Organization of the Addendum

The Addendum follows the format of the BOE Offsite Report. The page numbers in the Report and Evidence to be addressed in the Addendum are highlighted.
The knowledge base is appropriate with recent references for the middle school program but less current references for the other two programs.

RESPONSE:
Following is an updated listing of the references for the Early Childhood Education and Elementary Education programs. The references are organized by the Conceptual Framework outcomes.

Outcome #1 – Subject Matter Knowledge


Outcome #2 – Technology


Outcome #3 – Pedagogical Competence

A. Child Development and Learning


B. Curriculum and Pedagogy


C. Assessment: Principles and Practices


D. Classroom Management


Outcome #4 – Professionalism


Outcome #5 – Communities and Cultures


**Field Experiences/Clinical Practice**


Character Development Partnership is new this year. Onsite team should check further into the partnership and how the caring theme is integrated into the Conceptual Framework. The partnership with service learning should be explored as well.

**RESPONSE:**

The SOE’s partnership with the Maryland Center for Character Education is in the developmental stages. Two SOE faculty members and the Interim Dean serve on the Center Advisory Board. Stevenson University hosts the awards ceremony which recognizes Maryland Schools of Character. At the 2010 ceremony, two candidates, in collaboration with two midshipmen from the U.S. Naval Academy, facilitated a discussion on bullying for students who attended the ceremony. Additional activities with the midshipmen are in the planning stages. The partnership with the Maryland Center for Character Education will be further validated during the on-site interview with the Maryland Center for Character Education at Stevenson University Board members.

The caring theme is integrated into SOE coursework, assignments, projects and events and is demonstrated by SOE faculty in all interactions with candidates. The integration of the caring theme will be further validated during the on-site interviews with candidates and faculty.

The school-wide service learning projects, conducted collaboratively by all interns in each PDS, will be validated during interviews with candidates and PDS faculty and administrators. Examples of these projects will be available for on-site review.
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Page 3:

1. Addition of Middle School Program. What were the circumstances and/or program evaluations that resulted in the addition of the Middle School Program?

RESPONSE:
Schools and colleges of education were encouraged to develop middle school teacher preparation programs for Grades 4-9 when the Maryland State Department of Education (MSDE) announced that Elementary Education certification grade bands would change from ‘Grades 1-6 and Middle School’ to ‘Grades 1-6’. In 2008, Stevenson University responded to this need by developing the first state-approved Middle School Program in Maryland.
The circumstances related to the addition of a Middle School Program will be further validated during the on-site interview with Dr. Nancy Grasmick, Maryland State Superintendent of Schools.

Page 12

Assessment rubrics. What are the 6-8 assessments that eventually will be submitted for SPA review for NMSA?

RESPONSE:
The following assessments have been identified as key assessments in the Middle School Program and will be submitted to the National Middle School Association for review:
Praxis II:
  Middle School Ed: English Language Arts and Middle School Ed: Social Studies or
  Middle School Ed: Mathematics and Middle School Ed: Science
Content Area Plan
Ultimate Lesson Plan
Final Internship Evaluation (from University supervisor and school supervisor)
Action Research Project
Exit Portfolio (standards-based)
Exit Interview (standards-based)

Middle School Content Area Plan. What does the additional information indicate in the Content Area Plan? How does the unit plan to use the disaggregated data by the performance levels and the particular standards/categories of the scoring guide for program improvement?

RESPONSE:
The scoring rubric for the Content Area Plan is aligned with NMSA standards. Candidates complete the Content Area Plan in one course, Educational Psychology. Review of data for this assessment revealed that additional data were necessary in order to adequately assess candidates in their content areas. Therefore, a change was made in the Middle School program to require that all candidates complete a Content Area Plan in each of their two methods courses. This will provide the SOE with a reasonable amount of data that can be disaggregated by NMSA standards and allow for appropriate program improvements.

Middle School Program. What do the recent assessment data reveal about the middle school program candidates? What does the action plan developed as a result of analyzing the 2009-2010 data indicate?
RESPONSE:
Recent assessment data for Middle School candidates reveal that on the Year 3, spring final evaluations completed by University and school supervisors in May 2010, the eight middle school candidates demonstrated the required knowledge, skills and dispositions at the acceptable level to advance in the Middle School Program into Internship I in fall 2010.

Data from Internship I evaluations, collected in December 2010, indicate interns demonstrate the following strengths:
Know a variety of teaching/learning strategies
Are positive and enthusiastic about all young adolescents
Believe that all young adolescents can learn and accept responsibility to help them do so
Understand the team process as a structure for school improvement and student learning
Understand that middle level curriculum should be relevant, challenging, integrative and exploratory
Value the importance of ongoing curriculum assessment and revision
Value the need for providing and maintaining environments that maximize student learning
Value learning as a life-long process

The following areas were noted for improvement:
Create learning opportunities that reflect an understanding of the development of all young adolescent learners
Apply knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction
Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education
Understand multiple assessment strategies that effectively measure student mastery of the curriculum
Know how to use content knowledge to make interdisciplinary connections
Know a wide variety of teaching, learning and assessment strategies and when to implement them
Communicate assessment information knowledgeably and responsibly to students, families, educators, community members and other appropriate audiences
Know how to communicate effectively with family and community organizations
Provide all young adolescents with multiple opportunities to learn in integrated ways

Middle School faculty will review key assessment data, including the newly revised process for implementing the Content Area Plan in all methods courses, in May 2011, and develop a detailed action plan for Middle School program improvement to be implemented in fall 2011.

Early Childhood Program. What is the status of the early childhood program concerns noted in SPA program review? Has the alignment of assessments, scoring guides, and data tables to NAEYC standards and key elements been addressed for Standards 2 and 5?

RESPONSE:
SOE faculty are revising key assessments in response to conditions identified in the NAEYC program report. The report will be submitted by the March 15, 2011 deadline. The SOE will submit an additional assessment, the Internship Service Learning project, which aligns with NAEYC Standard 2: Building Family and Community Relationships. Through this project, candidates create respectful, reciprocal relationships that support and empower families, and involve all families in children’s development and learning. This assessment has been an Internship requirement for many years, but has evolved to more closely align with NAEYC standards. Additionally, a rubric was developed to align with NAEYC Standard 2 which will demonstrate candidates’ ability to know and understand the complexity of the family and community involvement in education. To address Standard 5: Becoming a Professional, Early Childhood faculty realigned the rubric for the Internship Final Evaluation, as recommended in the report.
Elementary Education. What is the status of the areas for consideration noted in the Elementary Program report? “Fine Arts curriculum is limited: Have there been any changes made in the program?

