

Section I: ETS Single Assessment Summary Pass Rate

	<p>HEA - Title II 2004-2005 Academic Year</p>
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Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	176
Number of Program Completers found, matched, and used in passing rate Calculations¹	176

February 14, 2006

				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills	172	172	100%	2179	2165	99%
Aggregate - Professional Knowledge	160	158	99%	1544	1497	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	172	171	99%	1852	1823	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	4			13	12	92%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				211	204	97%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	176	175	99%	2305	2219	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.



**HEA - Title II
2004-2005 Academic
Year**

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	176
Number of Program Completers found, matched, and used in passing rate Calculations¹	176

February 10, 2006

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	104	104	100%	944	923	98%
ENG LANG LIT COMP PEDAGOGY	043	6			125	117	94%
MATHEMATICS PEDAGOGY	065	4			78	76	97%
SOCIAL STUDIES: PEDAGOGY	084	14	14	100%	173	167	97%
PHYSICAL ED VIDEO EVALUATION	093	23	21	91%	92	87	95%
SPANISH: PEDAGOGY	194	1			27	24	89%
LIFE SCIENCE: PEDAGOGY	234	4			57	57	100%
PHYSICAL SCIENCE PEDAGOGY	483	3			25	23	92%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			23	23	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	105	105	100%	1118	1114	100%
EARLY CHILDHOOD EDUCATION	020	46	46	100%	247	243	98%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	6			126	122	97%
MATHEMATICS: CONTENT KNOWLEDGE	061	4			78	72	92%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	14	14	100%	174	169	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	23	23	100%	93	92	99%
BUSINESS EDUCATION	100	1			10	10	100%
MUSIC ANALYSIS	112	3			41	41	100%

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MUSIC CONTENT KNOWLEDGE	113	3			41	41	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	8			83	81	98%
ART CONTENT KNOWLEDGE	133	8			83	81	98%
SPANISH CONTENT KNOWLEDGE	191	1			30	29	97%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	1			30	29	97%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	4			53	53	100%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	4			53	53	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			12	10	83%
EARTH SCIENCE CONTENT KNOWLEDGE	571	2			4		
Other Content Areas							
HEALTH EDUCATION	550	4			11	10	91%



**HEA - Title II Follow-Up
2000-2001 Academic Year**

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	152
Number of Program Completers found, matched, and used in passing rate Calculations¹	152

November 9, 2004

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	152	148	97%	2060	1958	95%
Aggregate - Professional Knowledge	128	125	98%	1525	1487	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	207	199	96%	1876	1835	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				127	111	87%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	152	147	97%	2111	1949	92%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.



**HEA - Title II Follow-Up
2000-2001 Academic
Year**

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	152
Number of Program Completers found, matched, and used in passing rate Calculations¹	152

November 9, 2004

Type of Assessment	Assessment Code Number	Number Taking Assessments	Number Passing Assessments	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
COMMUNICATION SKILLS	500	73	72	99%	884	883	100%
GENERAL KNOWLEDGE	510	73	71	97%	888	881	99%
PPST READING	710	44	43	98%	659	634	96%
CBT READING	711	39	37	95%	479	473	99%
PPST WRITING	720	43	43	100%	687	670	98%
CBT WRITING	721	35	35	100%	444	440	99%
PPST MATHEMATICS	730	39	39	100%	634	595	94%
CBT MATHEMATICS	731	39	38	97%	486	470	97%
COMPUTERIZED PPST READING	5710	1			41	31	76%
COMPUTERIZED PPST WRITING	5720	2			42	33	79%
COMPUTERIZED PPST MATHEMATICS	5730	1			53	33	62%
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	49	48	98%	635	621	98%
ENG LANG LIT COMP PEDAGOGY	043	2			78	71	91%
MATHEMATICS PEDAGOGY	065	2			36	32	89%
SOCIAL STUDIES: PEDAGOGY	084	8			114	113	99%
BIOLOGY: PEDAGOGY	234	1			40	40	100%
PHYSICAL SCIENCE PEDAGOGY	483	1			18	16	89%
PROFESSIONAL KNOWLEDGE	520	64	62	97%	580	572	99%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			8		

