Notre Dame of Maryland University
Professional Licensure Pass-Rates Optional Report
Annual Institutional Update (AIU)
2020

Institutional History

The story of Notre Dame begins with the journey of Mother Mary Theresa of Jesus Gerhardinger, founder of the School Sisters of Notre Dame (SSND), from Germany in 1847, with five other sisters. With a mission to educate those neglected by society --poor girls and women --the sisters selected a 33-acre site in North Baltimore that would accommodate its current student population, as well as future expansion. In 1873, Notre Dame of Maryland Collegiate Institute, educating both elementary and high school-age girls, opened where the present University is located today. The College of Notre Dame of Maryland was established in 1895 as the first Catholic college for women in the United States to award the four-year baccalaureate degree. A press clipping from the time commended the new college for its curriculum that would "meet the ever increasing demand to give women the opportunity for intellectual training as thorough and comprehensive as is afforded to men in the best colleges of the country." Six young women were in the first graduating class.

Innovation and excellent educational opportunities continued to be a hallmark of the then College of Notre Dame. In 1972, a Division for Continuing Studies was established, and in 1975, the Weekend College was initiated to meet the needs of adult men and women. Classes were held on Saturday and Sunday to accommodate the working person's schedule long before most universities had begun to consider the needs of adult learners. The School of Nursing has offered the RN to BSN program since 1979 and added the MSN program in 2007. In 1984, the School of Graduate Studies opened, offering part-time programs; the Accelerated College for working professionals launched in 2003 to provide learning opportunities for student cohorts through partnerships with schools, businesses and healthcare organizations throughout Maryland. In 2004, Notre Dame introduced its first Ph.D. program in educational leadership. The School of Pharmacy, offering the Pharm.D., opened in 2009, and was accredited in 2013, the first of its kind created by a U.S. women's college and Notre Dame's first professional degree program. Fully online programs were introduced in 2016 in education and business, including a Ph.D. in Higher Education Administration. The online program initiative to meet the needs of our diverse population has continued to expand over the past two years. Notre Dame of Maryland received approval to begin developing its second health-related doctorate program and has begun accreditation processes to offer both a doctorate, and a post-professional doctorate degree in Occupational Therapy.

Notre Dame's Mission continues to inspire the school community, catalyzing initiatives related to justice and social responsibility throughout its long history by educating leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.

Students at all levels have the opportunity to engage in service, both here and abroad. Every year, the entire first year class participates in a service project related to a pressing need in Baltimore. Undergraduates at Notre Dame consistently earn Davis Peace Project funds to implement service projects in countries such as Peru. Graduate nursing students have traveled to Haiti to deliver health care, the School of Education has offered courses in education to Haitian teachers during the summer, and the School of Pharmacy students have special outreach opportunities in the Baltimore community. Service and community engagement, whether in our local community or abroad is a hallmark of Notre Dame of Maryland education.

Professional Licensure

Of the four schools at Norte Dame of Maryland, three have professional licensure exams: The School of Education, the School of Nursing, and the School of Pharmacy. Each year, statistics and data collected document the success of professional licensure and exam pass rates in comparison to peers in the state of Maryland and across the nation. Notre Dame of Maryland consistently finds its students pass rates on professional licensure at or above its peers in the state and across the nation (when comparable). Each school's pass rates are documented below and include a longitudinal perspective.

Notre Dame of Maryland School of Education
Annual Institutional Update Report
(AIU) 2020

School of Education 2017-18, 2018-19, and 2019-2020 Praxis Results for Teacher Candidates in Maryland – A Three Year Perspective

The Title II Act, *Preparing, Training, and Recruiting High Quality Teachers and Principals*, is designed to support teacher (and principal) training and recruiting to:

> (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement.
> [https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html]

As part of this accountability process, each academic year, Notre Dame of Maryland University is responsible for reporting how many program completers have taken and passed three key national assessments that are part of the Maryland State requirements for teacher certification.