RESPONSE:
Stevenson University’s course, Creative Development in the Elementary School, has undergone extensive changes in content, presentation and candidate performance expectations during the past five years. The first revision occurred with the change of instructor in 2005. As a certified K-12 music educator and former elementary school principal, the current instructor brings a unique insight into the basic concepts, performance and integration of arts education in the elementary school.

The course highlights the elemental concepts that form the basis of visual arts, music, dance and theater. Each art form is presented, experienced, studied and performed in light of its use of the elemental concepts and its impact on communication for both the candidate and the elementary classroom. International art forms are examined and studied within the elemental concepts of the art form and their unique interpretation within the cultures. Respect and appreciation for the international arts are developed through recognition of the similarities and differences between the cultures’ art forms.

Master works in visual arts, music, theater and dance are studied in the classroom, presented by the candidates through international music studies, artistic monologues, and artistic favorites and are examined for their brain-based impact on learning. The emphasis on these presentations is the art form itself; however, historic, cultural and personal events of importance are also examined to understand the interrelationships of life and the arts. Following the presentations, candidates apply the components or skills presented in the master works through performance. Direct applications of the presentation to extend the curriculum and enrich the classroom are made for each presentation.

The master works are also experienced through optional Learning Beyond experiences that include attendance at concerts and dance programs by the Baltimore Symphony Orchestra, operas by the Baltimore Opera and Peabody Conservatory of Music, theater presentations by London’s Globe Theater and Stevenson University’s Theater Department, and museum attendance at the Walter’s Museum, the Baltimore Museum of Art, the Louvre in Paris France, the Uffizi Gallery in Florence Italy, and the Tate and British Museums in London England. Special considerations for utilizing those master works within the elementary classroom are included in each of these experiences. Attention is also given to techniques for how to prepare children to attend special performances or events both within and beyond the school.

Candidates perform in groups or individually within the college classroom to demonstrate performance skills in drawing, painting, photography, singing, dancing, conducting, playing instruments and acting. Expertise is not the goal of these performances, but a willingness to experience the arts through performance. Many candidates demonstrate skill within one or several of the art forms. Candidates develop and present techniques that integrate the arts into reading, language arts, mathematics, science or social studies classes to enrich and extend the basic curriculum for children.

Creativity and personal expression are emphasized throughout the course. Candidates have numerous opportunities to select or create original projects to demonstrate their creativity and unique forms of communication through the arts. Developing a PowerPoint with commercial or edited personal photography, art work and integrated music provides an opportunity for candidates to express deeply personal and emotion-filled content. The arts enable them to communicate their inner thoughts in a creative and unique way. Candidates’ projects will be available as on-site evidence.
Roles of Full-time Faculty and Adjunct Faculty. What is the status of faculty/staffing issue that was raised in the comments section of the Program Report when reviewers asked for a clear delineation of the full-time faculty members and adjuncts?

RESPONSE:
There are five full-time faculty members (one faculty member resigned in Nov. 2010) and in fall 2010, there were 31 adjunct faculty members. Most of the courses taught by full-time faculty, i.e., *Curriculum Principles and Practices, Philosophy of Education, Educational Psychology* and *Principles of Special Education*, include candidates in all three programs due to the overlap in the grade level bands for Early Childhood Education (PreK-Grade 3), Elementary Education (Grades 1-6) and Middle School (Grades 4-9). One full-time faculty member teaches the mathematics methods courses in all three programs. Another full-time faculty member teaches the social studies methods courses in the Elementary and Middle School programs. All other methods courses in the Early Childhood, Elementary and Middle School programs are taught by early childhood, elementary and middle school teachers in our PDSs. The four MSDE-approved reading courses for Early Childhood and Elementary candidates are taught by one full-time faculty member and teachers in our PDSs. All of the Middle School reading courses are taught by teachers at Pikesville Middle School.

Unit’s Conceptual Framework. Has the research base/bibliography for the Conceptual Framework been recently updated to align with the updates in course syllabi?

RESPONSE:
The bibliography for the Conceptual Framework has been updated to align with course syllabi. See Conceptual Framework, Page 2, Response.

Reading Faculty. What data were collected from reading faculty’s summer meeting? Were any changes made from this meeting? Were any changes made to course syllabi (ED 266 and ED 267)

RESPONSE:
The Reading faculty met during spring and summer 2005 to revise the four MSDE-required reading courses in the Early Childhood and Elementary programs to meet new state guidelines. These courses were approved in January 2006. This group continues to meet each summer to re-examine the reading courses to ensure there is no overlapping of course content, assignments or materials. These meetings are a result of a review of data from course evaluations indicating some repetition and similarities in assignments and content, in particular in *ED 330 Processes and Acquisition of Reading* and *ED 331 Instruction of Reading*. Recent data indicate the content of each reading course more closely aligns with specific objectives, outcomes, activities and assessments, and that little, if any, overlapping exits.

In fall 2009, Reading faculty met with the University’s librarians to review and update the supplemental materials on reserve that supported the reading curriculum. As a result of this meeting, all of the supplemental reading materials have been organized to align to the specific reading courses. Changes in the course content and assessments are on-going. Examples of changes include the following:

- Aligned course content more closely with Maryland State Department of Education reading standards and the SOE outcomes.
- Developed standardized scoring tools for all sections of each course
- Added assignments to connect classroom teaching to field experience thus providing practical application of course content
- Reviewed several texts and identified those that best supported the content and curriculum of the reading courses.
• Continue to examine new texts, technology and other supplemental materials that reflect current trends and expectations to ensure course curriculum is updated and innovative.
• Selected of a common textbook for ED 330 Processes and Acquisition of Reading and ED 331 Instruction of Reading.

