



Salisbury University
Traditional Report AY 2020-21
Maryland



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Weaver

PHONE

(410) 543-6268

EMAIL

sdweaver@salisbury.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	

Total number of teacher preparation programs:

13

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Professional Candidate Dispositions Assessment	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

In the Departments of Early and Elementary Education (DEEE) and Secondary and Physical Education, candidates submit a professional program application that includes item responses that they have met the following requirements: required pre-professional courses completed, overall credit hours met (46 in DEEE, 56 in Secondary and Physical Education), grades of C or above in all required pre-professional courses, minimum of 2.5 GPA overall, minimum of 2.75 GPA in required pre-professional courses (content-area courses), Excel-based GPA calculator of their course grades that computes pre-professional GPA, evidence of CPR certification?(Physical Education program only), a Professional Dispositions self-assessment, and an agreement that they understand they must take the Praxis Core test?if they do not graduate with a 3.0 GPA if their SAT, GRE, or ACT tests do not satisfy Praxis Core requirements.? After the semester is complete and final grades have been posted, advisors are sent lists of their advisees who have applied to the professional programs for the upcoming semester. Advisors review the admissions data, again compute overall and pre-professional GPA data, and sign off to approve whether each advisee has met the requirements for professional program admission. ?Candidates are sent letters by the departments alerting candidates of the application decision.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Exit Portfolio"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

M.A.T. program: To be eligible for admission as a degree-seeking student to the Master of Arts in Teaching program, the prospective student must: • complete the online SU application (www.salisbury.edu/apply); • possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area; • have a cumulative GPA of at least 3.0 in the last half of their undergraduate program, or possess a prior graduate degree; • submit official transcripts from all institutions attended; • submit three (3) letters of recommendation from individuals who can speak to the following criteria: o ability to write at an appropriate skill level for graduate work o a level of motivation appropriate to carry the candidate through a rigorous graduate program; and, • undergo a structured interview by the joint MAT Admission Committee.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

60

Number of clock hours required for student teaching

600

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

23

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

46

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

412

Number of students in supervised clinical experience during this academic year

201

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	521
Subset of Program Completers	178

Gender	Total Enrolled	Subset of Program Completers
Male	111	35
Female	410	143
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	1
Asian	7	0
Black or African American	48	14
Hispanic/Latino of any race	21	3
Native Hawaiian or Other Pacific Islander	0	0
White	421	155
Two or more races	7	2

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

14

3

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	58

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	59
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	24
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2020-21

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Teacher candidates are immersed in school-based clinical practice throughout the curriculum, starting with foundations courses taken in the first and second year at Salisbury University (SU). An extensive network of professional development schools in place for more than 15 years allows SU to partner with 39 schools in seven counties. Teacher candidates are placed with supportive teacher-mentors (most of who have had mentor training from SU) who scaffold their induction into the profession. All teacher candidates learn to plan and deliver lessons consistent with the Maryland State Curriculum, including Common Core. The Professional Development School internship experience at SU is extensive and intensive, consisting of 100 days of teaching over two consecutive semesters. Under carefully screened and trained mentor teachers, interns experience every aspect of teacher responsibility. SU's internship program is unique in featuring a co-teaching model that emphasizes the skill set of professional collaboration and the