The first is the *Praxis Core* assessments (launched in 2013) which include three separate tests. Depending upon the program of study, passing these three assessments may be a prerequisite for admission to the School of Education or may be completed at some time during the candidate's program of study. These three separate tests measure reading (Form 5712), writing (Form 5722) and mathematics (Form 5732) skills that are considered to be the most relevant to one's success in an Educator Preparation Program (EPP) and in the teaching profession. Praxis tests measure a teacher candidate's academic skills and subject-specific content knowledge. Recognition by CAEP, the national accrediting body, underscores the value of Praxis Core both for admission into an EPP and for the teacher certification process.

Notwithstanding this Praxis Core requirement, not all candidates need to take this foundational Praxis assessment. In lieu of the Praxis Core, Maryland accepts the following demonstrations of overall content knowledge:
- SAT taken as of 4/95, combined math and critical reading scores of 1100
- SAT taken prior to 4/95, math and verbal score of 1000
- ACT composite score of 24
- GPA of 3.0 on most recent degree, undergraduate or higher
- GRE taken as of 9/1/11, math and verbal score of 297
- GRE taken prior to 9/1/11, math and verbal score of 1000

Of 256 teacher candidates who completed the program requirements in 2019-2020, 207 (80.9%) did not have to take the Praxis Core as they were granted the aforementioned waiver. This percentage of waivers was significantly higher than in 2017-2018 when 121 of 181 teacher candidates (66.8%) were exempted.

The remainder of teacher candidates were obliged to pass the Core Praxis assessments. Table 1.0 below shows that 48, 49,and 49 teacher candidates took the Math, Reading and Writing Core Academic Skills test, respectively. 40 of the 48 candidates (83%) passed the Math test; 49 of the 49candidates (100%) passed the Reading test; and 45 of 49 candidates (92%) passed the Writing test. These results were comparable to the previous year, 2081-2019, when 60, 60, and 59 teacher candidates took the Math, Reading and Writing Core Academic Skills test, respectively, and 59 of the 60 candidates (99%) passed the Math test; 60 of the 60 candidates (100%) passed the Reading test; and 59 of 59 candidates (100%) passed the Writing test. A review of the math content prerequisites was implemented in 2020 to evaluate preparation for the Praxis Math Core.

One can also observe in Table 1 that the average scaled score for candidates at Notre Dame of Maryland University in 2018-2019 remains significantly higher than the required passing score for certification in Maryland (10 points higher in Math, 26 points higher in Reading, and 12 points higher in Writing). Similar results were achieved in 2018-2019 when the NDMU candidates exceeded the passing score in Maryland by: 14 points in Math, 25 points in Reading, and 12 points in Writing. These overall results have held constant for this three-year cycle.

Table 1.0 - Praxis Core Results for Three Years: 2017-2018, 2018-2019, and 2019-2020

Praxis Core - Assessment Code and Name	Year	Number Taking Tests	Average Scaled Score	Number Passing Tests	Pass Rate (%)	Required Passing Score
ETS5732 – CORE Academic Skills for Math	19-20	48	160	40	83	150
	18-19	60	164	59	99	150
	17-18	70	164	70	98	150
ETS5712 – CORE Academic Skills for Reading	19-20	49	182	49	100	156
	18-19	60	181	60	100	156
	17-18	70	182	70	100	156
ETS5722 – CORE Academic Skills for Writing	19-20	49	170	45	92	162
	18-19	59	170	59	100	162

| | 17-18 | 68 | 171 | 68 | 100 | 162 |

As of July 2018, the State of Maryland ushered in a new round of Praxis assessments required of all elementary education candidates. These four assessments (in Mathematics, Reading and Language Arts, Science and Social Studies) are in addition to the aforementioned Praxis Core tests in Reading, Writing and Mathematics.