The following changes were made from fall 2009 to fall 2010 semesters in ED 266 Reading in the Content Areas: Middle I and ED 267 Reading in the Content Areas: Middle II, the two MSDE-required Middle School reading courses:

• Candidates modify a text selection based on specific needs of students, including ESL, Gifted and Talented, IEP and students with visual or hearing disabilities. This assignment included presentations to the class and discussion of reasons for specific modifications.
• Candidates analyze a variety of text samples to identify the organization structure of the text, identify appropriate graphic organizers for the type of text presented and justify the reasoning for selecting such organizer.
• Candidates develop a comprehensive CARI, however, they no longer administer the CARI to a select group of students.
• Candidates promote the Author in Residence program at Pikesville Middle School
• Best Practices in Adolescent Literacy Instruction edited by Kathleen A. Hinchman and Heather K. Sheridan-Thomas, is included as a required textbook.
• Course assignments align with standards
RESPONSE:
All evidence will be validated during the on-site interviews with the Assessment Coordinator and program faculty.
5. PDS Schools/Field Experience Schools/Public and Private Partners. Where are the sites where students complete their practical experience and which ones are the partnership sites?

RESPONSE:
Candidates complete year-long internships (practical experience) in Professional Development Schools (PDSs). (Some Year 2 and Year 3 candidates also complete field placements in these schools.) Following is a listing of Stevenson University’s PDSs:

<table>
<thead>
<tr>
<th>2010-2011 Professional Development Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Bedford Elementary</td>
</tr>
<tr>
<td>Carrolltowne Elementary</td>
</tr>
<tr>
<td>Cedarmere Elementary</td>
</tr>
<tr>
<td>Chatsworth School</td>
</tr>
<tr>
<td>Essex Elementary</td>
</tr>
<tr>
<td>Homestead-Wakefield Elementary</td>
</tr>
<tr>
<td>Mechanicsville Elementary</td>
</tr>
<tr>
<td>Perry Hall Elementary</td>
</tr>
<tr>
<td>Pikesville Middle School</td>
</tr>
<tr>
<td>Sparks Elementary</td>
</tr>
</tbody>
</table>

Partnership sites are schools where candidates complete field experiences in Year 1, Year 2 and Year 3 in their programs. Following is a listing of Stevenson University’s partnership schools:

<table>
<thead>
<tr>
<th>Fall 2010 Partnership Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Deer Park Elementary</td>
</tr>
<tr>
<td>Fort Garrison Elementary</td>
</tr>
<tr>
<td>Garrison Forrest</td>
</tr>
<tr>
<td>Jewish Community Center (Year 1 only)</td>
</tr>
<tr>
<td>New Town Elementary</td>
</tr>
<tr>
<td>Odyssey School</td>
</tr>
<tr>
<td>Pinewood Elementary</td>
</tr>
<tr>
<td>Pot Springs Elementary</td>
</tr>
<tr>
<td>Randallstown Elementary</td>
</tr>
<tr>
<td>Riverview Elementary</td>
</tr>
<tr>
<td>The SEED School of Maryland</td>
</tr>
<tr>
<td>Timonium Elementary</td>
</tr>
</tbody>
</table>

6. Diversity in Clinical/Field Experience Sites. Does the unit have additional evidence of how the unit verifies and tracks the diversity composition of its candidates’ field and clinical experience placements?

RESPONSE:
The Field Placement Director maintains a database of all candidates’ field experience placements. The database includes counties, schools and grade levels, beginning with the Early Childhood candidates in Year 1, spring semester through program completion. Elementary and Middle School candidates are entered into the database in Year 2, fall semester. To further ensure that candidates complete diverse placements, specific schools are identified for Year 1, Year 2 and Year 3 placements. (These schools were identified after a review of school demographics.) School demographics are also taken into consideration prior to the addition of partnership schools. In Year 4, all candidates complete a year-long internship in a Professional Development School.

Additional evidence will be validated during the on-site interview with the Field Placement Director.

8. Remediation Plans. Does the unit have examples of feedback that candidates are given in post observation conferences?

RESPONSE:
Following are three examples of remediation plans developed collaboratively with faculty and candidates. The plans vary and reflect the individual needs of candidates.

Remediation Plan #1: This plan was created by the University supervisor and school supervisor/mentor teacher for all interns at Sparks Elementary who do not demonstrate satisfactory progress.

Post Observation Conference with School Supervisor/Mentor Teacher and University Supervisor
Conference with the mentor teacher and intern following the initial mentor teacher/intern post observation conference

- Discussion of the lesson by the mentor teacher and the intern highlighting the strengths of the lesson, areas that may require refinement and areas for improvement
- Modeling by the mentor teacher or university supervisor of specific teaching strategies to address identified areas of refinement or improvement
- Review of available teaching resources associated with the reviewed lesson
- Schedule a pre-observation conference for the intern to demonstrate how he/she addresses the identified needs in planning for a future lesson
- Identify strengths of the lesson to be taught and offer suggestions on lesson components, such as materials, teaching strategies, alignment of objective and assessment strategies
- Schedule another pre-observation conference to review modifications suggested as a result of the initial pre-conference, if necessary
- Observe the teaching of the planned lesson

Remediation Plan #2: This is an example of plan developed by the University supervisor, school supervisor/mentor teacher and one candidate. This plan includes written communication with the candidate and requires the candidate to sign the agreement to ensure the candidate is clear about the requirements to be completed.

Comments from the University Supervisor

Cassie, I need to talk to you about what is happening in your classroom. I am not sure why you have made changes to your teaching. According to your past lesson plans and observations, you did have an understanding of best practices in teaching, including planning and creating materials ahead of time, modeling, providing positive reinforcement and teaching to all types of learners. However, recently Mrs. L and I have observed changes in your behaviors. For example, today you gave the children directions with no support and expected that the children would have time to cut apart the pages, keep their pieces separate and have time to complete this task. You did not have bags or color code the pieces. It appears you have lost focus on the developmental level of your students. When the children were taking turns standing and sharing, a child in the front shared a “statement” from his paper. You did not hear the child so you said, “What was that
question again’’? This would not be a problem but you were teaching a lesson on types of statements. Mrs. L also commented that she continues to find numerous errors on your graded math assessments. She feels as if you are talking at the children and not providing time for questions. Mrs. L and I expect to see improvements next week. If you need help with anything, Mrs. L and I will gladly help you. Make the changes and let’s see this through.

Written Plan: The following requirements must be completed in order for _____ to successfully complete Internship II:

1. Carefully grade all students’ work
2. Stay at school in the afternoon or take home materials so you are totally prepared for the following day. This includes creating and copying handouts.
3. Speak kindly to the children at all times.
4. Prepare a plan book with objectives, procedures/resources, and assessments for a week and should be available for review on Monday. If this does not seem to provide sufficient planning, you may be asked to write complete informal lesson plans for all lessons.
5. Pre- read all materials/ stories/ content before teaching.
6. Check emails and respond within 24 hours.
7. Check Blackboard at least once a week for updates and information.
8. Contact Mrs. F and Mrs. L if you will be late or absent from required hours or events. Contact by phone and email PRIOR to events.