traditional and standards-based aspects of teacher preparation. The co-teaching model has allowed school leaders to welcome interns eagerly in this era of high stakes accountability, rather than fearing the loss of involvement by their mentor teachers that were customary in the traditional student teaching arrangement. By insisting that mentors remain engaged in instruction throughout the internship, P-12 students benefit from the combined efforts of two teachers while interns acquire enhanced skills in differentiated instruction and collaboration. Prospective teachers must complete coursework in inclusion. Components of this course for all SU's education candidates include an overview of US special education laws, descriptions of common characteristics of disability subgroups, in-depth coverage of other exceptionalities and needs, including Gifted & Talented and dual language learners, identification processes, and research-based inclusive classroom instructional practices. Through structured clinical practice and the completion of multiple case studies, SU candidates collaborate with general education classroom teachers, special education teachers, other service providers, and parents/family members. The numerous case studies of children with exceptional needs (disability, gifted/talented, and dual-language learner) include instructional activities designed by the candidate to meet a specific demand identified in the particular instructional environment. In the inclusion course, candidates are assessed on a lesson plan that focuses on accommodations and adaptations necessary in a general education classroom. Salisbury University is located on the Eastern Shore of Maryland. Overall, the public schools that SU partners with serve P-12 students who are low-income, diverse, and rural. SU teacher candidates have a minimum of four clinical practice experiences in these schools before the full-time clinical internship. TESOL methods, culturally relevant course materials, and language proficiency are introduced to all education candidates in early education foundations classes and integrated into more advanced courses as candidates matriculate through the program. Clinical practice assignments are directed toward dual language learners, and candidates reflect on various issues that impact learning. Within the city of Salisbury, the 40 schools where SU candidates are placed for clinical practice face many of the same issues as many other urban schools, i.e., poverty, gang-related violence, high crime neighborhoods, and teen pregnancy, high dropout rates, etc. Through introductory coursework and multiple clinical practice experiences, SU candidates are challenged by issues related to urban and low socioeconomic challenges. Faculty who teach in the programs use the experiences candidates encounter in the field to help prepare them to teach in urban, low-income, and rural settings effectively.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal is to graduate 10 mathematics teachers from the program.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Each spring, the university reaches out to students newly admitted to the program to welcome them and encourage them to attend the university. New student orientation takes place before they begin classes. All secondary mathematics majors are assigned the teaching methods course instructor as their academic advisor to ensure they stay on track with professional program and coursework requirements. In 2019-2020, we awarded the first round of scholarships and internships through a Noyce grant from the National Science Foundation. Scholarships were \$10,000/year and were awarded during junior and senior years. They carried an obligation to teach in a high-need local education agency for two years for each year of scholarship funding received. The first cohort of scholarship recipients graduated in spring 2021.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Although the Noyce program supported seven mathematics teachers who graduated in 2021, the scholarship does not extend to all undergraduate candidates. It does not provide a recruiting tool for those below the scholarship GPA cutoff of 3.0 or those who do not wish to fulfill the required teaching service commitment. However, the State of Maryland did provide a promising new recruiting tool by passing legislation that will require all Maryland counties to raise the minimum starting salary for teachers to \$60,000 per year. We have started to promote this opportunity to prospective teachers actively. We will continue to incorporate it in the promotional literature we distribute at university recruiting events such as open houses and admitted student day.

6. Provide any additional comments, exceptions and explanations below:

The NSF Noyce grant also provides funds for early clinical internships that pay \$1500/year. These internships leverage lesson study as a teacher education model. We are promoting this opportunity to prospective teachers, and we hope to see greater participation in this portion of the Noyce project now that COVID-19 restrictions and precautions in schools have mostly been lifted.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal is to graduate ten mathematics teachers from the program.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal is to graduate seven mathematics teachers from the program.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We plan to prepare 6 science teacher candidates in 2020-21.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Each spring, the university reaches out to students newly admitted to the program to welcome them and encourage them to attend the university. New student orientation takes place before they begin classes. All secondary biology, chemistry, physics, and earth science majors are assigned the teaching methods course instructor as their academic advisor to ensure they stay on track with professional program and coursework requirements. In 2019-2020, we awarded the first round of scholarships and internships through a Noyce grant from the National Science Foundation. Scholarships were \$10,000/year and were awarded during junior and senior years. They carried an obligation to teach in a high-need local education agency for two years for each year of scholarship funding received. The first cohort of scholarship recipients graduated in spring 2021.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Although the Noyce program supported three biology teachers and one earth science teacher who graduated in 2021, the scholarship does not extend to all undergraduate candidates. It does not provide a recruiting tool for those below the scholarship GPA cutoff of 3.0 or those who do not wish to fulfill the required teaching service commitment. However, the State of Maryland did provide a promising new recruiting tool by passing legislation that will require all Maryland counties to raise the minimum starting salary for teachers to \$60,000 per year. We have started to promote this opportunity to prospective teachers actively. We will continue to incorporate it in the promotional literature we distribute at university recruiting events such as open houses and admitted student day.

6. Provide any additional comments, exceptions and explanations below:

The NSF Noyce grant also provides funds for early clinical internships that pay \$1500/year. These internships leverage lesson study as a teacher education model. We are promoting this opportunity to prospective teachers, and we hope to see greater participation in this portion of the Noyce project now that COVID-19 restrictions and precautions in schools have mostly been lifted.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal is to graduate with three biology teachers and two earth science teachers from the program

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal is to graduate three biology teachers, one chemistry teacher, and one earth science teacher from the program.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We planned on graduating 4 completers (3 undergraduate and 1 graduate).

