the course requirements in their major in addition to the college core curriculum. Reviewers from the National Science Teachers Association (NSTA), National Council for the Social Studies (NCSS), and National Council of Teachers of Mathematics (NCTM) all have commented favorably on the level of content preparation offered Loyola's secondary education candidates in their respective fields (G.87,88,90). Exhibit G.101 contains program course listings for all undergraduate majors and minors. The final GPA for the 49 initial licensure candidates at the undergraduate level for AY 00-01 averaged 3.34 and ranged from 2.61 to 3.86. The 1995 review by the Maryland State Department of Education (MSDE) noted the academic preparation of Loyola undergraduates as a strength stating, "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." (1.1)

Candidates are introduced to standards-based principles and concepts of education in introductory education courses. For example, elementary students in ED 100: Introduction to Education cover the unit conceptual framework, Maryland content standards, Maryland's Essential Dimensions of Teaching (EDOT) (1.49) and the program requirements for Elementary Education promulgated by the Association for Childhood Education International (ACEI). Secondary students in ED 301: Educational Psychology organize their learning around the American Psychological Association "Learner-Centered Principles," which align with the Learner Centered Model of the unit's

conceptual framework and include the professional knowledge required by the Interstate New Teacher Assessment and Support Consortium (INTASC) (1.50) standards 2 and 3. Forms of assessment vary between courses and instructors, however, within the context of the core courses and the education courses, candidates are assessed by tests, projects, essays, presentations, participation, critical reviews, research papers, lesson plans, observations, and reflections. As demonstrated by their end of course grades, elementary candidates successfully master the core and pedagogical content (1.2).

As one phase of the ongoing assessment process, elementary education candidates participate in a Sophomore Review to determine initial readiness for a potential teaching career (1.51). Students complete a structured interview, writing sample, and submit transcripts documenting current GPA. The summary scores for 1997-2000 sophomore reviews are shown in Table 1.1. Candidates must have an overall 2.5 GPA to begin Internship II in the spring of their senior year. Those who are not able to reach this criteria substitute four elective courses (2 in education and 2 free electives) for the twelve credits of internship and graduate with an elementary education major without completing the approved program. These students are not recommended to the State for certification. Secondary education minor candidates participated in the same Sophomore Review process beginning in AY 2000-01 to determine readiness for a potential teaching career at the secondary level. Secondary minor candidates also must have a 2.5 GPA to begin Internship II during the senior year.

| <u>Year</u> | <u># Applicants</u> | <u>Interview (10)</u> | <u>GPA</u> | <u>Writing sample (5)</u> |
|-------------|---------------------|-----------------------|------------|---------------------------|
| 97-98 | 40 | 8 | 3.01 | 3.6 |
| 98-99 | 47 | 7.8 | 3.08 | 3.2 |
| 99-00 | 36 | 7.7 | 3.30 | 3.6 |

Table 1.1: Average Sophomore Review Scores for Elementary Education Majors

During the internship, candidates continue to demonstrate their understanding of content and the EDOT or INTASC standards through their classroom instruction and assessment, participation in seminars, and portfolio development. In addition to the assessments used during field experiences, internship assessments include classroom observations, videotaped lessons, case studies, technology-based projects, unit planning and portfolio presentation. Mentors and college supervisors use the Classroom Observation Form (1.3) to document lesson observations. The Classroom Observation Form evaluates candidates on lesson delivery, instructional delivery, classroom management, student/teacher interaction, and special focus. The evaluation for instructional delivery includes the criteria “demonstrates mastery of subject matter” (1.4).

The portfolio serves as the summative assessment for all candidates. As documented in the precondition report, section 6.2 (G.1), data collected since 1997 shows that all candidates admitted to internship have successfully passed Portfolio Review (1.5). Portfolios must demonstrate mastery of each EDOT or INTASC standard and include a rationale that explains how each artifact meets a particular standard. For example,

secondary candidates must provide evidence that they meet INTASC standard 1, “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.” (1.6). Exhibit 1.53 shows the distribution of evaluators’ comments for each of the EDOT dimensions for a sample of elementary portfolio reviews conducted in spring 2001. Of those comments, 69% noted exemplary performance, 27% good performance, and 5% problematic performance on EDOT 1 and 2, the dimensions most closely related to Content Knowledge.

