

Standard 3: Field Experiences and Clinical Practice

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

COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS

Initial Licensure

Undergraduate

The Education Department of Loyola College has a long history of working collaboratively with public, private, and parochial schools in the greater Baltimore area. As explicated in the conceptual framework, the department considers the learning community to be an essential component in the preparation of educators who exhibit competence, conscience, and compassion. In 1995, the department sought to extend its learning community by establishing an elementary and secondary Professional Development School (PDS) Program to begin to share the design, delivery, and evaluation of future teachers with school-based faculty. This collaboration began with just one school, Rockburn Elementary, in Howard County and in 1996 the PDS program was expanded to include two secondary schools, Loch Raven High School and Landsdowne Middle School in Baltimore County. Using the process identified in the document entitled *Collaborative Futures* (3.1, p. 3) the PDS program has grown to include 16 elementary, middle, and high schools in Baltimore City, Baltimore County, Anne Arundel County, Howard County, and the Archdiocese of Baltimore (see Table 3.1). As a Jesuit institution, the partnership with the Archdiocese is consistent with the college mission and conceptual framework. The number of enduring partnerships that have been established with PDS and non-PDS public, private, and parochial schools in the greater Baltimore area manifests the commitment to continuous collaboration.

The relationship between the Loyola College Education Department and the PDS schools reflects the conceptual framework, which is characterized by a shared commitment to prepare future teachers who have the skills and knowledge necessary to motivate and guide all learners. Rockburn Elementary School, Landsdowne Middle School, and Loch Raven High School as well as other PDS schools remain important partners where current mentors are often former Loyola PDS graduates (Table 3.2). In addition to the PDS schools, there are longtime relationships with local public, private, and parochial schools in which education candidates complete multiple field experiences prior to the two semester internship. Currently, 75% of elementary undergraduate and 80% of elementary post-baccalaureate candidates complete their internship in a PDS school. At the secondary level, 95% of initial certification students complete their internship in a PDS school. The exceptions at the secondary level have been due to a lack of appropriate mentorships at PDS schools in areas such as French and Instrumental Music. The department anticipates 100% placement in PDS schools by academic year 2002-2003.

School systems	Schools	Years in PDS program	Program Completers 2000-2001		Program Completers (expected) 2001-2002	
			Under-graduate	Graduate	Under-graduate	Graduate
Anne Arundel County	Solley Elementary	1997	0	3	5	4
	Northeast HS	1997	3	4	0	1
Baltimore City	Highlandtown Elementary	1997-2000	2	0	N/A	N/A
	Barclay Elementary	2000	4	0	2	0
	Western HS	2000	0	2	2	0
Baltimore County	Overlea HS	1999	0	0*	2	2
	Elmwood Elementary	1997	4	0	4	0
	Chadwick Elementary	1998	3	0	4	0
	McCormick** Elementary	2001	0	0	4	0
	Pine Grove** Elementary	2001	0	0	6	0
	Pleasant Plains Elementary	1998	7	0	6	0
	Loch Raven HS	1996	2	0*	5	0*
	Landsdowne MS	1996	3	0	4	0
	Franklin MS	1999	4	0*	7	3
	Rockburn Elementary	1995	5	0	4	0
Howard County	Talbott Springs Elementary	1999	5	0	4	0
	Mt. Carmel (K-12)	2001	3	0	2	0*

Table 3.1: PDS schools, year of partnership initiation, and number of interns

* Due to the teacher shortage, one or more graduate students were hired at these sites before completing the program.

** Partnership School in process of becoming a full PDS.

School/district	PDS graduates/mentors
Elmwood, Baltimore County	Beth Ann Bowker
Rockburn, Howard County	Becky Kershner
	Bob Gladding
Landsdowne MS, Baltimore County	Denise Eakes
	Stacey Herring

Table 3.2: PDS graduates now serving as PDS mentors

School placement of candidates is based on input from the candidates and the college coordinator. Candidates may request particular schools and/or grade levels but understand that the ultimate placement will be made by the college supervisors. Elementary candidates actually begin their relationship with a PDS school as part of their field experience in the spring of their junior year, Phase IA. Consequently their school placements are made to accommodate class schedules and transportation needs. Once the school has been assigned the college coordinator, site coordinator, and the principal match candidates with mentors. At the secondary level there are occasional exceptions to the placement process due to either school or candidate needs. For example, at Mt. Carmel the principal currently determines the candidate's placement. Additionally, due to a candidate's area of specialization, part of a placement may not be in a PDS school. Jessica (class of '02) will be licensed for music K-12 and illustrates this situation. Through a combined internship at Calvert Hall Secondary School (non-PDS) and Pleasant Plains Elementary (PDS) she will meet the requirements for K-12 music certification and complete a total internship in excess of 100 days. Classroom placements for field experiences prior to the internship are based on candidate's schedules and transportation needs. Using these data, the field experience coordinator in consultation with the program faculty places candidates in field experience sites.

Shared governance with the PDS schools has supported collaborative efforts and common goals. *Collaborative Futures* identifies clear responsibilities for candidates, school personnel, and college personnel (3.1, p. 4-7). Governance occurs through a site-based steering committee composed of mentor teachers, interested faculty members, the site coordinator, at least one administrator, and the college coordinator. Steering committees meet regularly throughout the academic year to design, implement, and evaluate policies and procedures (3.2: Note: some steering committee minutes are not available as they were taken by site coordinators and not archived). The agenda for each meeting is unique to each site and evolves based on the needs of the interns, mentors, school, and college personnel. The college coordinator serves as the liaison between the site coordinator, mentors, interns, and course instructors. In response to steering committee input, the college may participate in an assortment of faculty and student growth opportunities. For example, on November 14, 2001, Loch Raven High School held a career awareness day (3.3). Two Loyola faculty members, Kathy Sears and Cathy Castellon, participated by providing information on careers in education. Another Loyola faculty member, Vickie Swanson, participated in a similar career awareness program for Howard County on November 15, 2001 (3.4). Continuous communication between the

college and its school partners is further facilitated by the college coordinator's presence on site one day each week.

In addition to the steering committee meetings, collaboration by Loyola College and its partners is facilitated through other avenues such as orientation meetings, networking meetings, consortium meetings, and assessment training. Every fall each PDS elementary school hosts an orientation meeting for interns and mentors prior to the beginning of the internship. The meeting brings together the college coordinator, mentors, interns, and past mentors to welcome the interns and discuss intern responsibilities and expectations (3.5). Experienced mentors participate in the planning of this meeting and share their knowledge and experience with the candidates. At the secondary level, candidates have a wide variety of schedules during Phase I. Consequently, orientation meetings are scheduled on a case by case basis, combining several interns and mentors wherever possible. Most secondary candidates complete Phase II in the fall of the senior year. They return to their previous placements when teachers return and fully participate in opening activities and staff development. During that week, college and site coordinators meet with candidates and mentors to provide formal orientation to Phase II.

Networking meetings provide yet another forum for college and school collaboration. Networking meetings are held annually to discuss issues of shared concern by the PDS schools and Loyola College. Three to five representatives from each PDS site meet with supervisors and other college personnel. Each agenda results from input supervisors gather from each school's steering committee and therefore reflects current needs (3.6). Networking meetings are generally held in the spring; however, the annual meeting for 2000-2001 was subsumed by a series of assessment retreats to prepare secondary PDS candidates for portfolio review for the first time. Consequently, a networking meeting was held on October 30, 2001 to continue this effort. This networking meeting again addressed portfolio review and was limited to mentors who had previous experience reviewing portfolios. Networking meetings are held at the graduate campus in Timonium in the evening to accommodate the schedules of school-based personnel. Mentors receive a small stipend for attending the networking meetings.