I have reviewed these requirements and understand the implications for completing the Internship and Seminar courses. I also understand that not fulfilling these requirements will result in failing grades, unsatisfactory recommendations and the inability to complete the education program by May of 2010.

Candidate’s Signature __________________________ Date ____________
University Supervisor’s Signature ______________________ Date ____________
School Supervisor’s Signature ________________________ Date ____________

Remediation plan #3: Following is a day-by-day plan detailing the candidate’s responsibilities for two months. This plan was developed by the intern, University supervisor and school supervisor/mentor teacher.

<table>
<thead>
<tr>
<th>March</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:00- 3:30</td>
<td>In school 8:30- 3:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meeting 2 pm Dr. K</td>
<td>Meeting Mrs. G- interviewing</td>
<td>Faculty am meeting</td>
<td>Baltimore County Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference workshop 3:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td>In school 8:30- 3:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SIT Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>--------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>In school</td>
<td>8:30- 3:30</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>In school</td>
<td>8:30- 3:30</td>
</tr>
<tr>
<td>April</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>2</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>3</td>
<td>In school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Baltimore County Spring break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>21</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>24</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>SIT Meeting</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td>28</td>
<td>In school</td>
<td>8:30- 3:30</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>In school</td>
<td>8:30- 3:30</td>
<td></td>
<td>May 1</td>
<td>In school</td>
<td>8:30- 3:30</td>
</tr>
</tbody>
</table>

I, ____________, sign this schedule with the intention of meeting all requirements.

Intern Signature_____________________________________________ Date___________________
9. Candidate Feedback. Does the unit have examples of feedback that candidates are given in post-observation conferences?

RESPONSE:
Following are two examples of feedback given to candidates after the supervisor has observed a lesson. Supervisors select one of two forms to provide feedback to candidates. Additional evidence will be available in candidates’ portfolios.

Example #1: Following is an example of feedback provided to an intern.

---

**LESSON OBSERVATION CHECKLIST**

Candidate: Megan  Date: October 5th, 2010

Course: Senior Seminar  Age/Grade: K

Activity/Lesson: Shared Reading  Observer:

School: ___________________________  School Supervisor: ____________

<table>
<thead>
<tr>
<th>PLANNING AND ORGANIZATION</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed written activity/lesson plan</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Aligned outcomes, objectives, assessments, and procedures</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Included developmentally appropriate activity</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Utilized creativity in planning</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Planned differentiated instruction</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Aligned outcomes, objectives, assessments, and procedures</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Incorporated appropriate accommodations for students with exceptionalities (IEPs and 504 plans, Gifted &amp; Talented, ELL)</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
<tr>
<td>Utilized additional professional resources and/or personnel</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented objectives</td>
<td>☑️</td>
</tr>
<tr>
<td>Provided accurate content</td>
<td>☑️</td>
</tr>
<tr>
<td>Provided motivation/anticipatory set</td>
<td>☑️</td>
</tr>
<tr>
<td>Assessed and incorporated students’ prior knowledge</td>
<td>☑️</td>
</tr>
<tr>
<td>Connected learning to real-world context</td>
<td>☑️</td>
</tr>
<tr>
<td>Utilized varied strategies to teach content/concept</td>
<td>☑️</td>
</tr>
<tr>
<td>Provided differentiated instruction for students’ learning needs</td>
<td>☑️</td>
</tr>
<tr>
<td>Implemented accommodations f students with exceptionalities (IEP and 504 plans,</td>
<td>☑️</td>
</tr>
</tbody>
</table>
Gifted & Talented. (ELL)
Modified activity/lesson plan when needed
Encouraged higher order thinking skills (problem-solving, questioning, etc.)
Provided wait-time
Utilized appropriate pacing
Created continuity among lesson components
Included formal and informal assessments
Modified teaching strategies based on assessment
Included closure or summary
Organized and utilized materials
Attained lesson objectives
Utilized technology

CLASSROOM MANAGEMENT
Created a positive learning environment
Held the interest of the group
Maintained on-task behavior
Established and maintained consistent expectations
Utilized a variety of strategies to manage student behavior
Maintained positive management of the group
Utilized management transitions (before, during, and after instruction)

PROFESSIONAL CHARACTERISTICS
Preparation for instruction
Use of standard English when speaking
Use of standard English when writing
Use of appropriate voice, rate, and inflection
Use of appropriate and effective non-verbal communication
Display of energy and confidence when teaching
Acceptance of constructive criticism

REFLECTIVE PRACTITIONER
Implemented previous suggestions
Identified strengths/weaknesses of the lesson
Identified personal and/or professional strengths and weaknesses
Set goals for future professional growth and development

Comments:
Megan, today you taught a wonderful shared reading lesson. You were well planned and creatively connected the various parts of this Baltimore County designed lesson. The motivation that you planned was both instructional and enticing for the children. Two major strengths were quite evident during today’s lesson. The first strength was your perfect use of positive reinforcement. You used this mode of management appropriately 21 times in a 20 minute lesson. The second strength, one of the major factors in your success today, was your clear directions and set-up for each transition in the lesson. These two facets of your teaching benefited the children’s learning and the flow of the lesson. Your willingness to reflect and your openness to suggestions will be a great asset to you this year.

Suggestions for Growth:
As we discussed, it will be our plan to look for ways to step outside the box to increase creativity and student participation. This will be fun!

Student Comments (OPTIONAL):

Supervisor’s Signature: ___________ Date: 10/11/2010
Teacher Candidate’s Signature: ________________________ Date: ______________
Explanation of Descriptors of Competence

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>The candidate’s performance did not contain the element because it was not needed and/or appropriate at this time.</td>
</tr>
<tr>
<td>Stage 1</td>
<td>The candidate’s performance provides little or no evidence of application of the element. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate’s performance provides little of no evidence of applying the element.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>The candidate’s performance provides limited evidence that this element has been applied. Performance may occasionally reflect a higher level of application, but viewed as a whole, the candidate’s performance is inconsistent, partial, or incomplete.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>The candidate’s performance provides consistent evidence that this element has been applied. Performance is coherent, complete and accurate.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>The candidate’s performance provides extensive evidence that the element has been applied. The performance is exceptional, with multiple examples of extensions beyond requirements and expectations.</td>
</tr>
</tbody>
</table>

Example #2: Following is an example of feedback provided to a Year 3 candidate.