Finally, Praxis I and II results offer further evidence that Loyola candidates possess the necessary content knowledge to practice as professional educators). The Title II data reported by the Educational Testing Service lists pass rates for Loyola program completers of 95% for Basic Skills tests, 94% for professional knowledge, and 95% for Academic Content Area tests (1.52). The combination of assessments throughout the initial licensure program provides a holistic picture of candidates’ content knowledge with respect to national, state, and institutional standards.

Post-baccalaureate

Elementary and secondary post-baccalaureate candidates can be admitted based on a range of criteria. Applicants who have at least a 3.0 GPA or a master’s degree from an accredited institution qualify for admission. Applicants with a 2.75-2.99 GPA may be admitted provisionally. Applicants who have achieved success in a career despite a low GPA are individually evaluated and may also be admitted based on interviews, letters of reference, and/or the Watson-Glaser Test of Critical Thinking. Candidates are subject to a transcript analysis to determine if they have completed the required undergraduate course requirements (1.7). Advisors meet with candidates who do not meet the content requirements to discuss options for completing these courses. As of fall 2001, Praxis I scores that meets or exceeds the MSDE cutoffs are also required.

Application of candidate knowledge and understanding of state, national, and institutional standards is assessed by supervisors during field experiences, internships (1.8) and the summative professional portfolio. In their portfolios, elementary candidates must demonstrate that they have successfully met the EDOT standards and the secondary candidates must demonstrate that they have successfully met the INTASC standards. As noted earlier, since the implementation of the portfolio review, all candidates who have been admitted to the internship have successfully passed Portfolio Review. Additionally Loyola's post-baccalaureate candidates have been very successful at passing Praxis I and II (G.69).

Graduate — Special Education

Special education candidates seeking initial licensure demonstrate their content knowledge through a variety of state, institutional and professional assessments. Candidates perform exceptionally well on Praxis I and Praxis II consistently meeting or exceeding the state expectation. The majority of candidates pass both Praxis I and Praxis

II on the first attempt. Candidates demonstrate mastery of content knowledge and exemplify the competence aspect of the conceptual framework at the institutional level through their course assignments, practicum requirements, and portfolio completion. Course instructors use multiple forms of assessment including case studies, projects, and examinations to determine students' mastery of content (1.43). Finally, special education candidates perform well on school based local education agency (LEA) evaluations for new teachers (1.44) and often serve as new teacher mentors even while they are completing their own program of studies.

In response to the initial program review submitted to the Council for Exceptional Children (CEC), the special education program was fully accredited. CEC noted the following strengths: 1) well articulated planning process; and 2) evidence of extensive use of learned society competencies and standards e.g. IRA, CLD, CEC, NCTM. CEC also noted the following weaknesses: 1) concern about lack of attention to academic and/or functional skill in MR and E/BD specialty; 2) transition addressed only at the secondary level; and 3) heavy reliance on one course (RS905). Although the special education program was accredited these weaknesses are currently being reviewed and program modifications will be made.

CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL

Administration and Supervision

The Administration and Supervision Program has been reviewed by Educational Leadership Constituent Council (ELCC) (G.24,26). The program has not yet received approval from that organization, though the critiques have identified program strengths in the following areas: professional and ethical leadership; curriculum, instruction, supervision, and the learning environment; organizational management; and technology and information systems. Weaknesses were noted in several content areas, and these will be addressed in a special report (G.25,27).

Candidates in the Administration and Supervision Program demonstrate mastery of state, institutional, and professional principles and concepts through the quality of their coursework, success of their internship, and completion of their professional portfolio. Multiple formal and informal assessments are completed by the candidate, site supervisor, and college supervisor during the internship. Assessments include the Internship Mid-term Report (1.9), the Intern Performance Evaluation (1.10), candidate's reflective journal, seminar participation, letter of evaluation form from the site supervisor, candidate's summative reflective report, and the portfolio. The college supervisor assesses the portfolio, which is based on the Interstate School Leaders Licensure Consortium (ISLLC) and aligned with the NCATE Curriculum Guidelines for Advanced Programs. A full-description of the portfolio can be found in the Administration and Supervision Handbook (1.11). The Administration and Supervision Program is under review by ELCC for compliance with their program standards. Upon completion of the program, candidates are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Curriculum). To be

certified as Administrator II, candidates must successfully complete the School Leadership Licensure Assessment, administered by the state of Maryland, with a minimum passing score of 157. As shown in Table 1.2, Loyola candidates have been successful in this pursuit.