In the most recent 2019-2020 year, 33 teacher candidates completed all four of these required assessments. The results could not have been more favorable: 100% of these the 10 candidates passed the Reading and Language Arts content knowledge assessments. Moreover, they significantly exceeded the required passing score by 13 points Due to such a small 'N" on the other three tests, no results could be obtained as there must be at least 10 teacher candidates who take an individual content test in order for a pass rate and scaled score to be calculated by the Educational Testing Service (ETS).

Table 2.0 – New Praxis Content Knowledge Test Results 2017-2018 and 2018-2019

Content Knowledge Test - Assessment Code and Name	Year	Number Taking Tests	Average Scaled Score	Number Passing Tests	Pass Rate (%)	Required Passing Score
ETS7803 - Elementary Education: Mathematics CKT	2019-20	9	-	-	-	
	2018-19	28	173	28	100	150
ETS7802 - Elementary Education: Reading and Language Arts CKT	2019-20	10	174	10	100	161
	2018-19	28	179	28	100	161
ETS7804 - Elementary Education: Science CKT	2019-20	8	-	-	-	154
	2018-19	28	184	28	100	154
ETS7805 - Elementary Education: Social Studies	2019-20	6	-	-	-	155
	2018-19	28	177	28	100	155

Likewise, on the third Praxis requirement, the Praxis II Content Assessments, there must be at least 10 teacher candidates who take an individual content test in order for a pass rate and scaled score to be calculated by the Educational Testing Service (ETS). For the majority of

content areas, there were fewer than 10 candidates and thus no data on the pass rate; the respective number of candidates for this three-year cycle is reported below in Table 3.0.

However, for a few Praxis II Content Assessments during this three-year cycle, there were at least 10 or more candidates who took the test, and all candidates (100%) passed their respective Praxis II test.

These content areas included the following:
- Art Content and Analysis)
- Early Childhood Education
- Elementary Education Instructional Practice & Application
- English to Speakers of Other Languages
- Principles of Learning and Teaching Grades 7-12
- Principles of Learning and Teaching Early Childhood Education
- Principles of Learning and Teaching Grades K-6
- Special Education Core Knowledge & Applications

As the pass rate has been 100%, there are no year-to-year statistical analyses to be conducted. However, one can observe that the average scaled scores for candidates at Notre Dame of Maryland University were significantly higher than the required passing scores for certification in Maryland. The greatest difference in 2017-2018 was found among the 10 candidates taking the English to Speakers of Other Languages (ESOL) Praxis II. The required score for passing in Maryland is 155; Notre Dame candidates who were seeking to become ESOL educators scored, on average, 185 (a 30 point differential), significantly above the state required passing score. In 2018-19 the differential was once again a 30 point differential. Other significant differences were noted on the Early Childhood assessment (a 26-point difference) and on the Principles of Learning & Teaching 7-12 (a 25-point difference). In those assessments where scaled scores were available, they remained relatively consistent from one year to the next. It is also worth noting that these tables do not include national pass rates because not every state requires the same Praxis assessments and those states that do require similar praxis assessments set their own pass rates, thus making comparative analyses difficult.

Table 3.0 - Praxis II Results for Three Years: 2016-17, 2017-2018, and 2018-2019

Praxis II - Assessment Code and Name	Year	Number Taking Tests	Average Scaled Score	Number Passing Tests	Pass Rate (%)	Required Passing Score

