

## **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:** We subscribe to our motto - Linked Hands, Heads, and Hearts: Building Powerful Learning Communities. Our performance measures and benchmarks affirm that the graduates have exhibited these program outcomes—Dedicated Professional, Instructional Leader, Continuous Assessor, Educational Advocate, Collaborative Bridge Builder, and Reflective Decision-Maker. Our programs are predicated on performance standards; strong academic backgrounds in content areas; solid skills in teaching learned during multiple field experiences usually in Professional Development Schools; application of sound assessment practices; a capacity to adjust instruction to maximize learning for all students including diverse populations and those with special needs; dispositions consistent with codes of ethics, advocacy, and professionalism; and application of technology to instruction.

**Student Characteristics:** In 1999-2000, 666 candidates were admitted to undergraduate teacher education programs. Most candidates are traditional age (17 to 23), enrolled full-time, live on-campus or the surrounding campus community, and are Maryland residents (88%).

### **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 at least a 2.5 GPA, and completed at least 50% of their content major or specialization.

**Teacher Education Phase II and III (Internship I and II):** Candidates must have achieved at least 90 credits, earned at least a 2.6 GPA, and completed at least 75% of their content major or specialization.

**Accreditation:** Frostburg State University is accredited by the Middle States Association of Colleges and Universities. Its teacher education programs are accredited by the Maryland State Department of Education.

**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.
- Assessment drives instruction and validates the needs for subsequent instruction.
- All Early Childhood/Elementary education candidates participate in an extensive two-semester internship in professional development schools.
- Candidates are increasingly measured by their ability to impact student learning and performance.

### **Notable Features and Accomplishments**

- Service learning experiences are provided. Our institutional programs in service learning received a national award.
- Teacher Education achieved \$750,000 in collaborative grant awards to infuse technology throughout our programs and in the public schools.
- Teacher Education is participating as a pilot program for the NCATE/ACEI performance standards. Eight of our other teacher education programs met the standards of their profession and are nationally recognized.

# Frostburg State University

## Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 1999-2000      Testing Period: 10/99-9/00      Number of Program Completers: 167

Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate <sup>1</sup>	Statewide Pass Rate
<b>Basic Skills</b>					
COMMUNICATION SKILLS	500	159	158	99%	99%
GENERAL KNOWLEDGE	510	158	157	99%	99%
PPST READING	710	5			94%
CBT READING	711	1			95%
PPST WRITING	720	5			95%
CBT WRITING	721	1			96%
PPST MATHEMATICS	730	5			92%
CBT MATHEMATICS	731	1			92%
<b>Professional Knowledge</b>					
SOCIAL STUDIES: PEDAGOGY	084	1			95%
BIOLOGY PEDAGOGY	234	1			100%
PHYSICAL SCIENCE PEDAGOGY	483	4			90%
PROFESSIONAL KNOWLEDGE	520	154	152	99%	98%
<b>Academic Content Areas</b>					
EDUCATION IN THE ELEMENTARY SCHOOL	010	100	94	94%	97%
EARLY CHILDHOOD EDUCATION	020	87	73	84%	95%
BIOLOGY AND GENERAL SCIENCE	030	1			100%
ENGLISH LANGUAGE AND LITERATURE	040	6			99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			97%
MATHEMATICS	060	2			100%
SOCIAL STUDIES	080	11	10	91%	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			89%
PHYSICAL EDUCATION	090	21	20	95%	92%
PHYSICAL ED: CONTENT KNOWLEDGE	091	1			94%
MUSIC EDUCATION	110	6			83%
MUSIC ANALYSIS	112	1			
ART EDUCATION	130	2			100%
ART CONTENT TRAD CRITIC AESTHETICS	132	2			68%
ART CONTENT KNOWLEDGE	133	2			100%
SPANISH	190	4			91%
SPANISH CONTENT KNOWLEDGE	191	1			

1. "Pass rates will be computed using the "rule of 10." In order for data on an assessment to be reported, there must be at least 10 program completers taking that assessment in an academic year.

## Aggregate and Summary Institutional-level Pass-rate Data: Regular Teacher Preparation Program

Academic Year: 1999-2000      Testing Period: 10/99-9/00      Number of Program Completers: 167

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Aggregate - Basic Skills	165	164	99%	96%
Aggregate - Professional Knowledge	160	158	99%	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	250	223	89%	95%
<b>Summary Totals and Pass Rates</b>	<b>166</b>	<b>153</b>	<b>92%</b>	<b>92%</b>

## Contextual Information

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 1999-2000	666
S.2 Number of students in supervised student teaching in academic year 1999-2000	167
Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	12
➤ S.3B Part-time faculty in professional education but full-time in the institution	4
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	10
S.4 Total faculty student teaching supervisors	26
S.5 Student teacher/faculty ratio	6.4
S.6A The average number of student teaching hours per week required	35
S.6B The total number of weeks of supervised student teaching required	14
S.7 Average total number of hours required	490

*Student teaching varies by program with most being 14 weeks. Beginning with the 1999-2001 catalogue, ECE/ELEM and ELEM student teaching have been extended to 20 weeks.*