| | Program Completers | # Candidates tested | # Candidates passed | Median score | Average performance range |
|-----------|--------------------|---------------------|---------------------|--------------|---------------------------|
| 1999-2000 | 49 | 22 | 22 | 180 | 176-185 |
| 2000-2001 | 37 | 15 | 15 | 181 | 174-185 |

Table 1.2: Results of School Leadership Licensure Assessment

School Counseling

The School Counseling Program has full accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All candidates who graduate from this program are eligible for certification as K-12 school counselors. The CACREP accreditation assures that Loyola's program prepares candidates to fully understand the concepts and principles related to national, state, and institutional standards (1.12). Formative assessment of candidates' knowledge and dispositions occurs throughout the program. For example, each course involves the candidates in individual and/or group projects (1.13) and a mid-program evaluation is based on each candidate's performance. Professors determine the candidate's performance. If the candidate's performance is deficient in any way, professors notify the program coordinator in writing on a form designed for this purpose. The coordinator then notifies the student's advisor of the nature of the problem. The advisor then meets the student who is having the problem and remedial action is recommended. When necessary, the program coordinator works with the advisor and the student, initiating appropriate interventions. Candidates who do not pass the practicum are not permitted to complete the program. Summative evaluation includes the development and presentation of a professional portfolio. Upon completion of the program, candidates take the National Counselor Examination for Licensure and Certification (NCE). As shown in Table 1.3, Loyola candidates achieve an 80% pass rate that is commensurate with other CACREP accredited institutions (1.14).

| Date | # Candidates tested | # Candidates passed |
|---------------|---------------------|---------------------|
| October, 1999 | 3 | 2 |
| April, 2000 | 21 | 17 |
| October, 2000 | 3 | 2 |

Table 1.3: Results of National Counselor Examination for Licensure and Certification

Reading

The Loyola Reading programs at the graduate level have been approved by MSDE since 1975. Faculty are in the process of writing a Special Report in response to the International Reading Association (IRA) rejoinder report. Additionally, there will be a major program revision to align the M.Ed. program with IRA standards.

The goal of the program is to prepare candidates for the role of K-12 reading specialist. The coursework and practicum experiences, which totals 39 credits, prepare candidates who understand the appropriate principles and concepts related to reading instruction. The practicum experience at the end of the program demonstrates that candidates can articulate their knowledge as they administer, score and interpret assessments, plan and implement instruction, maintain written logs, conduct parent conferences, and complete case studies for three students (1.15).

Educational Technology

The Educational Technology Program was approved by the Maryland Higher Education Commission in 1998 (1.54) and began functioning in the Summer semester of 1999. The first candidate graduated from the program in spring 2001.

While the program has not been formally reviewed by the International Society for Technology in Education (ISTE), it was designed to meet ISTE standards (1.55). Additionally, a brief report has been prepared, as required by the Maryland State Department of Education review process, that shows alignment between program courses and ISTE standards.

The goal of the program is to prepare candidates for leadership positions in educational technology on the school and school system levels. The coursework and internship experiences (thesis for M.A. candidates), which total 36 credits (39 credits for M.A. candidates), prepare candidates who understand the importance of information technology in the educational environment, understand how to apply information technology as productivity tools and as tools to enhance the curriculum, and understand the responsibilities of a technology leader in the school environment.

The internship experience at the end of the program generally takes the form of a major technology project in an educational setting. This project allows the candidate to demonstrate the ability to take over a significant function of a technology leader. Projects include working with a technology committee to develop a technology plan for a school, working with school faculty to develop a technology curriculum, working with school faculty to develop a technology staff development plan (D.20).

Candidates complete the program fully capable of being leaders in technology in their schools and school systems as active technology committee members, technology committee chairs, computer resource teachers, and technology specialists.

Montessori Education

The Montessori Education Program at Loyola College is fully sanctioned by the Association Montessori Internationale (AMI). This ensures that the candidates possess thorough knowledge of the principles and concepts related to institutional and professional standards.