ETS5135 – Art Content and Analysis	19-20	6	-	-	-	161
	18-19	4	-	-	-	161
	17-18	11	173	11	100	161
ETS0235 – Biology Content Knowledge	19-20	5	-	-	-	150
	18-19	6	-	-	-	150
	17-18	6	-	-	-	150
ETS5101 – Business Ed Content Knowledge	19-20		-	-	-	
	18-19	3	-	-	-	154
	17-18	3	-	-	-	154
ETS0245 – Chemistry Content Knowledge	19-20	0	-	-	-	
	18-19	0	-	-	-	153
	17-18	0	-	-	-	153
ETS5652 – Computer Science	19-20	1	-	-	-	149
	18-19	1	-	-	-	171
	17-18	0	-	-	-	171
ETS5025 – Early Childhood Education	19-20	247	178	247	100	156
	18-19	13	182	13	100	156
	17-18	25	179	25	100	156
ETS5571 – Earth & Space Sciences CK	19-20	3	-	-	-	152
	18-19	2	-	-	-	152
	17-18	0	-	-	-	152
ETS5019 – Elem Ed Instructional Practice & App	19-20	4	-	-	-	
	18-19	0	-	-	-	155
	17-18	49	171	49	100	155
ETS5039 – English Lang. Arts: Content & Anal.	19-20	6	-	-	-	168
	18-19	40	173	40	100	168
	17-18	6	-	-	-	168
ETS5361 – English to Speakers of Other Lang (DISC)	19-20		-	-	-	149
	18-19	2	-	-	-	149
	17-18	3	-	-	-	149
ETS5362 – English to Speakers of Other Lang	19-20	0	-	-	-	155
	18-19	14	185	14	100	155
	17-18	10	185	10	100	155
ETS5161 – Mathematics Content Knowledge	19-20	3	-	-	-	160
	18-19	2	-	-	-	160

	17-18	2	-	-	-	160
ETS5114 – Music Content & Instr.	19-20	0	-	-	-	162
	18-19	1	-	-	-	162
	17-18	2	-	-	-	162
ETS5624 – Principles Learning and Teaching 7-12	19-20	12	185	12	100	157
	18-19	22	183	22	100	157
	17-18	25	182	25	100	157
ETS5621 – Principles Learning and Teaching ECE	19-20	13	178	13	100	157
	18-19	25	174	25	100	157
	17-18	10	171	10	100	157
ETS5622 – Principles Learning & Teaching K-6	19-20	13	181	34	100	160
	18-19	34	181	34	100	160
	17-18	50	179	50	100	160
ETS5354 – SE Core Knowledge & Applications	19-20	36	178	36	100	151
	18-19	44	175	44	100	151
	17-18	42	176	42	100	151
ETS5086 – Soc. Studies Content & Interpretation	19-20	3	-	-	-	153
	18-19	6	-	-	-	153
	17-18	7	-	-	-	153
ETS5195 – Spanish World Language	19-20	1	-	-	-	
	18-19	0	-	-	-	168
	17-18	1	-	-	-	168
ETS5641 – Theatre	19-20	0	-	-	-	
	18-19	1	-	-	-	151
	17-18	3	-	-	-	151
ETS5941 – World & U.S. History CK	19-20	1	-	-	-	
	18-19	0	-	-	-	160
	17-18	2	-	-	-	160
ACT1018 – OPI Spanish (ACTFL)	19-20	0	-	-	-	6 - I.H.**
	18-19	0	-	-	-	6 - I.H.**
	17-18	0	-	-	-	6 - I.H.**
ACT3003 – OPIC French (ACTFL)	19-20	0	-	-		6 - I.H.**
	18-19	0	-	-	-	6 - I.H.**
	17-18	1	-	-	-	6 - I.H.**
ACT3002 – OPIC Spanish (ACTFL)	19-20	0	-	-	-	6 - I.H.**

Test	Year					
	18-19	0	-	-	-	6 - I.H.**
	17-18	0	-	-	-	6 - I.H.**
ACT2005 – WPT French (ACTFL)	19-20	0	-	-	-	6 - I.H.**
	18-19	0	-	-	-	6 - I.H.**
	17-18	1	-	-	-	6 - I.H.**
ACT2015 – WPT Spanish (ACTFL)	19-20	0	-	-	-	6
	18-19	2	-	-	-	6 - I.H.**
	17-18	0	-	-	-	6 - I.H.**

**New requirements for World Languages required a passing score of 'Intermediate High' on both the WPT (Writing Proficiency Test) and the OPIc (Oral Proficiency Interview by computer).