Loyola faculty also participate in consortium meetings for Baltimore County, Howard County, and MSDE. Meetings occur on a regular basis throughout the academic year. In addition, summer sessions often occur at the County level where PDS steering committees address needs cited in respective PDS School Improvement Plans. MSDE hosts a winter session to facilitate research on PDS related-issues and a summer PDS Academy each August to address *Redesign* issues and implementation. Clinical faculty members Peggy Golden and Robert Chapman were selected to participate in the PDS Academies for the summer of 2001 and 2002. Participants defined support data for the Standards for Maryland Professional Development and were trained to be site visitors to PDS's willing to undertake a self study/visiting team assessment of their progress in meeting the new standards. Dr. Golden and Mr. Chapman continued to serve on subcommittees to define indicators for the standards and to develop the *Professional Development Schools: An Implementation Manual*. Robert Chapman was appointed by the State Superintendent of Schools to the State Teacher Education Committee (STEC)

where he serves in an advisory role to the Superintendent and MSDE staff members in matters related to teacher education.

Issues related to the Teacher Education Program are addressed throughout the year at Baltimore Area Consortium on Student Teaching (BACOST) and Maryland Association of Teacher Educators (MATE) meetings. Kathy Sears represents Loyola at BACOST and Leslie Andrathy is currently secretary of MATE. Over the past several years, Sister Kathleen Cornell, Sr. Sharon Ann Wall, Dr. Robert Peters, and each Loyola PDS coordinator have presented at one or more BACOST fall forums. Additionally, steering committee members from Chadwick Elementary School and Rockburn Elementary School have presented on topics of interest to current and future educators. Secondary minor candidates in Phase II of their internship were required to participate in the BACOST fall forum.

Assessment meetings and networking meetings are held each year to review the progress of the portfolio process and to develop ideas for improvement (3.7). In addition to the assessment retreats hosted by Loyola, Rockburn Elementary and Loyola hold an assessment retreat every spring (3.8)

The internship itself could not be successful without constant collaboration among the candidate, mentor, and college coordinator. The internship includes school-based seminars, independent teaching, co-teaching, reflection, and formative and summative assessment. Throughout the process there are numerous opportunities for collaboration between the stakeholders. The elementary internship syllabus emphasizes linkage between the college, K-12 standards, and the EDOT outcomes. The syllabus for the secondary candidates, formalized in 1999, incorporated previous requirements for observation/field experience and addressed the expectations established in the Portfolio Assessment Guidelines. The Portfolio Assessment Guidelines were formulated with the help of grants from MSDE in 1999 by Sr. Kathleen Cornell, Sister Sharon Ann Wall, college coordinators, and representatives from Franklin Middle, Lansdowne Middle, Loch Raven High, and Northeast High — the existing PDS sites at that time. The INTASC outcomes are emphasized for the secondary candidates. Both elementary and secondary candidates are expected to plan and teach lessons with the guidance of their mentor as well as independently plan and teach a unit of study. Candidates also maintain reflective logs, videotape and reflect on at least two lessons, and complete a professional portfolio.

Seminars held during the final semester of the internship are key components that reinforce the learner-centered model emphasized in the conceptual framework. Although some of the seminar topics such as portfolio development, EDOT/INTASC outcomes, and resume preparation are consistent topics from year to year, mentors, interns, and coordinators suggest other topics in response to school context and reflection on individual experiences. Consequently, seminar topics vary between schools and from year to year. Mentors serve as seminar leaders and, on occasion, are asked to make presentations for other PDS schools. For example, a group of Chadwick Elementary School teachers presented a workshop on home and school communication for all

candidates on April 5, 2000 (3.9). Another mentor, Maurine Larkin from Solley Elementary presented a seminar on the Dimensions of Learning on May 3, 2000 (3.10).

Post-Baccalaureate

Currently, Loyola College offers three post-baccalaureate options for initial licensure; Professional Development School (PDS), traditional school placements, and Professional Growth Experiences (PGE). The traditional school model is in the process of being phased out so that all non-PGE candidates will complete their internships in PDS schools beginning in academic year 2002-2003. Internship assignments for candidates who choose a traditional placement are determined in collaboration with the appropriate local education agency (LEA)...

The current program has evolved since 1996 to include the ideals of the *Redesign of Teacher Education*, current research on teacher preparation, and the needs of the graduate student. During the initial advising session, students, with the guidance of their advisor, complete an advising sheet that identifies their program coursework. Options for completing the internship are discussed during this meeting. The advisor explains that the PDS option requires a year long experience divided between two placements. Candidates completing their internship in a PDS school follow procedures similar to the undergraduate PDS candidates with a few nuances. One semester prior to beginning the internship, the post-baccalaureate candidates meet with their advisor to discuss the readiness of the candidate to enter the Internship phase of their program. The advisor after considering travel distance for the candidate, diversity of prior experiences, and candidate requests works with the PDS supervisor to identify a mentor.

If students have provisional certification status, the Professional Growth Experience (PGE) model is discussed as an option to meet the internship requirements. The PGE candidates are unique because they are provisionally certified candidates employed as full-time teachers during their internship. Once a PGE candidate provides verification of full time employment in the pursued area of certification, the candidate can begin the internship process. An analysis of the candidate's qualifications results in designing an appropriate internship experience. In some cases, candidates must complete additional coursework before beginning their internship. Once the internship has begun, the Loyola supervisor initiates meetings with school personnel if there are questions concerning the candidate's performance. At that time, school based evaluations are requested for review. If necessary, a meeting with appropriate school personnel is arranged to discuss the needs of the candidate and a plan for improvement is initiated.

Graduate — Special Education

Before any discussion of field experience and clinical practice as it relates to Loyola's graduate special education programs, it is necessary to describe this population. The vast majority of special education students are not traditional initial certification candidate. Nearly half (currently 47%) of the candidates in graduate special education elementary and secondary programs are already certified in general education or special education. In

addition, of the remaining candidates, nearly all (83%) are employed full-time in schools. The vast majority are full-time teachers of students with disabilities under provisional state licensure.

Program Level	Already Certified	Full-time Tchr./ Prov. Certif.	F-T Aide or Long-term Sub	Other (Not in school)	Current Total Grad.Students
Grades 1-8	28	24	0	6	58
Grades 6-12	15	13	4	2	34
Totals	43 (47%)	37 (40%)	4 (4%)	8 (9%)	92 (100%)

Table 3.3: Special Education Master’s Degree Programs: Elementary and Secondary

Clearly, most special education graduate students do not fit the profile of the traditional full-time teacher education student. Of those who are not already certified in general education or special education, many have been hired to fill critical shortages in special education from related fields and are pursuing their Master’s degree along with certification from an approved program.

In order to meet the professional development needs of these candidates and the reality of the critical shortages, program faculty have developed unique and individualized processes for LEA collaboration, performance-based field projects, and intensive clinical experiences.

Students who do not have extensive school-based experience are required to complete 180 hours of observation and participation in general and special education classes. In addition, because of the critical staff shortages and because courses require applied projects, candidates are strongly advised to obtain an instructional assistant or one-to-one aide position at a very early point in their program. Further, these students are required to take up to 9 credits of prerequisite coursework before beginning program coursework.

Since the special education graduate program at Loyola is competency-based, collaboration between university and school personnel occurs throughout the graduate program sequence. There are three basic avenues for university-school partnership: field-based course projects, the special education advisory board, and the two required intensive practicum experiences.

Involvement in field-based projects is an integral part of coursework, helping students move from theory into practice. One or more performance-based projects is integrated into each course to enable students to demonstrate or hone their developing skills in a practical setting. Since most of Loyola’s graduate students are employed in schools, completion of these projects usually occurs in the candidates’ own classrooms. Course projects requiring field activities are explained in course syllabi and reviewed and approved by cooperating school supervisors before initiation (3.11). Students learn to apply knowledge in the areas of assessment, instructional planning, curriculum methods, behavior management, and transitioning through these collaborative, field-based projects.