The purpose of the Montessori Program is to prepare adults for the work and responsibility of helping children to develop their full potential. Candidates study child development, with concentration on one particular stage: Infant/Toddler (ages birth –3); Primary (ages 3-6); or Elementary (ages 6-12). Course content includes conditions and strategies necessary to support development at each stage. Candidates also broaden their knowledge of research and trends in the field. Graduates of the program are eligible to teach in Montessori schools for the specific age group reflected in their area of concentration. Candidates in the Montessori program demonstrate mastery of concepts and principles through production of portfolio albums, applied lab practice, completion of a practicum, written and oral comprehensive examinations, and completion of an independent research paper.

PEDAGOGICAL KNOWLEDGE FOR TEACHER CANDIDATES

Undergraduate

In their methods classes, candidates in the elementary and secondary initial licensure program are introduced to a variety of instructional strategies that reflect national, state, and institutional standards (1.16). Reading courses are approved as aligned with the Maryland requirements for elementary and secondary teacher preparation (1.56). For example, ED 444: Integrated Language Arts/Internship I (to be titled “Instruction of Reading beginning with the 2002-2003 catalogue) emphasizes the acquisition of multiple reading strategies and meets the outcomes described for the “Instruction” course required by the state of Maryland. Similarly, ED 420: Assessment for Reading and Math Instruction focuses on multiple assessment strategies as required by the state, IRA, and NCTM. The science courses emphasize strategies compatible with an inquiry-based approach as recommended by the National Science Education Standards. Social Studies methods courses are aligned with the standards of the National Council for Social Studies (NCSS). Instructors use a variety of assessment strategies including projects, graphic organizers, presentations, tests, case studies, and lesson plans. In their comments on the program review, NCSS reviewers made special note of the quality of the methods of Social Studies course (G.41; 1.16) . Candidates often use their knowledge of technology, introduced in ED 303: Educational Technology to communicate with professors and classmates and complete course assignments. For example, candidates review educational software in ED 442: Instruction for Reading: Methods, Materials, and Resources (elementary) and ED 474: Content Area Reading (secondary). Consequently, candidates are confident as they use technology in their field experiences and internship. As with their content knowledge, candidates proceed from theory learned in their coursework to application in the field experiences and internship.

During the field experiences and internship, candidates receive feedback from mentors, college supervisors, school administrators, and course instructors. Formal feedback on the Classroom Observation Form includes the criteria “varies teaching strategies and materials to address learner needs” (1.17). Data regarding candidate pedagogical knowledge is also evident on videotapes of instructional lessons that are reviewed and critiqued by the candidate and a peer. Depending on the needs of the individual candidate, college supervisors may request that a videotape be reviewed for specific purposes (e.g. management strategies, clarity of directions). Finally, in their portfolios candidates must provide evidence of their pedagogical skills as they relate to each EDOT or INTASC standard. For example, to meet EDOT 1 elementary candidates must demonstrate their “mastery of appropriate academic disciplines and a repertoire of teaching techniques.” Candidates also must provide evidence that they meet EDOT 7, “Use a computer and computer related technology to meet student and professional needs.” (1.18). Secondary candidates must show evidence of INTASC standard 4, “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills” (1.19). Mastery of the EDOT and INTASC standards is typically shown through lesson plans, observation feedback reports, unit plans, and reflective logs. Exhibit 1.53 shows the distribution of evaluators’ comments for each of the EDOT dimensions for a sample of elementary portfolio reviews conducted in spring 2001. Of those comments, 59% noted exemplary performance, 34% good performance, and 7% problematic performance on EDOT 2 through 7, the dimensions most closely related to pedagogical knowledge.

Post-baccalaureate

Post-baccalaureate candidates demonstrate their understanding of pedagogical content knowledge in candidates' coursework, field experiences, and internship. Instructional strategies that support national, state, and institutional standards are emphasized in their coursework (1.20) and then applied in their field experiences and internship (1.21). This includes the use of technology as a tool for learning and communicating (1.22). Candidates must also document their use of technology in their portfolios to meet EDOT and INTASC standards. Evidence that candidates facilitate student learning is observed by mentors, site supervisors, and college supervisors and documented on formal observation and evaluation reports (1.23).