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Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	49	49	100%	402	401	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	51	50	98%	608	606	100%
EARLY CHILDHOOD EDUCATION	020	67	61	91%	255	247	97%
ENGLISH LANGUAGE AND LITERATURE	040	1			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			79	75	95%
MATHEMATICS	060	3			18	18	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	3			37	37	100%
SOCIAL STUDIES	080	2			30	28	93%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	8			113	112	99%
PHYSICAL EDUCATION	090	5			11	11	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	11	11	100%	82	77	94%
PHYSICAL ED VIDEO EVALUATION	093	11	10	91%	81	79	98%
MUSIC ANALYSIS	112	1			30	30	100%
MUSIC CONTENT KNOWLEDGE	113	1			30	29	97%
ART CONTENT TRAD CRITIC AESTHETICS	132	2			61	59	97%
ART CONTENT KNOWLEDGE	133	2			61	60	98%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			36	36	100%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	1			36	31	86%
PHYSICS CONTENT KNOWLEDGE	265	1			4		

Section II: Programmatic Questions

A.1 Total number of students admitted into initial teacher preparation, all specializations, in academic year 2004-2005.	Undergraduate	694
	Post-Bachelors	41
	<u>Total</u>	<u>735</u>
B.2 Number of students in supervised student teaching in academic year 2004-2005.		176
Number of faculty members who supervised student teachers:		
➤ B.3 Full-time faculty in professional education		15
➤ B.3 Part-time faculty in professional education but full-time in the institution		3
➤ B.3 Part-time faculty in professional education, not otherwise employed by the institution		8
B.3 Total faculty student teaching supervisors		26
B.4 Student teacher/faculty ratio (divide the total in B.2 by the number of Total faculty student teaching supervisors)		
B.5 The average number of student teaching hours per week required		35
B.5 The total number of weeks of supervised student teaching required *		20
B.5 Average total number of hours required		700
C.6 Frostburg State University is accredited by the State of Maryland according to its Redesign, and recognized nationally by 14 professional content associations including ACEI and ELCC, and NCATE according to the May 2000 performance standards,		

Notes:

* Student teaching varies by program with most interns spending 20 weeks in the school.

** C.7 answered “No” -- Received permission from MSDE on 3-28-02 to delete question.

FROSTBURG State University

Mission: The College of Education is committed to preparing professionals who are able to provide outstanding instruction, service, and leadership to a diverse and global community.

Program Characteristics and Features: The Educational Unit subscribes to the motto - Linked Hands, Heads, and Hearts: Building Powerful Learning Communities. Performance assessments are used to affirm that graduates have met the Unit Outcomes by exhibiting characteristics that demonstrate they are prepared to be Dedicated Professionals, Instructional Leaders, Continuous Assessors, Educational Advocates, Collaborative Bridge Builders, and Reflective Decision Makers. The following programmatic features are among those which identify the uniqueness of this educational unit and lead to the success of its candidates: programs are based on proven national and state standards; candidates must have a strong background in content areas; teaching skills are developed in multiple field experiences using the Professional Development School model; candidates develop instructional strategies to maximize the learning for all students, including those of diversity and those with special needs; candidates are helped to develop or enhance dispositions that are consistent with codes of ethics and professionalism; all programs use technology to improve instruction and teach candidates to apply technology to their own instruction.

Student Characteristics: In 2004-2005, 735 candidates were admitted and enrolled in undergraduate and graduate initial teacher education preparation programs. Most candidates are traditional age (17 to 23), enrolled full-time, live on-campus or the surrounding campus community, and are Maryland residents (91%).

Admission Requirements

Admission to Teacher Education Phase I and Phase II: To be approved for admission to teacher education program, applicants for admission to Phase I must have achieved at least 45 credits, earned at least a 2.5 GPA in all previous course work, and passed the Praxis I tests. For Phase II, applicants must have achieved at least 60 credits, earned a C or better in all Phase I courses, maintained a cumulative GPA of 2.5 or higher, and completed 75% of a specialization.

Teacher Education Phase III: Candidates must have achieved at least 90 credits, earned at least a 2.6 cumulative GPA, and achieved a GPA of 2.75 or better in all required education courses and those in their content major or area of specialization.

Accreditation: Frostburg State University is accredited by the Middle States Association of Colleges and Universities. Its teacher education programs are accredited by the state of Maryland (under the Redesign for Teacher Education) and the National Council of Accreditation for Teacher Education (NCATE.) Further, the education programs at Frostburg State University are recognized by fourteen professional content area associations which offer national recognition for being compliant with national standards.