Loyola's special education curriculum development, program planning, and strategic planning are done in conjunction with school partners. School administrators, special education supervisors, current teachers (current and past program graduates) and representatives of public and non-public school programs serve on Loyola's Special Education Advisory Board. Advisory Board members helped to validate and integrate the course sequence and specific competencies that comprise the current programs in elementary and secondary special education.

The most significant and direct collaboration with school personnel centers around each of the required extended practicum experiences. Each candidate in the M.Ed. program completes two intensive practicum placements in two different settings to experience diversity in disabilities and/or service delivery options within the two age/grade levels included in the certification regardless of whether they are already certified in special education at the age-grade level. For example, a candidate in the elementary/middle special education program (who may already have an undergraduate degree in elementary education or even special education) may complete one placement serving students with learning disabilities in an inclusive setting and a second placement in a self-contained separate program for students with emotional and behavioral disorders. Those pursuing elementary certification typically have one placement each in an elementary and a middle school, while secondary candidates typically intern in a middle school and a high school. Even though most graduate students are employed full-time as teachers in schools, the highly-structured and supervised practicum experience is the best way to assess candidate performance and provide supervision and feedback. The required projects for the practicum experiences are closely related to previous coursework maximize candidate's ability to transfer theory into practice.

Loyola's special education faculty works closely with school personnel to assure that each practicum experience enhances a candidate's knowledge, skills, and dispositions. The candidate placement process is lengthy and involves Loyola faculty, school system representatives, and candidate participation. First, the practicum coordinator, Dr. Diane Fadely, communicates with each candidate to identify personal goals including interest in particular disabilities and age levels. The candidate also identifies the site or system in which they would like to complete their placement. Often, this site is the one in which they are already teaching. Next, a special education faculty meeting is held once a semester to review the candidates and discuss any special needs or concerns regarding placement. Since the faculty members know each of the candidate's skills through performance-based coursework, it is possible to identify student strengths and needs to plan for the most appropriately challenging experience possible.

Next, after meeting with the faculty, the practicum coordinator communicates with either the school system coordinator (public schools) or the principal (non-public schools) to match the candidate with an appropriate student population, type of program (public/nonpublic, self-contained/inclusive, etc.) and mentor in the proposed setting. Collaboration with administrators is essential to provide effective service delivery to students while the practicum experience is underway. For example, any change in a

teacher or aide's schedule that is required to enable him/her to complete practicum requirements must have administrative approval and support.

After placement is confirmed, the practicum coordinator schedules a meeting with the mentor, candidate, and sometimes administrator. This team jointly tailors the practicum to meet a) the requirements set forth in the Practicum Manual, b) the needs of the individual students with whom the candidate will be working, c) the competencies articulated by the Council for Exceptional Children (CEC), and d) the school or program staffing needs. The Practicum Manual is also provided and explained to the mentor and candidate (3.12). In addition, the practicum coordinator conducts three seminars designed to provide instruction, guidance, and support to candidates as they complete practicum projects.

Since most of the students in the graduate program in special education are full-time teachers already serving students with special needs, the practicum coordinator works extremely closely with the candidates and their respective administrators to insure continuity in services for the students while the candidates complete practicum experiences. Many candidates complete one placement in their own school and arrange for the other placement over the summer (special education Extended Year Services, 12 month non-public school placements, or special education classes in public summer school programs). A proposal to arrange special educator "swapping" to allow two teachers certifying at the same age/grade level to "trade classes" across schools serving different populations of students is under consideration. Clearly, the amount of careful and considerate communication and planning in designing these unique practicum experiences is formidable. It is only through this "individualized" practicum design process that candidates can be provided extensive supervision and training in all of the essential performance-based competencies without interfering with existing services of students with disabilities in Maryland schools. As a result, the program employs a full-time practicum coordinator to design, implement, and evaluate all facets of the special education practica in close collaboration with the designated administrators at each of the candidates schools.

Advanced Licensure

Administration and Supervision

The internship for Administration and Supervision is designed to accomplish two goals: (1) development of conceptual knowledge of educational administration/ supervision in the field under the guidance of an experienced professional, and (2) an opportunity to assess and evaluate the performance of the candidate in an authentic administrative/ supervisory situation. The program builds on three person collaborative teams developed for each internship to support candidates as they develop the skills, knowledge, and dispositions necessary to become effective school leaders. Teams are composed of the candidate, site supervisor, and college supervisor. Candidates initiate contact with a practicing administrator who agrees to serve as the candidate's site supervisor. The candidate, site supervisor, and college supervisor then meet for an initial conference early

in the semester in which the internship is to take place. At the conference, the candidate's internship schedule is determined and the roles and expectations for each team member are clarified. The college supervisor also receives a signed copy of the Site Supervisor Letter of Agreement from *the Graduate Student Internship Handbook: Administration and Supervision Program* (3.13, Appendix B). Loyola candidates have completed elementary and secondary placements in Baltimore City and the following counties: Harford, Prince Georges, Howard, Frederick, and Carroll.

School Counseling

The School Counseling program has current accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is recognized by the State of Maryland and assures that candidates will be eligible for K-12 certification. Loyola College faculty and on-site school supervisors share responsibility for supervising candidates but only Loyola faculty assign grades. Two handbooks, *Practicum in School Counseling Directions for Students and On-Site Supervisors and Internship in School Counseling: Directions for Students and On-Site Supervisors* (3.14) developed by the program faculty under the leadership of Dr. Thelma Daley, practicum and internship coordinator, and supervised by Dr. Lee Richmond, program coordinator, identify expectations, requirements, and evaluation procedures. Thelma Daily, in consultation with Lee Richmond, communicates regularly with site supervisors and is available for additional assistance or consultation. Thelma Daily also oversees placement of candidates for internship. Candidates who are full-time teachers meet with their principals to discuss their internship and candidates who are not currently employed in a school setting meet with their intended principal. The information is communicated to the Education Department at Loyola and then forwarded to the Director of Personnel or Office of Guidance Services at the appropriate county or city. The local education agency makes the final decision on placement.

As part of the Loyola program, counseling faculty have developed a collaborative relationship with Anne Arundel County as well as healthy partnerships with other surrounding school districts. Through the partnership, Loyola College hosts a counseling institute in Anne Arundel County each summer. Site supervisors are invited to attend the summer institute and Chi Sigma Iota activities for which they can receive CEU credit. The summer attendance has consistently exceeded 100 students.

Reading

The culminating experience for the reading specialist candidates requires the completion of a five-week internship during Loyola's Summer Reading Clinic. Loyola professors and an Advisory Committee originally designed the internship over twenty years ago. Since then the design and implementation has continued to evolve based on collaborative efforts with parents, school administrators, teachers, and other professionals from Loyola's School of Arts and Sciences. Several programmatic modifications have resulted from the parent survey administered at the end of each summer clinic and conferences between parents, candidates, and clinic staff. One such change is the scheduling of parent

seminars conducted by candidates and clinic staff. Based on parent input, these seminars are now offered during clinic hours to make attending more convenient for parents. Additionally, reports on student progress are now sent directly to parents who may opt to share them with the school.

Clinic students come from a variety of public and private schools in the Baltimore area and range in grade level from kindergarten through twelfth grade. Students who attend schools that are part of Loyola's Professional Development School program are encouraged to attend and receive a reduced tuition rate. During the clinic, candidates work consistently with two students for sixty minute instructional blocks. Within the clinic setting, candidates have the opportunity to work with a range of students from the highly able to the severely disabled. Shared presentations of cases assures that all students are exposed to a variety of students.

Montessori Education

In the Montessori Program, field experience and clinical experience (the practicum) allow candidates to enhance and apply their conceptual, pedagogical, and professional knowledge in the field under supervision of experienced professionals. The practicum also provides an opportunity to assess and evaluate the candidate's performance in a real classroom setting. Field experience and clinical practice are developed by the Montessori faculty in consultation with partner Montessori schools, in accordance with AMI standards. Placement of candidates is achieved through close collaboration of college faculty and school personnel in order to ensure an appropriate learning experience. Evaluation by the college supervisor is completed through discussion with the supervising teacher in the field and the candidate with a view toward maximizing the candidate's knowledge, skills, and disposition. As part of an on-going partnership with Montessori schools, college faculty collaborate in providing an annual Refresher Course for teachers, conduct seminars for school administrators, and provide consultation for schools.