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

This output was accomplished by conducting remote internship options for students during the COVID-19 pandemic.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The global pandemic has most adversely affected the teaching profession, with a high rate of educator attrition and reduced student enrollments in the teaching profession being experienced nationwide.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We plan to graduate 4 completers.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We plan on graduating 3 completers.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	15	160	14	93
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	99	162	91	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	119	163	117	98
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	140	165	140	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	13	178	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	103	173	100	97
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	118	177	118	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	140	176	139	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	13	171	13	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	103	167	97	94
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	119	169	119	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	140	169	139	99
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	58	177	58	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	44	180	44	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	39	178	39	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	7			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	7			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	5			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	59	164	54	92
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	41	167	40	98
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	59	170	51	86
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	39	171	38	97
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	60	175	58	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	40	178	40	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	4			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	60	171	52	87
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	50	171	47	94
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2019-20	16	171	16	100
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2018-19	87	167	87	100
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2019-20	18	168	16	89
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2018-19	88	173	87	99
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2019-20	16	179	16	100
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2018-19	87	175	87	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	14	167	13	93
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	88	165	88	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	11	173	8	73
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	10	149	3	30
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21	24	169	14	58
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	25	174	23	92
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	16	172	15	94
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	27	175	26	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	30	177	30	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	46	171	43	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	33	174	33	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	30	172	30	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	60	175	57	95
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	69	179	69	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	97	178	97	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	5			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	106	167	93	88
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2019-20	101	167	91	90
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	14	167	12	86
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	177	127	72
All program completers, 2019-20	163	140	86
All program completers, 2018-19	188	183	97

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

- b. use technology effectively to collect data to improve teaching and learning

 Yes

 No

- c. use technology effectively to manage data to improve teaching and learning

 Yes

 No

- d. use technology effectively to analyze data to improve teaching and learning

 Yes

 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All Secondary/P12 candidates take a series of content-specific teaching methods courses that include instruction on using technology in the classroom. Course activities and assignments address the standards set forth by the International Society for Technology in Education (ISTE). The ISTE standards are designed to prepare teachers to integrate technology effectively into curricula and instruction and use technology effectively to collect, manage, and analyze data to improve teaching and learning to increase student academic achievement. Secondary/P12 candidates develop these competencies during the content-specific teaching methods they must take and then apply them during their culminating full-time teaching internships. All Secondary/P12 candidates are taught principles of universal design for learning and differentiated instruction in SCED 367: Inclusive Instruction for Secondary Educators or PHED 400: Adapted Physical Education. In these courses, candidates learn principles of UDL and differentiated instruction and apply concepts in a lesson plan assignment, blending the specific inclusive education methods with content area pedagogy. Additionally, in SCED 367, candidates research various technology devices to support students with disabilities (e.g., communication devices, screen readers, talking calculators) and learn how states have lending libraries for these devices for schools, teachers, and students to borrow and utilize in classes. To prepare candidates to teach students with disabilities and ESOL learners, candidates complete an inclusive lesson plan based on differentiation and Universal Design for Learning and teach that lesson in a clinical setting. The lesson plan includes assessing and analyzing its effectiveness based on student learning (including students with disabilities and ESOL students). Technology is integrated our Early Childhood and Elementary programs, technology is a cross-cutting theme where teacher candidates first learn about the educational technology in ELED 202, use the appropriate technology in methods courses, and apply the technology in the internship. Teacher candidates are required to take ELED 202 Technology in Education (the semester before