Graduate — Special Education

Special education candidates demonstrate their pedagogical knowledge through their course projects, field experience and intern evaluations, and portfolio presentations. Candidates apply the strategies they have learned in their coursework in their field experiences and internships where they are observed by their mentors and the practicum coordinator. They are particularly successful at meeting the needs of all students because of their pedagogical knowledge related to students with exceptionalities. The practicum coordinator and school mentor assess each candidate’s knowledge of effective teaching strategies through lesson plans and lesson implementation. Technology is infused

throughout their coursework and similarly applied in authentic teaching situations (1.45). Candidates are competent at using tools such as PowerPoint, database searches, web searches, and word processing. Additionally, in the classroom candidates use assistive technology such as Big Mac, Dynamo, and Boardmaker to support their students' learning.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

Undergraduate

Elementary and secondary candidates demonstrate through their portfolio that they appropriately use their pedagogical and professional skills. Specifically, elementary candidates document how they incorporate prior knowledge and accommodate the extended learning community through EDOT 3 "Incorporate a multicultural perspective that integrates culturally diverse resources, including those from the learner's family and community" and EDOT 9 "Collaborate with the broad educational community including parents, businesses, and social service agencies" (1.24). Similarly, secondary candidates provide evidence that they meet INTASC standard 10, "The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being" (1.25). Attention to students' prior knowledge and meaningful learning is demonstrated through INTASC standard 2, "The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development" (1.26). Exhibit 1.53 shows the distribution of evaluators' comments for each of the EDOT dimensions for a sample of elementary portfolio reviews conducted in spring 2001.

Post-baccalaureate

The professional portfolio presented and evaluated at the culmination of the internship provides evidence that the post-baccalaureate candidates use their professional and pedagogical knowledge and skills to support student learning. Candidates document how their understanding of students' prior knowledge, school, family, and community contexts influences their lesson planning, instruction, and assessment (1.27).

Graduate — Special Education

Special education candidates are assessed using competencies aligned with CEC and MSDE (1.46). The practicum coordinator observes and evaluates the candidates at least three times during their practicum. This is followed by a post lesson conference in which The Instructional Environment Scale (TIES) is completed based on feedback from the practicum coordinator and self-assessments (1.47). Candidates also receive on-going informal feedback from their mentors and peer feedback from other candidates. (See Standard 3 for a more detailed description of the assessment process).

As special educators, social justice, another aspect of the unit's conceptual framework, is an integral aspect of learning and teaching. Candidates must be aware of and sensitive to

parent concerns, and community and school contexts to be successful advocates for their students. They have frequent opportunities to interact with parents during IEP meetings, Back to School Night, parent conferences, and phone and/or email communications. They also interact with administrators, other special educators, paraprofessionals, and private consultants at conferences and professional meetings.

PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL

Administration and Supervision

As described earlier, candidates in administration and supervision demonstrate their professional knowledge through their coursework, internship, and portfolio. In the process of completing the program they gain repeated experience applying professional standards and ultimately demonstrate their summative knowledge through their portfolio. During their year-long internship they have frequent opportunities to interact with students, families, and communities through their day to day practice and at extra-curricular events, meetings, and conferences (1.28). Student learning is the essence of school administration and manifested in the candidate's leadership role regarding curriculum selection and implementation, assessment, staffing, and professional development of teachers and paraprofessionals. Prior to their internship, candidates complete their coursework, which they later apply to their internship. For example, coursework includes ED 600: Foundations of Research in Education and AD 682: Technology for School Improvement. ED 600 prepares candidates to locate, interpret, and apply current research in other courses and their internship. AD 682 prepares candidates to use technology tools and programs in their internship.

School Counseling

All courses for the School Counseling Program are aligned with the CACREP standards (1.29). As candidates progress through their coursework, practicum, and internship they repeatedly revisit the professional standards. For example, Standard B4: "Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate" is addressed in GC 700: Introduction to School Counseling, GC 722: Internship in School Counseling I, and GC 723 Internship in School Counseling II. Similarly, opportunities for candidates to interact with students, families, and communities occurs during GC 755: Family Counseling, GC 791: School Counseling Practicum, and GC 722 and GC 723: Internship in School Counseling I and II internship. Both technology and research are integrated into the program. Candidates complete ED 600: Foundations of Educational Research to help fulfill Standard C: Knowledge and Skills for the Practice of School Counseling. Candidates use technology as a communication and assessment tool. They record their interactions with clients on audio and/or videotapes for reflection and discussion with the practicum coordinator. Recently, moving cameras have been placed in the laboratories at the Timonium Campus to further facilitate the use of technology by School Counseling candidates. Candidates are also encouraged to use the computerized and hard copy editions of the VISIONS and DISCOVER assessment instruments.