DESIGN, IMPLEMENTATION AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICES

Initial Licensure

Undergraduate

Loyola elementary candidates benefit from early opportunities to work in a variety of classrooms. Although it varies for candidates who study abroad during their junior year, declare elementary education as their major after their sophomore year, or transfer from another institution, most candidates complete five field experiences prior to beginning their three semester internship. Most students complete ED 100 either in their freshman or sophomore year and then continue to participate in one field experience each subsequent semester. The field experiences are designed to support all aspects of the conceptual framework. For example, diversity, cura personalis, social justice, and

leadership are integral parts of each field experience. This is illustrated by the service learning component of ED 100: Introduction to Education, ED 300: Learning Theory, and ED 302: Human Growth and Development. As noted in Table 3.4, candidates work with city schools to provide classroom assistance and on specific projects such as establishing a school library. The three semester internship begins with Phase IA during the spring semester of the junior year. At that time, candidates spend three hours or more per week with the mentor in whose classroom they will complete their 100 day internship during Phase IB and Phase II during their senior year.

Field experiences give candidates opportunities to observe a variety of students and classroom practices, assist with individual and small group instruction, interact with a range of professionals and para-professionals within the academic setting, and participate in community related events. Additionally, they provide early opportunities to transfer content and pedagogical knowledge introduced in coursework to real world experiences where they are immersed in standards-based education. For example, candidates typically complete a technology education course, ED 303, in their sophomore year and then have opportunities to apply their knowledge in elementary classrooms during field experiences (3.15). Candidates' knowledge and skills related to technology are also enhanced by seminars that specifically address EDOT 7: Use computer and computer related technology to meet student and professional needs (3.16). It is only through actual school based experiences like these that candidates can develop and enhance their own professional knowledge, skills, and dispositions— essential aspects of effective practitioners. Field experiences have been designed to reflect the goals of the conceptual framework and prepare teachers who serve all learners. Extensive partnerships in the greater Baltimore area guarantee that candidates will gain experience with diverse populations and school cultures (4.8).

Each field experience (ED 100, ED 101, ED 431 and ED 438) requires a minimum of three hours per week and transportation is provided so that all students can participate. Many candidates opt to spend additional time at their field experience schools. As a result of the assignments required during their field experiences, candidates have repeated opportunities to practice the skills and dispositions identified by state and national standards. Their ability to use technology as a tool and their knowledge of content, child development, and pedagogy is similarly applied and strengthened during their field experiences. Mentors communicate with candidates and the college coordinator on a regular basis. They also informally observe and evaluate candidates during the semester. At the end of the semester, mentors prepare a written evaluation that is shared with the college coordinator (3.17). The college coordinator assigns the course grade based on completion of assignments, observations, and input from the mentor. The multiple field experiences required at Loyola College are essential to introducing candidates to the realities of teaching in the twenty-first century. The accumulated knowledge and experience gained through multiple field experiences enables candidates to confidently proceed to the three semester internship, choose careers in education based on authentic experiences, and to become teachers who exemplify competence, conscience, and compassion. The program is currently striving to strengthen the concept of theory into practice by improved coordination between course instructors, college coordinators, and

school mentors. For example, prior to the fall 2001 semester coordinators and course instructors met to discuss and finalize course assignments and due dates. A multi-course calendar was created and shared with interns and mentors so that all stakeholders could work to meet common goals (3.18).

Course	Semester	Project	Site
ED 100	Fall 1999	Library and classroom support <ul style="list-style-type: none"> • Weeded out old books • Held book drives • Reorganized library • Classroom assistance 	Abbottston Elementary, Baltimore City
ED 100	Fall 2000	Physical Education Program <ul style="list-style-type: none"> • Helped plan and implement physical education program (prior to this, there was no p.e. program) 	Abbottston Elementary, Baltimore City
ED 100	Fall 2001	Classroom support <ul style="list-style-type: none"> • Classroom assistance • Some Loyola students participated in “Operation Awareness,” a service awareness project being carried out by 7th grade students 	Guilford Elementary, Baltimore City
ED 300	Spring 2000	Classroom support <ul style="list-style-type: none"> • Classroom assistance 	Abbottston Elementary, Baltimore City
ED 302	Fall 2001	Classroom support <ul style="list-style-type: none"> • Individually determined responsibilities 	Holy Spirit School Archdiocese of Baltimore

Table 3.4: Service learning projects integrated in Loyola courses

Elementary candidates complete a three-semester internship and secondary candidates complete a two semester internship. As evidenced by Table 3.5 many interns currently meet the requirement of an extended internship of at least 100 days in the same setting or settings as stipulated by the Maryland *Redesign of Teacher Education*. It is anticipated that all elementary and secondary candidates will complete the 100 day requirement in 2002-2003.

	Undergraduate		Post-baccalaureate	
	Elementary	Secondary	Elementary	Secondary
Ann Arundel	100	85	100	85
Baltimore City	96	86	96	NA
Baltimore County	99	86-100	99	86-100
Howard County	100	NA	100	NA

Table 3.5: Number of internship days 2001-2002

During the fall semester elementary candidates complete Phase IB of their internship. Elementary candidates spend one day per week at their field experience placement in addition to working with their school mentor prior to the beginning of the school year. The number of planning days varies due to individual school system calendars. Thus in September 2001 candidates in Anne Arundel County and Howard County completed four preparation days, candidates in Baltimore City completed three preparation days, and candidates in Baltimore County completed seven preparation days. This opportunity to participate in the planning, classroom organization, and professional development activities prepares candidates to confidently set up their own classrooms the following school year. Prior to the start of the Loyola spring semester elementary candidates begin Phase II, their full-time internship experience. After completing 38 days at this placement, candidates complete their internship in a second placement. The second placement allows interns to gain valuable experience working with learners at two different grade levels. Often interns will also change schools to optimize the opportunity to work with diverse populations.

Loyola candidates who are secondary education minors have a two semester internship. During the first part of their internship, they have two placements – one at a middle school and one at a high school PDS. In the second semester of the internship, candidates return to both schools ideally working with the same mentors to complete their student teaching experience. (Retirements, transfers, or promotions are typically the only reasons why the interns would not work with the same mentors.) Traditionally, most secondary education minors begin their internship in the spring semester of their junior year and complete it in the fall of the senior year. This schedule has allowed Loyola to participate with Goucher College and the College of Notre Dame in providing content methods courses to a relatively small number of secondary candidates at each institution.

In order to meet the one hundred day (100) requirement of the *Redesign*, Loyola candidates will follow a schedule that includes twenty (20) days during Phase I of the internship and eighty (80) days during Phase II of the internship. A typical schedule is shown below and will begin during the spring term in 2003 (Table 3.6).