entering the professional programs). This foundation technology course is designed to: emphasize the role of technology for teaching and learning in PreK-6 classrooms; provide experiences with computer-based and mobile applications; explore traditional and emerging technologies that enhance the learning experience for students, including digital images, video, Internet, and interactive technologies as means of developing meaningful learning experiences; and incorporate the International Society for Technology in Education standards. All methods instructors in the programs intentionally plan, scaffold, model, apply and require teacher candidates to use specific and appropriate technology to manage the class and complete assignments. For example, in ELED 302 Integrated Reading and Language Arts Grades K-3 (first and second semester of the program), teacher candidates create video mini-lessons of key literacy concepts and create digital textbooks to model and explain informational genre features. In ELED 320 Teaching Diverse Learners (second semester of the program), teacher candidates explore and utilize forms of assistive technology and programs that are appropriate to address children's specific learning needs. Teacher candidates can identify various forms of assistive technology that are available and their purpose for instruction. During the internship, technology is incorporated into lessons as appropriate. Focus is on the actual use, purpose and platform. Interns also use technology as appropriate to address an identified goal for a targeted group of learners for their Capstone project. The effectiveness of the technology or software chosen is analyzed for effectiveness. After taking ELED 202 Technology in Education, teacher candidates are required to take ELED 305 Learning and Assessment for Diverse Classrooms as one of the first methods courses in the professional programs. In ELED 305, technology assessment tools such as Plickers, Socrative, PollEverywhere are introduced to show teacher candidates how to gather student data. Teacher candidates have to choose one assessment software and integrate it during a class presentation as part of the course assignments. In all methods courses, the use of technology to assess student learning and analyze data is a critical part of the program's key assessments. For example, in ELED 340 Building Classroom Community, teacher candidates administer climate surveys. They are taught to include their survey data in the form of charts and graphs. The results are analyzed and utilized to inform instruction. Surveys are administered again, and the information is posted. The results are analyzed, students reflect on the lessons' effectiveness and plan for future instruction. In ECED 356 Play and Creativity in Early Childhood Education, teacher candidates are required to use appropriate technology to conduct systematic observations, analyze and interpret, and reflect children's play experience in their clinical placement. In ELED 410 Literacy Assessment and Intervention, teacher candidates take digital pictures of student written work samples and audio record reading samples for assessment. Throughout the program, teacher candidates learn to focus on attending to the needs, strengths, and areas of improvement of each child (funds of knowledge is a critical piece of program key assessments). It means engaging families and addressing concerns as supported by research and in a professional manner. This means establishing positive learning environments and setting appropriate goals. Providing the appropriate grouping, strategies and materials is essential. Particularly in ELED 320 Teaching Diverse Learning (second semester of the program), teacher candidates are taught how to design curriculum and learning experiences to be successful regardless of abilities, interests, and linguistic or cultural backgrounds. Specifically, the three main principles of UDL are focused in the course: 1. Multiple Means of Representation: Teacher candidates gain information from listening to lectures using zoom features, watching carefully selected videos and documentaries covering special education issues and topics, reading assigned course textbooks and other relevant scholarly articles, and using the online library sources for research purposes. 2. Multiple Means of Engagement: Teacher candidates participate in in-class discussions in real-time via synchronous zoom meetings during normal class times, work individually and in small groups on previously assigned course topics, share group work with the class via self-made audio and video presentations, and engage in ongoing conversations on course topics and issues using the "Threaded Discussion" feature in Canvas. 3. Multiple Means of Action and Expression: Teacher candidates demonstrate their learning by completing computer-based assessments, designing products for future classrooms and posting pictures to share with classmates, completing hypothetical case studies in place of real classrooms observations and involvement, and writing and submitting papers that include personal reflections and plans for further professional development.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All Secondary/P12 candidates take either SCED 367: Inclusive Instruction for Secondary Educators or PHED 400: Adapted Physical Education. SCED 367 Acquaints pre-service secondary school teachers with the legal, social, and ethical issues that surround inclusion and prepares them with a repertoire of instructional methods associated with inclusive education for students with high incidence disabilities. PHED 400 is designed for physical education students preparing to enter the teaching field in P-12 education. Components include an overview of special education and adapted physical education, inclusion, developmental disorders, intellectual and physical disabilities, strategies for meeting individual needs, education through physical activity, designing appropriate goals, and understanding the Individual Education Plans (IEP) process as it relates to physical education. The course provides opportunities for the acquisition of knowledge and skills required to meet the educational needs of students with disabilities in physical education as outlined by current legislation. Students gain practical experience in the adapted physical education setting with local schools. All teacher candidates in the three teacher preparation programs in the Department of Early and Elementary Education must successfully complete ELED 320: Teaching Diverse Learners. The 4-credit course is designed around the 10 Council for Exceptional Children (CEC) standards as well as relevant standards from the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC). The course covers a broad overview of inclusive education including the nature and characteristics of students with disabilities and special learning needs – current textbook: Teaching students with special needs in inclusive classrooms (Bryant, Bryant, & Smith, 2020). The course requires 11 full days of clinical experiences in a local elementary or early childhood classroom for observations and application purposes. Specific activities that prepare teacher candidates to teach students with disabilities effectively include: 1. In-depth study of special education laws, research-based practices/strategies, topics, and other related special education issues through mini-lectures, discussions, group and individual projects, presentations, field reports, papers, video clips and documentaries of different special education categories, and two written examinations. 2. Carefully structured Case Studies (three) that are used as Key Assessments: • Case A – Student in a clinical setting who has an IEP or 504 plan - teacher candidates are required to observe the focus student, complete a developmental checklist that identifies strengths and challenges of the child, view the child's confidential information with permission of the parents/guardians, work with the student to develop an intervention plan that targets a specific goal/objective from the child's IEP/504, follow the RtI model to implement the plan, and collect and analyze data on the effectiveness of the intervention, and reflect on the whole case study experience. • Case B – Because not all teacher candidates will have clinical experiences in classrooms with students identified as having gifts and talents (G/T), they are all required to do a similar case study that closely resembles real-life attributes with a hypothetical G/T student following the same process and subparts except for the implementation of the intervention plan. • Case C – Involves a hypothetical student who is described as a dual-language learner. See #3 below.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