Teacher Education Vision: The College of Education at Frostburg State University will build upon the rich heritage and excellent reputation as a professional preparation institution in teacher education to position itself as an institution nationally recognized for developing outstanding professionals.

Best Practices

- Program Outcomes are measured according to performance-based standards.
- Classroom experience in the real world of teaching is integrated throughout teacher preparation program.
- Strong academic background and technology are applied to instruction.
- Assessments drive instruction and validate the needs for subsequent instruction.
- All candidates participate in an extensive two-semester internship in professional development schools.
- Candidates are assessed in their ability to impact student learning and performance.

Notable Features and Accomplishments

- Our institutional programs in service learning received a national award.
- All candidates participate in some type of field experience in urban settings.
- Over the past several years, teacher education has received over \$800,000 in collaborative and other type grants to infuse technology and special education instruction throughout the education programs and public schools.
- The Master of Arts in Teaching - Secondary (MAT-Sec/K12) began in the USM Center at Hagerstown during the summer of 2005. The elementary version of this program (MAT-Elem) continues to successfully prepare a number of Elementary School teachers at USMH.

Section III: Contextual Information

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Frostburg State University (FSU) offers 43 undergraduate majors and four graduated degree programs with sixteen concentrations. Its beautiful 260-acre campus in the Maryland mountains is 150 miles west of Baltimore and Washington. Largely a residential undergraduate institution, FSU also serves as the region's premiere educational and cultural center. Facilities include a state-of-the-art Performing Arts Center, fully equipped physical education center, computer labs and the largest reference library in western Maryland. Student/faculty ratio: 18 -1. Eighty six percent of faculty has doctorates. An honors program, undergraduate research opportunities, and study abroad venues are available. Frostburg offers strong programs in the liberal arts, education, business administration, computer science and environmental studies along with extensive student services, cultural events and Division III sports.

Founded in 1898, Frostburg State University is a comprehensive, Masters I, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area. Located in a rural area, FSU serves as a premier educational, economic, and cultural center for Western Maryland. FSU attracts advanced learners and provides educational opportunities for students from nontraditional and minority populations and from rural and metropolitan areas, creating a student body of 5,327 reflective of contemporary multicultural society.

The primary program emphasis is undergraduate education. Graduate studies and research also constitute significant components of the educational enterprise, enrolling students in advanced study consistent with the needs of the region and state. Scholarly activity, including undergraduate and graduate research, the application of technology, and community and professional service by faculty is also indispensable to the vitality of the university. In order to prepare a well-trained workforce and contribute to economic development, teaching and research are the most important professional activities and responsibilities of the faculty. Students expand their knowledge, understanding, communication skills, and appreciation for cultural diversity in a supportive environment.

Approved teacher education programs leading to certification are offered in Early Childhood/Elementary Education, Elementary Education, Secondary Education (biology, business education, chemistry, English, foreign languages – French and Spanish, earth science, mathematics, physics, social studies), and K-12 Education (art, music, health and physical education).

Elementary Education candidates complete a 24-hour content specialization in their choice of fields including: language arts, social studies, mathematics, or science. Early Childhood/Elementary Education candidates complete 24-hours specialization in their field. Those candidates pursuing K-12 and Secondary programs complete majors in their fields along with the professional education sequence.

All candidates have requirements for admission to each phase of the teacher education program. The requirements: passing Praxis I, fulfillment of university general education program requirements, achievement of a 2.5+ GPA, and performance of program outcomes. To complete the program, candidates must attain a passing score on Praxis II and complete their portfolio.

For those who have earned an undergraduate degree, the Master of Arts in Teaching, an intensive thirteen-month initial certification program, prepares qualified individuals for performance as effective teachers in elementary and secondary school. The program includes extensive work in Professional Development Schools and requires the full-time commitment of the candidate.

The Dean of the College of Education has full responsibility to administer all programs leading to certification. Responsibility for recommending candidates for certification resides in the College of Education.

Section IV. Certification.

Frostburg State University

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Dr. Kenneth D. Witmer, Jr. _____ Name of responsible institutional representative for teacher preparation program

Interim Dean _____ Title

Certification of review of submission:

_____ (Signature)

Dr. Catherine R. Gira _____ Name of President/Chief Executive (or designee)

President _____ Title