<u>Phase I:</u>	
First Placement:	
January 6 – 10, 2003	5 full days
January 13 – February 14	10 half days
Second Placement:	
February 17 – April 30	20 half days
<u>Phase II:</u>	
First Placement:	
August – mid October, 2003	40 full days
Second Placement:	
mid-October – December 19	40 full days
<u>Total:</u>	100 days

Table 3.6: Planned Secondary Internship 2003-2004 to meet Maryland *Redesign*

The principal or the site coordinator at each school recommends mentors to the college coordinator. Due to their weekly presence, college coordinators are knowledgeable about the faculty and can provide input regarding potential mentors. Mentors are selected based on a list of desired qualities, which was drafted in 1999 by school and college personnel. (3.19). Among other qualities, ideal mentors are tenured with 3-5 years of experience, excellent role models, certified in their curricular area, reflective practitioners, team players, and effective communicators. Teachers who are not tenured in their current positions but have extensive experience and/or have been tenured in other school systems are considered to meet the criteria. All elementary and secondary mentors are invited to enroll in the graduate course, Mentoring in a PDS: Preparation of experienced teachers to serve as mentors for interns and as instructors for school-based seminars (GS 511) and earn three graduate credits (3.20). Depending on the school district, the cost of the course is assumed by Loyola College, the school district, the mentor or a combination of these sources. The course has been offered during summer 1999, spring 2000, and summer 2001. Enrollment for the course has been five, fourteen, and seven respectively. Incentives are currently being discussed that would interest more mentors to participate in the course. As noted earlier, teachers who were previously initial licensure candidates at Loyola College now serve as mentors in Loyola PDS sites. Having graduates serving in this leadership role is a source of pride and provides further evidence that Loyola candidates are well prepared to guide learners in diverse environments and continue their own professional growth.

Post-Baccalaureate

The field experience and the internship completed by the post-baccalaureate candidates augments coursework and prepares candidates to develop the necessary skills, knowledge, and dispositions required of elementary and secondary teachers. Post-baccalaureate candidates complete 60 hours of field experience (usually 20 half-days) prior to their internship. The field experience is divided among two placements to provide optimal opportunities to work with diverse student populations. Elementary candidates complete one field experience in grades one through three and one experience in grades four through six. Secondary candidates usually complete one field experience in middle school and one field experience in high school. Currently, the internship for the PDS candidates totals approximately 100 days.

During advising candidates are given an overview of the internship phase of their program. The internship is a year long experience divided into two phases. Phase I, field experience, requires 60 hours in two different classroom experiences. Candidates proceed to Internship II and follow the same protocols as undergraduate initial licensure candidates.

PGE candidates who are provisionally certified and teaching full time in their area of certification also follow a two semester model. During Phase I, field experience, the candidate and the Loyola supervisor arrange a site visit and observation. During this visit, the lesson is videotaped and the college supervisor takes observation notes. After the lesson, the supervisor's notes are shared with the candidate and in most cases a formal

evaluation form is completed. This first visit assists the college supervisor in assessing the candidate's knowledge of content and pedagogy. Based on this data, a plan is developed to enhance the skills and dispositions needed to successfully meet the internship requirement. Visits continue throughout the semester as determined by the needs of the candidate and the Loyola supervisor. Phase II of the internship emphasizes strategies for professional growth.

During the PGE, candidates also complete courses required for initial licensure. Candidates who have less than two years experience register for two classes, Professional Growth Experience and Seminar in Student Teaching. The seminar is designed to assist beginning teachers become familiar with current research on teaching and learning and to explore relevant topics of interest suggested by the candidates. During the final course requirement candidates complete a performance portfolio that is shared at the end of the semester. Candidates with two or more years of teaching experience add a research component to the requirements of the Professional Growth Experience. During Phase I, candidates identify an area of research to be pursued and begin to investigate their topic. During Phase II, findings from the research are integrated into their teaching.. Currently, most of the research projects are specific to the candidate's identified needs and interests/ Plans to have PGE candidates prepare and present their professional portfolios following the same procedures as the initial licensure candidates are under discussion.

The use of technology by candidates varies depending on their school assignment. However, all candidates are expected to be able to use technology as a tool for learning and communicating within the school environment. Mentors in the PDS schools are selected using the same criteria as described earlier. All mentors provide candidates with formal and informal feedback on a regular basis.

Graduate — Special Education

Each of the two special education practicum experiences requires candidates to complete a minimum of 180 hours (60 days total) of intensive full-time teaching in a state approved program (public or non-public) serving students with disabilities. As described above, candidates divide their practicum between the two age/grade levels included in the certification range to gain experience with a variety of children with special needs. Since certification in Maryland is generic and candidates must be prepared to address a variety of student disabilities, placements are individualize to insure that a candidate has had a range and variety of experiences with students with different handicapping conditions or who are educated through various service delivery methods. Again, this design requires intensive and individualized candidate assessment and practicum placement coordination. Currently, special education candidates complete their internships in public institutions in Howard, Harford, Cecil, Baltimore, and Montgomery Counties, and Baltimore City. Additionally, candidates work in nonpublic day-schools for children with disabilities and private institutions such as Mt. Washington Pediatric Hospital and The Arrow Project School.

Each practicum experience requires the designation of a mentor teacher on-site, as well as the repeated observation and feedback by the practicum coordinator (a minimum of at least three observations per experience). Practicum mentors are carefully selected and must meet specific criteria. All mentors must be certified in special education at the appropriate age/grade level, have a master's degree or higher in special education, and be tenured in their current position. Typically, the mentor has been recommended as a master teacher in the field. There must also be administrative approval of the placement. Mentors are expected to serve as models and provide continuous feedback to the candidate. This is done through informal daily feedback and midterm and final evaluations. All evaluation data is shared with the mentor, candidate, and practicum coordinator.

The Education Department's conceptual framework is iterated throughout the placement process and practicum experience. Competence, conscience and compassion are both modeled for the student, and expected from the student. The mentor and practicum coordinator use multiple forms of evaluation for formative and summative assessments. Assessment data is collected through a variety of formats such as evidence of student progress, daily reflective journal entries, lesson plans, and observations. During the practicum, evaluation includes the quality and effectiveness of detailed lesson plans, behavior management projects, curriculum/lesson/ material modifications, student assessments, and collaborative projects with parents or other faculty members. The practicum coordinator and mentor assess the candidate's personal and professional ethics through direct observation. Candidates are expected to manifest the competencies identified in the CEC Code of Ethics for Educators of Persons with Disabilities and CEC Standards for Professional Practice (3.12, p. 26-30).

The practicum coordinator conducts at least three formal observations during each placement. Each observation is followed by a post observation conference and completion of *The Instructional Environment Scale* (TIES) (3.12, p. 38 or p. 43). Mentors conduct frequent informal observations and give regular feedback to candidates. Candidates also receive peer feedback through their daily journals. Mentors may choose to complete mid-point evaluations to increase feedback to candidates during the practicum experience. Summative evaluation also involves multiple sources of evidence from the mentor, candidate, and the practicum coordinator. The mentor and the practicum coordinator must agree that the candidate is prepared to be the primary instructor of record. The practicum coordinator then completes a final assessment and the mentor completes the Student Teacher Evaluation Summary (3.29). Finally, the candidate completes and presents a Practicum Notebook (portfolio). The course grade is based on the candidate's classroom performance and the practicum projects. Specifics on the grading criteria for successful completion of the practicum projects and performance competencies are distributed at the start of the experience and are discussed throughout.

Candidates working toward certification in special education are actively involved in all responsibilities associated with special education professionals. As mentioned, many are being supervised while completing practicum requirements in their own classrooms. Faculty believe this is by far the best way to insure that teachers who might otherwise

“skip” the supervised teaching experience (as they are given credit for teaching experience through Maryland’s credit-count certification) are competent in the skills and best practices they need to effectively educate children with disabilities.

Advanced Licensure

All advanced licensure programs reflect the conceptual framework. Each component of the conceptual framework provides a scaffold to the next and facilitates the ultimate goal of preparing educators of competence, conscience, and compassion. High academic standards coupled with opportunities for candidates to work as leaders and promote social justice within the educational system supports the Jesuit Mission. All candidates become part of an extended learning community and each candidate adds new diversity to the existing community. Through coursework, field experiences, and internships candidates gain and expand their content, pedagogical, and professional knowledge in their area of specialization.