Reading

Candidates are introduced to and revisit professional and national standards throughout their program of studies. Most candidates are employed by the surrounding school districts and are familiar with the students, families, and communities in their own schools where they complete most field-based assignments. Additionally, candidates come to know the students and families of the students with whom they work during the summer practicum experience (1.57). Candidates meet with parents to share pre-instructional evaluation results, formative progress, and summative evaluations. As a consequence of the professional relationship, which develops between candidates and students, parents may contract with candidates for further private tutoring and request that candidates attend school-based conferences. Like the Administration and Supervision and School Counseling programs, candidates in the Reading program complete ED 600: Foundations of Research in Education, which familiarizes candidates with text and Internet-based search strategies. Additionally, ED 600 helps candidates develop a basis for evaluating and understanding research in reading and related fields. Candidates can then apply their knowledge of search strategies and current research to their coursework and professional experiences. For example, in RS 510: Foundations of Reading Instruction candidates are required to locate, read, and write an abstract for ten journal articles related to reading. Technology is also used during the summer practicum experience. As described in Standard 3, a technology support person and extensive reading related software is available during the summer practicum at the Timonium Campus.

Montessori Education

Coursework for the Montessori program is aligned with AMI standards. Throughout the program, theory and practice are integrated through a combination of presentation, demonstration, and application. Candidates continually demonstrate their professional knowledge and skills by writing theory papers, documenting and illustrating instructional strategies in portfolio albums, and practicing in a laboratory setting under staff supervision. All instruction and coursework to be applied in practice teaching is completed prior to the practicum. A two-part written examination and an oral examination provide summative evaluation of the candidate's professional knowledge and skills. As in other professional programs at Loyola, candidates in the Montessori program complete ED600, Foundations in Educational Research. This course introduces internet-based search strategies and helps candidates to develop a basis for interpreting and evaluating research as well as an understanding of research design. This knowledge is then applied in ED625, Advanced Study in Education, in which candidates complete an independent research paper.

DISPOSITIONS FOR ALL CANDIDATES

Preparation of candidates in all programs is guided by the department's conceptual framework, which emphasizes the development of educational professionals who

demonstrate competence, conscience, and compassion. As a Jesuit institution all courses and field experiences focus on the development of a broad knowledge base, commitment to social justice, ethical behavior, and respect for all learners. Although differences exist among programs all candidates are expected to demonstrate dispositions that reflect the conceptual framework.

Initial licensure candidates are repeatedly exposed to these dispositions beginning with ED 100: Introduction to Education (1.30). In ED 100 and other courses, candidates complete service learning projects as described in the response to Standard 3 below. Candidates are asked to reflect on their academic and field-based work and its relationship to their development as education professionals throughout the initial licensure program. During field experiences, candidates are assessed on multiple dispositions including their professional attitudes, appearance, ability to work with others, and dependability. Candidates are accepted for the internship phase after Sophomore Review, which includes an individual interview. Interview questions require candidates to use both their knowledge of educational theory and their understanding of appropriate dispositions (1.31). Mentors and college supervisors continue to conduct informal assessments of internship candidates on these dispositions and supervisors often address individual dispositions during seminars. Summative assessment occurs as part of the portfolio process at the end of the internship. In their portfolios elementary candidates must show how they meet EDOT standards and secondary candidates must meet INTASC standards (1.32). Both EDOT and INTASC standards address dispositions. For example, to satisfy EDOT 8 candidates must “demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity” (1.33). INTASC standard 10 requires that the candidate “fosters relationships with colleagues, parents, agencies . . .” Exhibit 1.53 shows the distribution of evaluators’ comments for each of the EDOT dimensions for a sample of elementary portfolio reviews conducted in spring 2001. Of those comments, 59% noted exemplary performance, 35% good performance, and 7% problematic performance on EDOT 3,4, and 8 through 10, the dimensions most closely related to dispositions.