EdTPA 2019-2020

During the 2019-2020 academic year, there were 137 teacher candidates who submitted their edTPA portfolios for national scoring (n=38 in Fall 2019 and n=99 in Spring 2020). This is the first academic year were all Teacher Candidates who were seeking Initial Certification completed edTPA. We also expanded the content areas of the portfolios to now include Business Education, Early Childhood, Elementary Education (both Literacy and Math), English as an Additional Language, Performing Arts, Secondary English, Secondary Math, Secondary Science, Secondary Social Studies, Special Education, and Visual Art. Summary data is in table 1 below.

In Maryland, completion of the edTPA portfolio is now consequential for certification, and the 2019-20 academic year is the first year in the 5 year phase-in process where the edTPA (or PPAT) will be required for certification by 2025 and the PLT exam (Praxis Pedagogy assessment) will be phased out. At this time, there are no official passing score requirements, although a "fully scored" portfolio is required. MSDE will use data from the 5 year phase-in plan to determine appropriate cut scores for passing. However, currently MSDE suggests a cut score of 32 for the 13 rubric portfolios (World Languages and Classical Languages), a cut score of 37/75 for all 15 rubric portfolios, and a score of 44 for the 18 rubric portfolios (Elementary Education with Task 4 in Literacy or Math), which is consistent with national scoring guidelines.

Similar to other years, we had 9 portfolios that were returned from national scoring with "condition codes", meaning they were not able to be scored due to issues with either the video or uploaded documents. For the fall, we did not require candidates to resubmit their work; however, in Spring 2020 we did require candidates to resubmit. All but one candidate in the spring resubmitted their work; the one candidate that was unable to resubmit used the PLT exam for certification and the Dean exempted her from resubmitting her portfolio. Table 4.0 summarizes EdTPA results.

Table 4.0. Summary Test Information for edTPA candidates 2019-2020

Portfolio Content Area	n	Average Score	Rubric Average	% met cut score
Overall average	128	42.13	2.74	74%
Not scored (condition codes)	9			
Task Handbook (37 out of 75 cut score*)				
Business Education	3	40.3	2.7	100%
Early Childhood Education	15*	39.5	2.6	83%
Elementary Literacy	1	44	2.9	100%
Elementary Math	2	38	2.5	100%
English as an Additional Language	16*	48.7	3.3	100%
Performing Arts	1	37	2.5	100%
Secondary English	4	46.8	3.1	100%
Secondary Math	8	38.9	2.6	75%
Secondary Science	7*	38.3	2.6	67%
Secondary Social Studies	4	43	2.9	100%
Special Education	48*	39.**3**3	2.6	61%
Visual Arts	5	51.2	3.4	100%
World Languages* (13 rubrics: 32 out of 65)	1	39	3	100%
4 Task Handbook				
Elementary Educ. (Literacy with Math Task 4)	12*	42.3	2.4	46%
Elementary Educ. (Math w. Literacy Task 4)	10*	48.7	2.7	90%

Please note that asterisks indicate portfolios that could not be scored due to issues with videos or other uploaded documents; all students with conditions were allowed to resubmit.

*Early Childhood education had 3 portfolios with condition codes

* English as an Additional Language had 1 portfolio condition codes

* Secondary Science had 1 portfolio with condition codes

* Special Education had 2 portfolios with condition codes

* Elementary Ed – Literacy with Math had 1 portfolio with condition codes

Fall 2019 posed new challenges to edTPA when analyzing the overall performance of our teacher candidates. If we look only at "passing" scores, we had a pass rate of only 55%, considerably lower than any other time in which we facilitated edTPA completion. To try to understand this occurrence, we reasoned that 1) it is an anomaly, and 2) the SOE is still working to backwards map edTPA topics and criteria into our methods and other required courses. Most faculty are still very new to edTPA content, despite several hours of professional development over the last 4 years. In the fall, the Dean made a big push to ensure all faculty were at least somewhat knowledgeable about edTPA, and we had over 15 professors attend