Administration and Supervision

As part of the internship, candidates apply the theoretical knowledge they have acquired throughout their coursework to all aspects of school administration and supervision. For example, candidates read about and discuss Maslow’s Needs Hierarchy and then apply it to their internship by planning activities and experiences that will permit them to function as school administrators at upper levels of the hierarchy. During their internship candidates work closely with experienced mentors who guide them through the many responsibilities of school leadership, including but not limited to collaborating with families and community members, promoting success for all students, and ensuring a safe, efficient, and effective learning environment. As part of these responsibilities candidates attend parent meetings, school board meetings, and conduct classroom observations. Performance outcomes are carefully aligned with the standards for school leaders identified by the Interstate School Leaders Licensure Consortium (ISLLC). Technology has become an integral part of school administration and supervision. Consequently, as part of their internship, candidates are expected to use technology as a tool to support learning and teaching. This may be accomplished through a variety of technology applications such as using PowerPoint for staff development presentations or using budgeting and scheduling software. Candidates also email staff communication and submit assignments to their instructors via email. Site supervisors are selected by the interns to accommodate work and internship schedules. Most candidates are full-time teachers and therefore complete their internship in their own school with local administrators serving as their site supervisors. Site supervisors informally provide feedback to candidates on a regular basis. Additionally, site supervisors formally evaluate candidates by completing the Intern Performance Evaluation (3.21)

Counseling and Guidance

Counseling and Guidance candidates develop and extend their understanding of content and professional skills throughout the practicum and clinical internship. The practicum

familiarizes candidates with the range of essential school counseling services and provides valuable opportunities to interact with students, parents, and other school professionals. The practicum includes a minimum of 100 hours of supervised school-based clinical experience. Candidates complete at least 40 hours providing direct service to clients in group and individual experiences. Group work must constitute at least one-fourth of this time. Candidates maintain reflective journal entries throughout their practicum experience.

Upon successful completion of the practicum, the candidate completes a supervised internship that requires 600 clock hours. The internship is completed in the same school and provides an opportunity for the candidate to perform, under supervision, a variety of activities that the school counselor would be expected to perform. All time is logged on the Internship Time Sheet (3.22) and a minimum of 240 hours must be spent in direct service activities, i.e. individual or group counseling, group guidance or consultation. The on-site supervisor and the Loyola supervisor share supervision and provide formal and informal feedback on a regular basis. The on-site supervisor provides a minimum of one hour of individual supervision per week. This can be accomplished through audiotapes, videotapes, or direct supervision. Loyola supervisors provide one and one-half hours of group supervision per week. In addition to using audio and videotapes as learning tools, candidates are encouraged to use the Visions and Discover assessment instruments that are available as software and hard copy.

All on-site supervisors are certified by the Maryland Department of Education, have a minimum of a master's degree in counseling, and at least two years experience as a school counselor. The program coordinator and/or the internship coordinator meet(s) with supervisors regularly to discuss candidate progress and issues relevant to the program.

Reading

Like the Administration and Supervision and the School Counseling Programs, the Reading Program is committed to preparing its graduates with the competence, conscience, and compassion necessary to successfully work with all students. Through their coursework, professional experiences, and the culminating practicum candidates acquire the requisite skills, knowledge, and dispositions to fulfill the full range of responsibilities and roles of the reading specialist. They interact with school personnel, parents, and students in instructional, assessment, and advisory roles. The practicum during the summer assures that candidates have ample opportunities to acquire and demonstrate their competence.

Technology is an integral part of the internship. A technology expert is hired to support the clinic staff and candidates during the Summer Reading Clinic at the Timonium Campus. There is an extensive selection of appropriate software available at the Timonium Campus that is used by candidates, instructors, parents, and students. Additionally, the clinic staff and candidates prepare and distribute to parents a list of supporting websites. During the Clinic, the program coordinator supervises daily

meetings between candidates and clinical faculty. The Master of Education, Reading Specialist program has enjoyed MSDE approval since 1975.

Montessori Education

Both field experience and clinical practice are integral to the Montessori program in order to prepare candidates who possess the competence, conscience, and compassion necessary to successfully and sensitively assist the development of children. Clinical practice is preceded by a series of field observations in partner schools. This field experience includes collection and recording of specific data and the use of reflective journals. Feedback is provided through discussion with program faculty.

Following completion of field experience and coursework, the candidate completes the practicum, which provides opportunity for practice in a Montessori classroom with on-site supervision of an experienced AMI teacher and under general supervision of the Montessori program faculty. The college supervisor must be approved by both Loyola's Education Department and AMI. Computers and appropriate software are available for the candidate's use during the practicum, supported by information technology services. The on-site supervisor and the college supervisor provide formal and informal feedback on a regular basis. During the practicum, the Loyola supervisor conducts several observations of the candidate in the classroom, consults with the field supervisor, and meets with the candidate. Support is also available through telephone, email, and group discussion. The candidate, on-site supervisor, and college supervisor prepare written reports to assist in evaluation of the practicum experience.

CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS AND DISPOSITIONS TO HELP ALL STUDENTS LEARN

Initial Licensure

Undergraduate

Elementary candidates are assessed continuously throughout their field experiences and coursework and must meet or exceed multiple entrance criteria. This permits evaluation data to be collected from both school and college sources over an extended period of time. Field experience evaluations from mentors and supervisors as well as end of semester grades in all college courses are part of the assessment data. Formal field experience evaluations are completed by mentors and generally address the candidates' professional attitudes, appearance, ability to work with others, and dependability (3.17). Informally, mentors provide candidates with oral and written feedback throughout the experience.

Reflection is also integral to the field experiences. Elementary candidates are introduced to analyzing and reflecting on their classroom experiences in ED100 and keep reflective logs during their field experiences (3.23). Reflection continues to be emphasized throughout the teacher education program and during Phase 1B, the first semester of the

internship, candidates apply their skills by preparing a written reflection after teaching a lesson. The reflection is shared with their college coordinator and mentor. Additionally, candidates videotape themselves two times during the yearlong internship. Together with a peer, candidates analyze their videotaped lesson and write a reflection. The reflection addresses whether the objective was achieved, the engagement level of the students, the appropriateness of the teaching strategy and assessment, and how the lesson could be improved. The peer observer also writes a reflection that is shared with the college coordinator and mentor.

Strong academic preparation, mandated by the Maryland *Redesign of Teacher Education*, is a key aspect of the conceptual framework. It is achieved through Loyola's core curriculum and enhanced by field experiences specifically designed to augment coursework in special education, science, and reading. Candidates complete a demanding core curriculum, which includes three English/writing courses, two history courses, three math/science courses, five philosophy and theology courses, two advanced foreign language courses, and a fine arts course. As part of the elementary major, candidates also complete two additional science courses and a field experience, three additional math courses, three special education courses including a 30 hour field experience, and four reading courses that are integrated with field experiences in the junior and senior year. The four reading courses have been approved by the State of Maryland. Candidates who have declared a minor in special education complete two additional courses, ED 482 and ED 483.

Elementary majors begin the formal process for their internship during the spring semester of their sophomore year. At this time candidates complete a multi-step process that initiates their field experience placement in a PDS school beginning the spring of their junior year, Phase IA. This process, known as Sophomore Review, involves a structured interview, spontaneous writing sample, grade point average review, successful completion of prior field experience, and submission of an autobiography (3.24). For students entering Loyola College during the 2001-2002 academic year, a passing score for Praxis I that meets or exceeds Maryland criteria, will also be required before Phase II, the full-time internship, begins. The Loyola College Steering Committee ranks the candidates and identifies candidates who may not be eligible for the full-time internship, Phase II. Students who have not completed the requisite paperwork are summarily not eligible and are notified that they will not be eligible to complete the approved program. Advisors meet with students whose GPA is below 2.5 to plan an intervention that will improve the student's chance of meeting the internship entrance criteria. After the candidate pool is determined, the college coordinators meet and assign placements for Phase IA based on candidate schedules, transportation needs, and mentor availability. As described earlier, candidates remain with the same mentor for Phase IA, Phase IB, and part of Phase II (i.e. spring of junior year, fall of senior year, and part of spring of senior year). This allows mentors and candidates to build strong relationships and facilitates the candidate's acceptance as part of the school community.