In our Secondary and P/12 programs IN SCED 367 and PHED 400 each include the required clinical experiences. During these clinical experiences, candidates are required to familiarize themselves with the IEP/504 plan requirements of students in their classroom settings. Instructors assign work that requires analyzing IEPs and explaining how the recommendations in them can be implemented within the context of classroom lessons. Candidates apply this knowledge to discussions of how to be productive participants in IEP/504 plan meetings. In our early childhood and elementary programs, the teacher candidates are engaged in the following activities as a member of an IEP team: • During the 11 days of clinical experiences and/or during their full-time internship, many teacher candidates will get an opportunity to participate (along with the mentor and the special education teachers), in real IEP/504 meetings. • In completing Case A, teacher candidates must also collaborate with parents/guardians and other service providers who are also members of the child's IEP Team. • Many of the teacher candidates have the opportunities to participate in IEP meetings just as an observer.. Parents must give permission for those individuals to attend these meetings since confidentiality must be maintained. Some parents do not feel comfortable having teacher candidates students participate in the meeting; therefore, some teacher candidates will have the opportunity to participate but others will not. • During full-time internship, the opportunity to be included in meetings increases due to the continuous presence of the interns. These experiences enable the teacher candidate to learn more about the workings of an IEP team, how it works in concert with the

parents/caregivers, and is used to help young children with the necessary accommodations.

c. Effectively teach students who are limited English proficient.

All Secondary/P12 candidates are required to take a course entitled SCED 438: Literacy in the Content Areas I. This course, approved by the Maryland State Department of Education (MSDE), meets MSDE standards that have been updated to better address the needs of English language learners. Topics addressed in the course include studying how literacy learners are shaped by social, cultural, and linguistic factors and characteristics of high-quality learning environments for all learners. Strategies for supporting comprehension and vocabulary acquisition are also addressed. Candidates examine features of diversity, linguistic and cultural, that impact literacy development and learning. In our early childhood and elementary programs, many teacher candidates will have experience to work with English language learners (ELLs). Similar to Case B, not every teacher candidate will have clinical experience in a classroom that has a dual-language learner; therefore, the course fills this potential gap by providing a second hypothetical case study that very closely resembles real experiences of a student who is an English language learner. Again, teacher candidates complete the same process and requirements except for the implementation of the intervention plan they developed. Teacher candidates in the DEEE programs receive instruction on how to effectively teach students who are limited English proficient in four separate courses, including ELED 320: Teaching Diverse Learners, as well as the three one-credit diversity classes. In ELED 397: Diversity & the Self; ELED 398: Diversity & the Family; ELED 499: Diversity & Community, teacher candidates are introduced to the topics of linguistic diversity; language acquisition; multilingualism; biliteracy; civil rights of multilingual students; as well as bilingual education and teaching English as an Additional Language program models. Although ELLs are not "exceptional students," they are students with needs. Learning challenges are identified, and teaching strategies are demonstrated and practiced in class. Teacher candidates are taught to understand how learning needs are different for English Language Learners than special needs students. In addition, pedagogical strategies to support English language learners are taught in other courses such as ELED 350: Literature for Children and the other literacy methods. A vital component of the DEEE programs is that attention is devoted to teacher candidate learning, practicing, and experiencing ways to help English language learners build confidence in their English literacy skills.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Laurie Henry

TITLE:

Dean of Seidel School of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Starlin Weaver

TITLE:

Associate Dean of Seidel School of Education