the Mid-Atlantic edTPA Conference, hosted by the MD edTPA Collaborative.   Additionally, two faculty (Lisa Pallett and Patty Silver, both National scorers) made significant changes to their methods courses to include edTPA content and rubrics, and we are hopeful that this will impact overall scores over time. One additional faculty member (Angelo Letizia) became a national scorer for edTPA, something that was rewarded by the SOE with a stipend. Hopefully this will convince others to also become national scorers.

Spring 2020 was a unique time for edTPA, in light of the COVID-19 pandemic. Schools in MD, both public and private, were shut down to face to face learning in March 2020. Virtual/remote teaching did take place between March and June; however, this looked different for every school district. Some districts utilized synchronous instruction using a virtual platform while others utilized asynchronous instruction and students were provided with "learning packets" with assignments to submit weekly/monthly. For edTPA, of the 99 students that submitted their portfolios, 17 submitted "alternative" evidence for Task 2, in which they recorded themselves doing virtual synchronous instruction with their students. This unique situation proved challenging with parental and district permission for recording and will need to be revisited in Fall 2021 if face to face instruction does not return for all Maryland school districts. Despite the challenges, however, the "pass rate" for spring was significantly higher than fall, with close to 79%.

Similar to last year, there were candidates in several content areas that did not meet the minimum performance standard requirements. We continued to have these students meet with their academic advisors and University Supervisors to discuss their scores and review strengths and areas of need. As we move further along the Phase In plan for edTPA in the state of Maryland, we will also build in more formal requirements for candidates that do not meet the minimum standard. We now require candidates to submit their work for national scoring earlier in the semester so that we can have their scores back prior to graduation, with time for a re-submission before the semester is over. During the 2020-2021 academic year, this will be mandatory, and all candidates that received a condition code will be required to resubmit their portfolios. Additionally, over the next 2 years, we will formalize the process of counseling on strengths and areas of need to a full resubmission process for those scoring below the minimum standards.

Overall, there was a gain in percentage of candidates who met the minimum requirements according to the current suggested cut scores set by MSDE (32, 37, and 44 respectively). Between the 2018-2019 and the 2019-2020 academic years, overall percent passing raised by 9%, even with the anomaly of Fall 2019, and despite the fact that we had almost twice as many candidates completing this capstone assessment. Additionally, within individual content areas we saw gains across the board in percent of candidates meeting the minimum standard. This trend in the positive direction tells us that our candidates are 1) becoming more familiar with this assessment, 2) receiving appropriate support during the internship, and 3) gaining knowledge and skills that indicates they are ready to teach when they complete our program.

As more faculty become familiar with edTPA and introduce the language and content into their coursework, our teacher candidates will continue to gain an understanding of this performance assessment prior to their internship semester. Additionally, in Fall 2020, with the introduction of the 1 credit course for all interns, our candidates will receive even more individualized and group support during this process. While we are pleased that our scores on edTPA continue to rise, it all comes down to the fact that this performance assessment is a valid, reliable instrument to measure first year teacher performance, and the better we can prepare our candidates for this assessment, the more prepared they will be to teach in their own classrooms following graduation.

Overall, for 2019-2020, the School of Education at Notre Dame of Maryland University is very proud of these test results and aims to continue to have 100% of its teacher candidates pass the Praxis Core, the new Content Knowledge Tests, and the Praxis II assessments. Survey data of graduates consistently show that, of those reporting, 90% or higher indicate that they have secured employment in the field of education. As one of the first schools in Maryland to implement the edTPA requirement in preparation for Maryland's 2023 mandate, we are also proud of our results as well as the fact that we are preparing our teacher candidates not only for today's requirements, but for the requirements of the profession in coming years.