---

**Lesson Observation Feedback Form**

Teacher Candidate: ___________________________ Date: __September 17, 2009, 10:00 a.m._
Course: ___________________________ Age/Grade: _______ 2nd ______
Activity/Lesson: _Math: Making Ten_ Observer: ___________________________
School: ___________________________ School Supervisor: ___________________________

**PLANNING**

- Appropriately written lesson plan
- Outcomes, objectives, procedures and assessments aligned
- Sequential development of concept
- Developmentally appropriate strategies/activities used
- Plans for differentiation: learning styles/multiple intelligences
- Accurate content
- Identified appropriate accommodations for students with exceptional learning needs

**Comments:**
- Lesson procedures and activities written and described in detail.
- VSC numbered and written out in full for Global Outcomes and Objective.
- Addressed visual, kinesthetic, and interpersonal learning.

**Suggestions for future lessons:**

* Under _Diverse Learning_, your lesson plan specifically addressed _visual_ learning, look to include other areas your activities may be addressing (such as _kinesthetic_ and _interpersonal_ learning).
* We will begin to discuss differentiating instruction for students with exceptional learning needs.

**PRESENTATION: Beginning**

- Started lesson promptly/smooth transition
Presented objectives
Provided motivation/anticipatory set
Accessed/assessed prior knowledge

Comments:
√ Students found “3 seconds” motivating and responded with enthusiasm.
√ Accessed prior learning.
√ Asked students what they thought objective was, restated for students.

Suggestions for future lessons:

<table>
<thead>
<tr>
<th>PRESENTATION: Procedures or Middle</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sequential development of concept</td>
<td>• Continuity among lesson components</td>
</tr>
<tr>
<td>• Real world connections</td>
<td>• Transitions</td>
</tr>
<tr>
<td>• Variety of instructional strategies</td>
<td>• Materials – organized/accessible</td>
</tr>
<tr>
<td>• Higher order thinking</td>
<td>• Pacing</td>
</tr>
<tr>
<td>• Wait time</td>
<td>• Directions</td>
</tr>
<tr>
<td>• Differentiated instruction</td>
<td>• Implemented accommodations for students with exceptional learning needs</td>
</tr>
<tr>
<td>• Modification to lesson plan, if needed</td>
<td>• On-going assessments</td>
</tr>
<tr>
<td>• Use of Technology</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
√ Lesson clearly sequenced.
√ Video (technology) made real world connections for skill.
√ Began with students volunteering combinations to make 10 (rather than teacher numbering a sequence 0-10 on board and have student fill out). Promoted student initiative and encouraged understanding.
√ Teacher questions written out and **bolded** (with anticipated answer provided), higher order thinking promoted.
√ Transitions clearly planned and signaled.
√ Use of technology (video).
√ Multiple assessments, both formative and summative; included extension and challenges problems.

Suggestions for future lessons:

<table>
<thead>
<tr>
<th>PRESENTATION: End</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modified/early ending to lesson, if needed</td>
</tr>
<tr>
<td>• Summative assessments</td>
</tr>
<tr>
<td>• Closure/summary</td>
</tr>
<tr>
<td>• Supplemental activities (enrichment/reinforcement)</td>
</tr>
</tbody>
</table>

Comments:
√ Closure utilized student input, challenged students to think on multiple levels.

Suggestions for future lessons:

* During Closure, repeat each individual student’s responses loudly, addressing the whole class so they all hear and understand the responses.
CLASSROOM MANAGEMENT

- Positive learning environment
- Maximized instructional time
- Individual and group management techniques
- Established and maintained consistent expectations
- Variety of management strategies used
- Consistent use of strategies

Comments:
√ “Table points” helped during transition from tables to rug for video.
√ Proximity to students.

Suggestions for future lessons:
* When using a technique such as “clapping,” apply wait time, assure that all students are responding and you have gained all students attention.

PROFESSIONAL CHARACTERISTICS

- Use of standard English for writing/speaking
- Appropriate voice, rate. Inflection
- Use of effective non-verbal communication
- Display of energy and confidence
- Ability to reflect on teaching experience and offer appropriate suggestions
- Identifies professional/instructional strengths and weaknesses
- Set goals for the future

Comments:
√ Use of standard English for writing/speaking.
√ Appropriate voice, rate.
√ You exhibit great enthusiasm, warm, friendliness, and caring.
√ Ability to reflect on teaching experience and offer appropriate suggestions.
√ Identified professional/instructional strengths and weaknesses.
√ Set goals for the future.

Suggestions for future lessons:
* We discussed varying tone and inflection of voice, to develop a “teacher voice.”
* We discussed techniques for effective non-verbal communication, including proximity and the “teacher look”
* Heighten your display of energy and confidence. You are a calm and somewhat reserved personality; I do not presume to ask you to change that, but to find those key times in a lesson when asserting yourself for a moment could assist classroom management and focus all students’ attention on instruction and directions.

During post-conference:
√ You immediately began to reflect on your teaching experience and offered specific, appropriate suggestions.
√ You were keen to identify your professional/instructional strengths and weaknesses.
√ You set clear goals for the future.

Overall a successful first lesson! Following our conference, I believe you now realize that you need not be overly concerned that veering from your lesson plan sequence during instruction is considered a “mistake” or a behavior that detracts from your lesson. Remain conscientious, be receptive to feedback, observe your supervising teacher for clues on management, and apply the few concrete suggestions offered in the post-conference and your next lesson will progress as expected.

Supervisor’s Signature: ___________________________ Date: September 24, 2009
Teacher Candidate’s Signature: ______________________ Date: ______________________
Teacher Candidate comments (optional):
10. Candidate Placement Assignments. Does the unit have examples of how modifications are made to assignments? Does the unit have examples of how it clarifies expectations to candidates based on collected data?

