

# College of Education

## Mission

The College of Education is committed to preparing professionals who provide excellent instruction, service, and leadership to a diverse and global community.

## Vision

The vision of the College of Education at Frostburg State University is to build upon its rich history of teacher education and position itself as a national exemplar of quality professional preparation programs.

## Goals

Goals for the College of Education are:

1. To provide programs of exceptional quality based on national standards that meet the needs of the state and region.
2. To assure that all graduates are capable of providing leadership in their professions.
3. To assure that all graduates are dedicated professionals committed to the success of all their clients.
4. To assure that all graduates are fully prepared for their professional responsibilities and that they are committed to continually assess their own professional development.
5. To assure that all graduates can reflect on their own professional practice and can make changes based on that reflection.
6. To instill in our graduates a sense of advocacy for their profession, all their clients, and their communities.
7. To instill and develop habits of collaboration in our graduates.
8. To build and enhance collaboration with our professional community, including the faculty in liberal arts and sciences.
9. To assure that all graduates are prepared to meet the challenges of a changing global community.
10. To provide for continuous review of our programs by the professional communities we serve and to use the results of the review for program improvement.

## Teacher Education 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.

# FSU's Teacher Education Report Card

## Contextual Information

Total number of students admitted into teacher preparation, all specializations, AY 2003-2004	744
Number of students in supervised student teaching	136
Number of faculty members who supervised student teachers:	
Full-time faculty in professional education	16
Part-time faculty in professional education but full-time in the institution	4
Part-time faculty in professional education, not otherwise employed by the institution	4
Total faculty student teaching supervisors	24
Student teacher/faculty ratio	5.7
The average number of student teaching hours per week required*	35
The total number of weeks of supervised student teaching required	20
Average total number of hours required	700

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

## Individual Assessments completed by 10 or more students

Type of Assessment	Frostburg State University			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>						
ELEM ED CONTENT AREA EXERCISES	106	105	99%	1061	1035	98%
<b>Academic Content Areas</b>						
ELEMENTARY ED CONTENT KNOWLEDGE	107	106	99%	1187	1183	100%
EARLY CHILDHOOD EDUCATION	55	54	98%	241	238	99%

## Aggregate and Summary Institutional-level Pass-rate Data: Regular Teacher Preparation Program Academic Year: 2003-2004

**Number of Program Completers: 136<sup>1</sup>**

Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Statewide Pass Rate
Aggregate - Basic Skills	136	135	99%	99%
Aggregate - Professional Knowledge	123	122	99%	97%
Aggregate - Academic Content Areas**	132	130	98%	98%
<b>Summary Totals and Pass Rates<sup>5</sup></b>	136	133	98%	96%

See College of Education web site for detailed report.

\*\*Math, English, Biology, etc.

<sup>1</sup> 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.

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

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

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

<sup>5</sup> 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.