Secondary candidates must also fulfill multiple entrance criteria prior to the two semester internship. To be eligible for the internship, secondary candidates must complete the

professional education courses, maintain a GPA of 2.5, and starting in 2001-2002 formally take part in Sophomore Review as described in the program for elementary candidates. Candidates entering Loyola College during the 2001-2002 academic year will also be required to meet or exceed the Maryland criteria for Praxis I before Phase II, the full-time internship, begins. Candidates must also be working toward fulfilling the requirements for their major field of study and the college core requirements. The undergraduate secondary minor program consists of two phases. Phase I is completed at Loyola College and includes coursework for the major, the core, and professional education courses. All secondary candidates complete ED301: Educational Psychology, RS 496 Introduction to Special Education, ED 432 Field Experience in Middle and High School, ED 474 Reading in the Content Areas I, ED 475 Reading in the Content Areas II, ED 429 Secondary Methods of Teaching. Most candidates complete the Phase II as part of a consortium with students from the College of Notre Dame of Maryland (CND) and Goucher College, while a few take content methods with Loyola post-baccalaureate candidates. During this phase, candidates take methods in their subject area, on the campus of CND and complete their internship in both a PDS middle and high school.

At the elementary and secondary level college coordinators and school mentors jointly assess candidates during their internship. Candidates, with the assistance of their mentors, are expected to design lessons that support state and local standards. They receive both written and oral feedback on a regular basis from mentors and college coordinators and continue to keep reflective journals. Mentors and candidates debrief daily. For some, verbal debriefing is done at a set time (e.g. during lunch, after school, or during specials such as music or library) while others may opt to discuss the day's events at random times during the day. Other mentor/candidate teams maintain a dialogue journal in which they discuss the teaching and learning process. College coordinators continue to be on-site one day per week and use this time to informally visit with candidates unless a formal observation is scheduled. During Phase II, the full-time internship, candidates are formally observed by the college coordinator at least twice during each placement. Observations during the same placement are usually made in different curricular areas to assure that the candidate is competent to teach in all subjects. Mentors also complete formal evaluations although the number varies in accordance with school steering committee decisions. Following an observation, candidates meet with the college coordinator and/or their mentor to discuss the effectiveness of the lesson and set goals for future lessons. The written evaluation guidelines (3.25) are adapted from the Maryland Competency Observation Instrument and focus on the planning and execution of the lesson as well as classroom management. In addition to formal and informal observations, the development and implementation of a unit of study is an important aspect of formative assessment. The unit demonstrates that candidates can plan and implement both short and long term objectives and apply multiple assessment strategies relative to state and local standards.

During field experience care is taken to place students in a variety of settings, which include economic, cultural, religious, and academic diversity. In this way program faculty are able to assure that the candidates gain first-hand experiences working with a wide range of students and teaching professionals. For example, Michele (class of '02) entered

the elementary education program as a sophomore and completed five field experiences prior to her internship at Talbott Springs Elementary (Howard County). Her experience at Abbottston Elementary (Baltimore City), the School of the Cathedral of Mary Our Queen (Archdiocese of Baltimore), Perry Hall and White Oak Elementary Schools (Baltimore County) represented a wide range of school settings and learners. Secondary PDS schools also represent a range of socio-economic, cultural, religious, and academic diversity and prepare candidates to teach all learners. The full range of populations that candidates experience is illustrated in the section of this report dealing with Standard 4.

Like the entrance criteria, exit criteria for elementary and secondary candidates include multiple measures. Candidates must satisfactorily complete their internship, develop and teach a unit, prepare a professional portfolio and complete the team interview. Detailed information related to the unit plan and the portfolio is provided in the Performance Based Assessment Guidelines Handbook (3.26).

Developing and implementing a unit plan based on Maryland Learning Outcomes gives candidates practical experience utilizing an interdisciplinary approach to teaching. The process of planning the unit requires knowledge of content, state and local standards, available resources, and student abilities. Candidates must also apply a variety of instructional and assessment strategies that facilitate integrating literacy, social studies, science, and/or mathematics. As candidates work on this project, mentors, college coordinators, course instructors, and other PDS faculty are available as resources. The Performance Based Assessment Guidelines Handbook (3.26) includes graphic organizers for planning and sample lesson plans. The college coordinator assesses the unit plan according to criteria outlined in the Performance Based Assessment Guidelines Handbook (3.26, p. 16). At some schools, the mentor also participates in the unit assessment.

Candidates begin creating their portfolios with the help of mentors and college coordinators early in the internship and continue to revisit it during seminars. At the end of the internship, the professional portfolio and team interview is the summative assessment for elementary and secondary candidates. As noted in the Performance Based Assessment Guidelines Handbook (3.26), the portfolio is considered to be a “purposeful collection of artifacts and reflective entries representing a person’s professional experiences and competencies during the internship experience. The development of a portfolio facilitates reflective thinking, encourages a holistic approach to assessment, and provides a record of accomplishments” (3.24, p. 32). Through their portfolio candidates submit evidence that they are prepared to be the primary teacher of record. Elementary candidates use the Essential Dimensions of Teaching (EDOT) and the secondary candidates use the Interstate New Teachers Assessment and Support Consortium (INTASC) standards as organizing principles. Additionally, the introductory section of the portfolio includes the candidate’s philosophy of education, resume, items of special interest such as awards, transcripts, and Praxis scores, if available. Two key organizational components of the portfolio are the table of contents and the rationale statements. The table of contents allows the interview and assessment team to easily locate specific data and the rationale statements clearly identify and explain each section.

Interview teams are composed of one or two external evaluators, mentors, the college coordinator, and the site coordinator. The external evaluators are drawn from central office personnel, college professors, and mentors from other PDS schools. A facilitator is charged with keeping the team on task but does not participate in the decision making process. A case manager is also appointed. Facilitators and mentors do not serve as case managers; however, the case manager may or may not be a member of the team. All team members complete a training session prior to serving on a team (3.27). Two weeks before the team interview, each portfolio review team member reviews the portfolio at the school site using a Standards Form (3.28) supplied by the site coordinator. Team members determine if each standard has been met and identify strengths and concerns that are synthesized by the case manager. The case manager's synthesis is distributed to all team members at the review and used to develop clarification questions that are unique to each candidate. Other questions are standardized by each review team and asked of all candidates. Candidates then individually meet with the team to discuss their portfolios and present one item of choice. This takes approximately 5-10 minutes and is followed by the question and answer period that lasts approximately 20 minutes. Candidates are then excused so the team can discuss their findings and make a decision regarding the candidate's readiness to become the teacher of record. The facilitator clarifies points for the narrative that will be written by the case manager. Candidates then receive immediate verbal feedback regarding the team's decision. After the case manager composes the summary narrative, it is shared with the intern by the college coordinator.

Post-Baccalaureate

The internship entry criteria for each post-baccalaureate candidate varies depending on the internship experience that is approved. Candidates placed in a PDS follow the model as earlier described. Interns who are provisionally certified choose the start date for their internship after consulting with their assigned advisor. In both cases, candidates contact their advisor to discuss the internship process.

The internship entry criteria for the post-baccalaureate candidate varies depending on their approved internship experience. Candidates placed in a PDS follow the model as earlier described. Interns who are provisionally certified choose the start date for their internship after consulting with their assigned advisor. In both cases, candidates contact their advisor to discuss the internship process.

The college supervisor assesses the PGE candidate. These assessments are both informal and formal and assist the candidate in developing a plan for continued professional growth. Phase I of the internship experience requires the intern to arrange a time for formal observations and videotaping of lessons. Videotaped lessons are viewed by the candidate who is then asked to write a written reflection in response. These written reflections guide the candidate to reflect on areas of professional growth and assist the candidate in designing appropriate strategies for teaching and learning. Written observation forms are used for immediate feedback and form the basis of discussion. This initial visit establishes what will be needed for the candidate to meet the established

outcomes for the year-long internship experience. In general, the college supervisor visits and observes the candidate 2-3 times during Phase I and 2-3 times during Phase II.