RESPONSE:
Modifications are made to candidate placement assignments based on numerous factors. In some instances, school supervisors choose not to have a candidate for the spring semester. More often, based on the final evaluations from the fall, the supervisors decide the candidate needs a different experience or environment for the spring semester. When it is determined that a change is necessary to ensure a candidate is in a placement that will help the candidate improve his/her teaching, the Field Placement Director, University supervisor and, if necessary, the school supervisor and/or Interim Dean, meet with the candidate to discuss the candidate’s evaluations and reason for placement changes. At that time, all present at the meeting create a Professional Development Plan for the candidate.

12. Evidence of Assessment Collaboration. What are the additional artifacts that highlight joint ownership of the training of supervisors, mentor teachers and candidates in the use and interpretation of assessment instruments in support of student learning?

RESPONSE:
The following artifacts highlight joint ownership of the training of supervisors, mentor teachers, etc. in the use of assessment instruments. Additional evidence will be verified during on-site review of PDS artifacts and during interviews with PDS faculty.

Example #1: Following is an example of a workshop collaboratively planned by the University PDS Coordinator (Bob Pelton) and school-site coordinator (Susan Pillets) to discuss the action research project, a requirement of all interns, and scoring tool.

The following teachers attended: Susan Pillets, Faith Feldman, Ann McMannus, Lara Fruman, Donna Shavers, Monique Gertner.

**Action Research for Teacher Candidates**

Please join us for an information session explaining the action research process, and how our PDS partnership can help interns build their capacity to make appropriate data-based instructional decisions. We need your input, so I hope you can attend!

**When:** November 9, 2010, 4:00 PM

**Where:** Chatsworth School Library

Please RSVP to this email by Thursday, November 4, 2010, if you plan to attend.

(rpelton@stevenson.edu)

Looking forward to seeing you!

Bob Pelton and Susan Pillets

**********Munchies will be served**********
Example #2: Following is an example of an evaluation given to teachers following a mentoring workshop.

**Workshop Evaluation**

**Title of Professional Development Activity:** Mentoring Teacher Candidates  
**Location:** The Chatsworth School  
**Date:** June 5, 2007

Please answer the following questions by marking the scale according to your perception of the professional development activity

1. The objectives for this workshop were clearly presented.  
   **Strongly Agree** | **Strongly Disagree** | **No Opinion** | **Somewhat Disagree** | **Strongly Disagree**

2. It was clear that the material was presented by persons with education and experience in the subject matter.  
   **Strongly Agree** | **Strongly Disagree** | **No Opinion** | **Somewhat Disagree** | **Strongly Disagree**

3. The materials were organized and easily understood.  
   **Strongly Agree** | **Strongly Disagree** | **No Opinion** | **Somewhat Disagree** | **Strongly Disagree**

4. The workshop was relevant to the Professional Development School (PDS) partnership.  
   **Strongly Agree** | **Strongly Disagree** | **No Opinion** | **Somewhat Disagree** | **Strongly Disagree**

5. The workshop increased my skills as a Mentor Teachers.  
   **Strongly Agree** | **Strongly Disagree** | **No Opinion** | **Somewhat Disagree** | **Strongly Disagree**

The best features of this workshop were:

Opportunities for improvement include:

Other suggestions:
Example #3: Following is the agenda from a PDS Network Meeting. All faculty and administrators in the PDSs were invited.

**VILLA JUlle**

**College**

*Imagine your future. Design your career.*

Education Department  
PDS Network Meeting  
May 9, 2007  
Rockland Banquet Room  
10 a.m. – 2 p.m.

**Agenda**

- **Welcome**  
  Kathy Ullrich

- **Updates**  
  Debby Kraft

- Professional opportunities and other  
  Happenings in the PDSs  
  All schools

- Conducting Lesson Observations (mentoring)  
  Your Suggestions about field experiences  
  Group

- **LUNCH**

- Expectations for Internship 2 weeks full-time teaching OR  
  Discussion of sophomore/junior placements  
  Small groups

Thank you for taking the time to meet with us today and for all you do throughout the year to support our teacher candidates and make our program a success!
Standard 4: Diversity

Page 30

3. Equity in Learning. What was the student enrollment in the new pilot course? What were the student enrollment demographics?

RESPONSE:
There were five students in the course. All students were white females and two of the five were non-education majors.

7. Candidate Mentors. What are the demographics of the mentors assigned to candidates?

RESPONSE:
Below is a table indicating the demographics of the mentors/school supervisors assigned to work with candidates.

<table>
<thead>
<tr>
<th>School-based Faculty n=128</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4.7</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>95.3</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
</tr>
<tr>
<td>Race/ethnicity Unknown</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
<tr>
<td>Male</td>
<td>5.4</td>
</tr>
<tr>
<td>Female</td>
<td>94.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Action Plan for Recruitment of Diverse Students. What is the action plan? What steps have been completed in the action plan and what steps remain to recruit a more diverse student population?

RESPONSE:
Below is the two-year action plan, including current completion status, for recruitment of diverse students into the School of Education. Additional evidence will be verified during the interview with the Admissions Office.
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Key Personnel</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate high school on-campus visits with Admissions</td>
<td>Sept. 2009- April 2011</td>
<td>*Dr. Deborah Kraft, SOE Interim Dean *Ms. Carol McDaniel, Admissions Office, Director of Campus Visits</td>
<td>Sept. 2009- Dec. 2010</td>
</tr>
<tr>
<td>Attend transfer fairs at community colleges</td>
<td>Sept. 2009- April 2011</td>
<td>*Dr. Deborah Kraft, SOE Interim Dean *Ms. Carol Fanshaw, Assistant Director of Admissions *Community college Teacher Education Chairs</td>
<td>Sept. 2009- Dec. 2010</td>
</tr>
<tr>
<td>Increase faculty and candidate participation at University Open House events</td>
<td>Sept. 2009- April 2010</td>
<td>*All SOE faculty *SOE candidates *SOE graduates *Ms. Carol McDaniel, Admissions Office, Director of Campus Visits</td>
<td>Sept. 2009- Dec. 2010</td>
</tr>
<tr>
<td>Plan ‘A Closer Look at Education’ evening event</td>
<td></td>
<td>*All SOE faculty *SOE candidates *SOE graduates *Ms. Carol Fanshaw, Assistant Director of Admissions *Ms. Jessica Kozera, Director of Transfer Students, Admissions</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Research potential new programs in the SOE</td>
<td>Sept. 2009- April 2010</td>
<td>*Dr. Deborah Kraft, SOE Interim Dean *Dr. Susan Gorman, Dean, School of the Sciences *Dr. Joyce Becker, Dean, School of Graduate and Professional Studies</td>
<td>Sept. 2009- Dec. 2010</td>
</tr>
</tbody>
</table>

