Summary of Morgan State University – School of Education and Urban Studies (SEUS) Title II Institutional Questionnaire on Teacher Preparation: Academic Year: 2010-2011

Section I. Pass Rates

See Excel attachment or data tables reporting single-assessment institutional pass rates and summary of pass rates from the Education Testing Service ETS.

Section II. Program Information

1. Total number of students enrolled in 2010 – 2011 is **234**.
2. Number of students in supervised clinical experience during this academic year 2010-2011: **30.**
3. The clinical internship includes a minimum of **100 days**. The total number of clock hours required for student teaching is **650 hours**.
4. The teacher preparation program is currently approved by the state
5. The teacher preparation program is not currently designated as "low-performing" by the state as defined by section 208(a) of the HEA of 1998.
6. The teacher preparation program is not currently designated as "at risk of being designated as 'low performing' by the state" as defined by section 208(a) of the HEA of 1998.

Section III. Context Information

The Professional Education Unit (PEU) at Morgan State University is responsible for planning, delivering, and operating all programs involving the preparation of educators for the State of Maryland and the nation. The education unit includes the Department of Teacher Education and Professional Development; Department of Health, Physical Education, Recreation, and Dance; and Department of Advanced Studies, Leadership and Policy. The Professional Education Unit is housed in the School of Education and Urban Studies (SEUS), which was established in 1981 by merger of the School of Education and the School of Urban Studies and Human Development. The School of Education and Urban Studies subsumes those academic programs that were administered within the merged schools. Thus, the School of Education and Urban Studies has primary responsibility for provision of quality pre-professional programs of study including supervised practicum experiences, leading to careers in education and family and consumer sciences. The Dean of Education, Dr. Patricia L. Welch is the administrative head of SEUS and PEU, and therefore, has oversight over the undergraduate and graduate education programs.

The mission PEU is consistent with those of the University. The mission of SEUS is to prepare a culturally and ethnically diverse student body to serve with distinction in the field of education and administration. The preparation of undergraduate and graduate students relies on education, applied research, and community and professional service activities in an urban environment and diverse settings. The programs of the School of Education and Urban Studies provide quality teaching, research, and service to: (1) meet the needs of a culturally diverse and multi-cultural population in an urban setting; (2) provide knowledge,

values, and skills for undergraduate and graduate candidates; and (3) plan policies and programs that respond to societal problems.

The PULSE model or unit conceptual framework is the theory behind all of the programs in the initial and advanced programs in the Department of Teacher Education and Professional Development (DTEPD) at Morgan State University. The PULSE model was developed and expanded over a twenty-three year period time frame, from 1989 to 2012. This continuous evolution and evidence of growth and vitality has been inclusive, reflecting input review and refinement from the unit's professional community. For example, candidates and faculty members in the initial and advanced programs, Arts and Science faculty, university leaders, Professional Development Schools (PDS) partners; and members of the Maryland State Department of Education (consultants, advisers, etc.) have provided feedback that has contributed to the evolution of the conceptual framework.

The PULSE model contains the knowledge, skills, and dispositions related to educational and information technology. These are integrated throughout the curriculum, instruction, field-experiences, clinical practice, assessments, and evaluations. Faculty members and candidates in the initial programs use the INTEL to teach the future framework. The INTEL framework is aligned with ISTE and the Maryland Teacher Technology Standards (MTTS). The Intel Teach to the Future curriculum focuses on inquiry-oriented and project based teaching and learning, and stresses the alignment of curricula with standards. The curriculum was prepared by the Institute for Computer Technology (ICT) and Intel Corporation. The focus is on promoting the effective use of technology in the classroom, and the improvement of science and mathematics education in K-12 schools. Candidates in the advanced programs complete assignments aligned with Technology Standards for School Administrators (TSSA).

Also significant, the education unit is participating in the Teacher Performance Assessment Consortium (TPAC), a 23 state project based at Stanford University in partnership with the American Association of Colleges of Teacher Education and the Council of Chief State School Officers. TPAC is a three-year pilot program designed to assess the efficacy of the Teacher Performance Assessment (TPA). The TPA is a nationally-recognized and normed assessment that will allow MSU to compare candidates with others around the country, ultimately raising the standard for teacher preparation on campus, in Maryland, and nationwide. The TPA is not only expected to play a major role in elevating the professional and pedagogical preparation, but also document graduates impact on K-12 student learning, which is a paramount concern for school systems.

Section IV. Data Table – Attachment

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2010-2011

The School of Education pass rates for program completers for the past three years follow:

Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
All program completers, 2010-11	9	9	100%	97%
All program completers, 2009-10	11	11	100%	98%
All program completers, 2008-09	12	12	100%	98%