PGE candidates with less than two years of full-time teaching experience also register for Seminar in Student Teaching. It is during this class that they complete a performance portfolio for review as a summative evaluation. Instead of taking a seminar class, candidates with at least two years of full-time teaching experience begin a research project. Candidates plan and initiate their research during Phase I of the internship and complete it during Phase II.

Occasionally, it becomes necessary to gather additional assessment information. In cases when a candidate is not meeting basic expectations, the supervisor will initiate a meeting with the appropriate school personnel and/or course instructors. The goal of the discussion is to design an intervention that will positively impact the candidate's development of candidate the skills and dispositions required of professional teachers. Candidates are asked to add their input to the plan.

Graduate — Special Education

The goal of the practicum is to refine the skills and knowledge the candidate has acquired through graduate coursework. To be eligible for practicum, special education candidates must complete all of their graduate coursework with a B or better average Practicum experiences and assessments are completely aligned with the CEC core competencies and high-prevalence specific competencies (LD, ED, MMR). Candidates are expected to demonstrate the knowledge, skills, and dispositions to serve the needs of all children in their classrooms through extended projects including academic assessment, functional behavioral assessment, IEP development, instructional planning, behavior management, collaboration, and instructional delivery and evaluation. The Practicum Manual for special education (3.12) provides information on the implementation of all facets of the internship experiences. Roles and responsibilities, expectations, performance-based observation instrumentation, and data-driven grading criteria are included along with detailed descriptions of core competencies, required projects, and candidate outcomes.

Both the elementary/middle and the secondary special education programs were built on the framework of competencies required for teachers of students with a number of high-prevalence disabilities. In addition to including all of the Council for Exceptional Children's Core Competencies, courses and practicum experiences are infused with the competencies specifically needed by teachers of students with learning disabilities, emotional or behavioral disorders, or mild mental retardation. These essential knowledge and skill bases are articulated in each course, project, and experience throughout the program. Course syllabi list specific competencies so that students may align their learning with the requisite outcomes. Grades in the courses are directly tied to acquisition and/or demonstration of key competencies. In the practica, students are graded on their demonstration of appropriate disposition, professional standards, and ethical practices (see 3.12). As a result, candidates are continuously demonstrating

knowledge, skills, and professional dispositions through performance-based activities and practicum experiences.

In their capacity as educators of children with disabilities, the special education candidates exemplify the outcomes and qualities described in the conceptual framework. Their focus on children with special needs requires them to develop specific skills necessary to work with diverse populations and to function as leaders within each child's learning community. Additionally, in their role as special educators they learn to advocate for social justice on a daily basis. Candidates have multiple opportunities to interact with parents during IEP meetings, parent conferences, Back to School Night, and informal phone and/or e-mail conversations. Candidates also interact with other professionals at meetings and in-service programs that they attend with their mentors. Interaction with technology is a growing area of application for children with special needs, and candidates use technology for a range of purposes including instructional design and planning, resource management, instructional delivery, and individualized interventions. For example, students

- identify and use assistive and augmentative communication devices such as the Dynamo and Alphasmart keyboards in their classrooms;
- identify and utilize software applications (e.g. word prediction software, text reading software) for student reading and writing;
- become familiar with technology related to Universal Design of Learning (UDL) for helping students access the general education curriculum; and
- utilize computer resources for planning lessons (e.g., math sites linked to NCTM; rubric generators) and delivering instruction (e.g., Powerpoint, webquests).

Although the availability of technology varies across schools, Loyola College provides a highly technological environment on its own campuses, and instructors model use of technology for teaching and learning throughout coursework. In addition, all candidates have 24-hour access to all campus computer labs 7 days per week. Candidates also have web access to the Library's free, professional databases (e.g., ERIC, EBESCO, Academic Search Elite, Psychinfo, Medline, CINAHL) from any computer with internet service.

Advanced Licensure

Administration and Supervision

Students wishing to register for AD687: Internship in Administration and Supervision must be within nine credits of completing the certification requirements. Permission from the college advisor must be obtained if course work is not sufficiently complete. The internship program is described in detail at a general session held for all accepted interns prior to officially beginning the internship.

Multiple forms of performance based assessment occur during the internship. An Internship Mid-term Report (3.30) is completed by the candidate and shared with the college supervisor at a conference. At the completion of the internship, the site supervisor

and the candidate complete the Intern Performance Evaluation (3.31), which is included in the candidate's portfolio. The evaluation criteria includes quality of the initial proposal and subsequent activities, quality of the reflective journal and log, attendance and participation at seminars, end of internship reflective summary, letter of performance appraisal by site supervisor, completed portfolio, and presentation of the portfolio. The portfolio requirements are aligned with the ISLLC standards. It is evaluated by the college supervisors using the Portfolio Evaluation form (3.32). At the final seminar, candidates meet in small groups to compare and contrast their internship experiences and exchange peer feedback.

Completion of these activities assures that candidates will develop and demonstrate the knowledge, skills, and dispositions necessary to effectively fulfill school leadership roles. For example, candidates complete at least two projects that they correlate with ISLLC standards. Each ISLLC standard includes outcomes for appropriate knowledge, dispositions, and performance. Candidates select and develop one project each from either strategic leadership, instruction and curricular leadership, organizational leadership, or political and community leadership. Diversity is an integral aspect of the internship as candidates are involved with the entire faculty and student body of a school.

School Counseling

Candidates must successfully complete the Practicum before enrolling in the Internship. As noted, practicum students are evaluated by their on-site supervisor and their Loyola Supervisor using multiple components including journal entries, videotape analyses, observations, the Practicum Competencies list (3.33) and the Final Evaluation of Practicum Students (3.34). The Practicum Competencies are aligned with the CACREP Professional Standards. During the internship, candidates videotape and analyze at least five individual or group counseling sessions. The on-site supervisor and college supervisor critique the videotapes and reports and record written comments. After completing the internship, multiple forms of evaluations are used as exit criteria. Both the on-site supervisor and the college supervisor evaluate the candidate's videotape reflections and complete the Final Evaluation of Counseling Intern and School Counseling Internship Competencies form (3.35). The Loyola supervisor assigns the final grade based on his/her own evaluations and the input of the on-site supervisor. Candidates maintain a portfolio that contains all of the documentation collected throughout their program.

Reading

Entry criteria for the clinical experience include a B or better average at the completion of eleven master's level courses. An average of forty candidates per year have participated in the clinical experience and all have successfully completed the requirements. Exit requirements include the administration and scoring of formal and informal reading assessments, written logs that include reflections, formal observations, regular attendance, parent conferences, and case studies on two students. The final case study includes a summary of the instructional plan, assessment results, and a list of

developmentally appropriate instructional procedures. Candidates receive continuous feedback during conferences, daily group meetings with clinical faculty, and debriefing sessions. As described earlier, students served during the Summer Reading Clinic are reflective of the ethnic, racial, and socioeconomic diversity found in the greater Baltimore area. Approximately 10-15% of the Summer Reading Clinic students have Individualized Education Plans (IEP).

Montessori Education

Before being admitted into the Montessori practicum, the candidate must complete all field experience requirements and the required 21 credits of coursework. All candidates participate in an orientation session prior to the practicum where expectations, requirements, and assessment criteria are outlined and discussed. Assessment criteria for this clinical practice are directly related to the competencies and professional standards delineated by AMI. As previously noted, multiple assessment strategies include practicum reports, reflective journals, formal observations, and conferences. Throughout the clinical practice, candidates receive formal and informal feedback from faculty and peers. Candidates, on-site supervisors, and college supervisors participate in performance evaluation designed to enhance the candidate's knowledge and professional skills. Clinical practice requires the candidate to demonstrate ability to work successfully with a broad cross-section of students; candidate placement is predicated upon provision of the widest possible range of experiences.