---

11. Diversity Recruitment Action Plan. What were the demographics of the school sites visited by unit recruiters?

**RESPONSE:**
The Admissions Office staff typically visits over 500 individual high schools and attends over 100 college fair programs. Recruitment efforts focus on metropolitan and suburban communities in New England and the Middle Atlantic regions, and include the following states: Connecticut, Delaware, District of Columbia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island and Virginia. In addition, the staff visits high schools in Puerto Rico, all of which have high diversity rates. Following is a sample of high schools visited. Additional evidence will be verified during the on-site interview with the Admissions Office.
<table>
<thead>
<tr>
<th>High School</th>
<th>American Indian/Alaskan Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>Black, non-Hispanic</th>
<th>White, non-Hispanic</th>
<th>Free lunch eligible</th>
<th>Reduced-price lunch eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore City College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>90</td>
<td>8</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td>Baltimore Polytechnic Institute</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>77</td>
<td>17</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>Milford Mill Academy</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>95</td>
<td>0</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>New Town</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>92</td>
<td>4</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Paint Branch</td>
<td>0</td>
<td>20</td>
<td>12</td>
<td>47</td>
<td>20</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Randallstown</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>95</td>
<td>2</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Springbrook</td>
<td>0</td>
<td>16</td>
<td>24</td>
<td>47</td>
<td>13</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>Western School of Technology</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>68</td>
<td>21</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Woodlawn</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>90</td>
<td>2</td>
<td>37</td>
<td>10</td>
</tr>
</tbody>
</table>

13. Honors Program and Study Abroad and faculty-led trips abroad: How many students participate in these (as noted in the 2007 and 2009 annual reports)?

RESPONSE:
Ten candidates participate in the Honors Program.
Three candidates have participated in Study Abroad program. Additional candidates have indicated interest in participating in this program.

Faculty Lead Trips. In May 2009, nine teacher candidates traveled with two faculty members to the historic cites of Italy, Greece, Turkey and the Grecian Islands. As part of the Learning Beyond initiative at Stevenson University, this trip was the first international experience for candidates. The rational and objective of the trip, titled, *A Brain-Based Arts Perspective of Italy, Greece, Turkey and the Grecian Islands*, was for candidates to examine the arts, culture and history from ancient times to the present of the locations visited with the purpose of increasing their knowledge, dispositions and practice so they would be able to effectively apply these experiences to the teaching and learning process in the United States.

In May 2010, ten candidates and two faculty members traveled to England, France, Switzerland and Italy to expand upon their knowledge of the content that they had studied in their art methods courses. The purpose of this trip, titled, *A Study of the Arts from London to Rome for Educators*, was to immerse and enrich their experience by exposing them to the variety of art and art structures. This experience provided the opportunity for the candidates to gain invaluable exposure to the history and culture of the peoples in Europe. Candidates developed relationships with the students and faculty of other educational institutions in the United States who traveled as part of our group. The numerous interactions with these fellow travelers provided the candidates with an invaluable insight regarding the regional, cultural and racial diversity that exists within their own country.

14. Non-education major Participation. What does the data show?

RESPONSE:
Some education courses, for example Philosophy of Education, are open to all majors. Typically three to five Interdisciplinary Studies majors enroll. These students bring a different perspective to the course, including life experiences, academic experiences, and career goals outside of the SOE programs, which contributes to class discussions about the relationship of philosophy to teaching and learning.

Topics in Education: Equity in Learning had two non-education students in the fall semester. These students provide another perspective on the teaching and learning process. Teacher candidates tend look at the classroom from the teaching perspective while non-education students view the classroom from the student perspective. Both viewpoints enhance classroom discourse and promote greater understanding of the complexity of the classroom.

Although the faculty led trips are open to all Stevenson University students, the only ones who have participated are those in the School of Education.
15. What comparison data are available to demonstrate growth in diversity of clinical and field sites?

RESPONSE:

Since 2005, two (2) clinical schools (PDS) and three (3) field experience sites have been dropped from the program. One (1) new clinical school (PDS) has been added and twelve (12) new field experience sites have been added (three are private institutions). The demographic data for each field site has been provided in the 2010 Institution Report (Standard 4, Element 4, Exhibit 8).

The table below displays overall percent change within demographic categories between 2005 and 2010 for the combined P-12 student population of field experience sites* and clinical schools (PDS).

Overall, combining data from field experience sites* and clinical schools, four (4) demographic categories demonstrate a percent increase: Asian or Pacific Islander, Black or African American, Hispanic or Latino, and English Language Learners.

| Diversity of P-12 Students in Clinical Practice and Field Experience Sites for Initial Teacher Preparation |
| (Numbers represent percent of combined school populations) |
| OVERALL PERCENT OF COMBINED P-12 SCHOOL POPULATIONS |
| American Indian or Alaska Native | Asian or Pacific Islander | Black or African American | Hispanic or Latino | White | Two or More Races/Other | Race/Ethnicity Unknown | FARMS (Free/Reduced Meals) | English Language Learners | Students with Disabilities |
| 2005 | 0.46 | 2.93 | 27.57 | 3.01 | 66.03 | 0.00 | 0.00 | 36.14 | 2.21 | 15.15 |
| 2010 | 0.43 | 5.44 | 33.13 | 3.38 | 57.62 | 0.00 | 0.00 | 27.94 | 5.01 | 11.63 |
| PERCENT CHANGE | -6.52 | +85.67 | +20.17 | +12.29 | -12.74 | 0.00 | 0.00 | -22.69 | +126.7 | -23.23 |

* Three (3) field experience schools are private institutions, data not available and not included in tabulations.
The table below displays overall percent change within demographic categories for the combined P-12 student population of all clinical schools (PDS), comparing 2005 IR data and 2010 IR data.

Overall, combining data from all clinical schools, every demographic category demonstrates a percent increase (except for “White” and “Students with Disabilities”).