Advanced licensure programs emphasize the preparation of candidates for leadership roles. Additionally the nature of the School Counseling Program, Administration and Supervision Program, and Reading Program requires that candidates demonstrate professional integrity, effective inter- and intra-personal skills, and respect for all learners and their families. Consequently, these dispositions are integral to each program’s instructional and assessment components. For example, the School Counseling candidates are assessed on “soft skills” such as personality and ability to relate to others (1.34). Candidates continue to be assessed throughout each program. Professional portfolios serve as summative assessment for the candidates in the Administration and Supervision and School Counseling Programs. The Reading candidates demonstrate these dispositions in their summative Case Study Report.

Coursework in the Montessori program introduces theories and strategies related to developmentally appropriate practice and preparing positive learning environments. This knowledge is further enhanced through field experience as candidates observe

professionals and students in several different classroom environments. During the practicum, candidates build on this knowledge by working with a mixed-age group of children with diverse needs and abilities. Additionally, candidates refine strategies for developing and implementing effective individualized instruction in the course RS769, Teaching Students with Special Needs.

STUDENT LEARNING FOR TEACHER CANDIDATES

Undergraduate

Elementary and secondary candidates use a variety of informal and formal strategies to determine if students in their classes are learning. As part of their field experience, elementary candidates in ED 444: Integrated Language Arts/Internship I teach four literacy lessons. After teaching the lessons, candidates write a 1-2-page reflection that provides evidence that the students learned and describes what they learned (1.35). Further evidence that elementary candidates impact student learning is found in the summative portfolio under EDOT 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” (1.36). Secondary candidates document their impact on student learning through INTASC standard 8 “The teacher understands and uses a formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner” (1.37). Exhibit 1.53 shows the distribution of evaluators’ comments for each of the EDOT dimensions for a sample of elementary portfolio reviews conducted in spring 2001.

Post-baccalaureate

Evidence of student learning during the internship is found in candidate portfolios. As candidates create lesson plans they consider what students already know and build on this foundation. Candidates then use multiple forms of assessments to determine what learning has occurred. They reflect on the success of the teaching/assessing cycle and write required reflections and journal entries that are often included in their portfolios (1.38).

Graduate — Special Education

In order to meet the CEC competencies, candidates in special education must demonstrate their ability to positively influence the education of students with special needs. Candidates develop instructional plans and materials for students with a variety, combination, and/or complexity of cognitive, academic, social/emotional, behavioral, sensory, or physical needs based on their understanding of academic content, sound pedagogical theory, students’ developmental levels, and students’ prior knowledge. Lesson plans, reflective journals, and student products included in the summative portfolio provide evidence of student learning (1.48).

STUDENT LEARNING FOR OTHER PROFESSIONAL PERSONNEL

Administration and Supervision

Candidates in Administration and Supervision demonstrate their ability to affect student learning through their portfolios, internship project activities, and their reflective logs. Candidate's portfolios, which are aligned with ISLLC Standards, are particularly effective in providing documentation of this indicator. Although the content of each portfolio varies candidates must demonstrate that they meet ISLLC Standards (1.11, Appendix F). This requires candidates to include evidence of student learning that reflects an understanding of K-12 developmental levels, positive environments, diversity of students, families, and communities, and familiarity with social, political, and cultural contexts must be included in the portfolio (1.39).

School Counseling

Candidates are initially introduced to the theories related to creating positive learning environments and developmentally appropriate interventions in their coursework. They proceed to apply and enhance their knowledge during the 100 hour practicum and the 600 hour internship. During the practicum and internship, candidates also build upon their understanding and respect for students, families, and communities that may represent multiple forms of diversity. Through individual and group counseling, classroom instruction, and collaboration with other school personnel, parents, and outside agencies, candidates best demonstrate their ability to promote student learning and work effectively within the context of the school (1.40).

Reading

The culminating course RS797: Practicum for Students with Special Needs provides evidence that candidates are promoting learning for students in grade kindergarten through twelve. The students who attend the Summer Practicum represent a diverse ethnic, socio-economic, and cultural population. As a culminating assignment, each candidate completes a Case Study Report for three students. The Case Study Report includes pre and post student assessments that indicate specific areas of student growth (1.41,57). It also shows that candidates are knowledgeable about developmental levels and that they can meet the needs of a variety of learners. The Practicum provides candidates valuable experience working with diverse student populations that may not be present in their own school. Additionally, as candidates are sometimes requested to attend school-based conferences with parents, they broaden their understanding of the varied social, cultural, and political contexts found within schools.