### Diversity of P-12 Students in Clinical Practice Sites for Initial Teacher Preparation
(Numbers represent percent change between 2005 and 2010)

<table>
<thead>
<tr>
<th>OVERALL PERCENT CHANGE</th>
<th>American Indian or Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Two or More Races/Other</th>
<th>Race/Ethnicity Unknown</th>
<th>FARMS (Free/Reduced Meals)</th>
<th>English Language Learners</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENT CHANGE</td>
<td>+88.8</td>
<td>+10.94</td>
<td>+8.85</td>
<td>+46.46</td>
<td>-6.15</td>
<td>0.00</td>
<td>0.00</td>
<td>+9.43</td>
<td>+115.53</td>
<td>-7.52</td>
</tr>
</tbody>
</table>

The table below displays percent change within demographic categories for clinical schools (PDS) by school, comparing 2005 IR data and 2010 IR data.

### Diversity of P-12 Students in Clinical Practice Sites for Initial Teacher Preparation
(Numbers represent percent change between 2005 and 2010)

<table>
<thead>
<tr>
<th>PERCENT CHANGE BY CLINICAL SCHOOL (PDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Bedford</td>
</tr>
<tr>
<td>Cedarmere</td>
</tr>
<tr>
<td>Chatsworth</td>
</tr>
<tr>
<td>Essex*</td>
</tr>
<tr>
<td>Perry Hall*</td>
</tr>
<tr>
<td>Sparks*</td>
</tr>
</tbody>
</table>

**Baltimore County**

**Carroll County**

| Carrolltown*  | +11.11                          | +206.12                   | +2.04                     | +53.06           | -4.54 | 0.00                   | 0.00                   | +71.05                     | N/A                       | +6.02                    |
| Mechanicsville| -45.16                          | +61.29                    | +650                      | +56.25           | -6.92 | 0.00                   | 0.00                   | +48.39                     | N/A                       | +19.77                   |
Harford County

| Homestead-Wakefield | +3.92 | -22.18 | +52.67 | +48.51 | -2.84 | 0.00 | 0.00 | +56.94 | +16.67 | -14.45 |

* Field experience site in 2005, became PDS after 2005

Pikesville Middle School was added as a field experience site in 2009, and became a PDS in 2010. Therefore, it does not appear in the table above comparing PDS percent changes from 2005 and 2010. The figures in the table below indicate percentage of school’s 2010 enrollment in each category. Pikesville Middle School figures are included in the combined percents shown on the first table above (“OVERALL PERCENT OF COMBINED P-12 SCHOOL POPULATIONS”).

| Pikesville Middle | .92 | 7.3 | 60.4 | 4.2 | 27 | 0 | 0 | 41.2 | 1.0 | 11.2 |
Standard 5: Faculty Qualifications, Performance, and Development

Page 35

1. Are sufficient funds allocated for faculty professional development?

RESPONSE:
There are sufficient funds to support faculty professional development. Full-time and adjunct faculty are encouraged to present at state and national conferences. Full-time faculty receive $1,500 to present at a conference and $1,000 to attend a conference. Adjunct faculty receive $1,250 to present at a conference. All full-time and many adjunct faculty have been awarded these funds.

Faculty Development Research grants for $2,500 are available for full-time faculty. For example, Dr. David Nicholson received one grant to conduct research related to a paper, Naïve Conceptions of Preservice Teachers: Changing Conceptual Thinking in Teacher Candidates”. This paper was presented at an international conference. Dr. Nicholson received a second grant to conduct research that resulted in a chapter in an action research textbook. Dr. Robert Pelton received a grant that resulted in a chapter in a textbook, and another grant to study the effects of SuperKids Camp summer camp on the literacy development of Baltimore City School students.

Full-time faculty may apply for a sabbatical. One faculty member completed a year-long sabbatical during the 2008-2009 academic year to edit a textbook on action research.

4. Standard 4 Exhibit 4.4 indicates 41; IR indicates 37, etc. What are the actual numbers of unit full-time faculty? Clarify the number of unit faculty.

RESPONSE:
There are five full-time faculty (one additional faculty member resigned effective November 23, 2010) in the School of Education. The number of adjunct faculty fluctuates from semester to semester. In fall 2010, there were 31 SOE adjunct faculty.
Standard 6: Unit Governance and Resources

Page 37

2. Has there been significant increase or decrease in enrollment since the last visit?

RESPONSE:
The following tables indicate that in fall 2005, there were 220 females and 19 males for a total of 239 students, and in fall 2010, there were 238 females and 18 males for a total of 256 students. This shows a slight increase in students.

Fall 2005

<table>
<thead>
<tr>
<th>BL</th>
<th>OT</th>
<th>WH</th>
<th>AS</th>
<th>BL</th>
<th>HS</th>
<th>OT</th>
<th>WH</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

Fall 2010

<table>
<thead>
<tr>
<th>AS</th>
<th>BL</th>
<th>OT</th>
<th>UN</th>
<th>WH</th>
<th>AS</th>
<th>BL</th>
<th>HS</th>
<th>OT</th>
<th>UN</th>
<th>WH</th>
<th>BL</th>
<th>HS</th>
<th>WH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>31</td>
<td>2</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

02_BS_EC:LT 02_BS_EL:LT MSMS MSES
8. Professional Development. Are there sufficient funds to support faculty professional development?

RESPONSE:
There are sufficient funds to support faculty professional development. Full-time and adjunct faculty are encouraged to present at state and national conferences. Full-time faculty receive $1,500 to present at a conference and $1,000 to attend a conference. Adjunct faculty receive $1,250 to present at a conference. All full-time and many adjunct faculty have been awarded these funds.

Faculty Development Research grants for $2,500 are available for full-time faculty. For example, Dr. David Nicholson received one grant to conduct research related to a paper, Naïve Conceptions of Preservice Teachers: Changing Conceptual Thinking in Teacher Candidates”. This paper was presented at an international conference. Dr. Nicholson received a second grant to conduct research that resulted in a chapter in an action research textbook. Dr. Robert Pelton received a grant that resulted in a chapter in a textbook, and another grant to study on the effects of SuperKids Camp summer camp on the literacy development of Baltimore City School students.

Full-time faculty may apply for a sabbatical. One faculty member completed a year-long sabbatical during the 2008-2009 academic year to edit a textbook on action research.

9. How is the Center for Excellence in Teaching supported?

RESPONSE:
The Center for Excellence in Teaching is supported through the Assistant Vice President for Academic Affairs’ office. In addition to providing financial support, the Coordinator for Faculty Development and Assessment organizes workshops and programs to enhance teaching effectiveness and provide support for faculty seeking promotion.