

Provider Type	Traditional	
Provider Name	Frostburg State University	

Education Preparation Program (EPP) Data Collection - Dean/Director of Teacher Education Certification

I certify that the statements and information submitted in this report are true and accurate.

Boyce C. Williams, Ph.D.

Signature of Dean/Director of Teacher Education

9/25/2025

Date

Boyce C. Williams, Ph.D.

Print Name of Dean/Director of Teacher Education

Program Reporting and Evaluation

The educator preparation program (EPP) should summarize its year-in-review by providing appropriate evidence to the following in succinct narrative form:

- Addressing State needs of equity and teacher diversity
- Examples of data-informed program improvement decisions
- Basic Skills Assessment data
- Praxis II Assessment data
- Performance Assessment data

Question 1.

What are the EPP's stated goals to increase diversity and how have they been addressed in the 2024-2025 school year? Provide specific progress measures in comparison to the previous reporting year.

*Strategic Plan Goal #4:

Recruit and retain diverse and high-quality students and faculty.

Action Priorities

1. Support College and University recruitment activities

Results: Faculty participated in 34 recruitment events including Open Houses, Teach in Maryland event, Scholars Day, Bobcat Bound, Admitted Students, Campus Visit Days, and two texting nights.

Reached out to 16 TAMs with communication about MOU to award 6 credits based on completion of courses at the TAM. Post*

Question 2.

In the past year and moving forward, how is the EPP ensuring equity by preparing candidates to teach diverse populations including English learners and Gifted and Talented students?

Candidates complete a course during the first semester of their professional sequence titled Special and Multicultural Education. This course is also taught at the Secondary and MAT level and titled Adapting Instruction for Diverse Learners. Candidates complete a Cultural Diversity and Growth Mindset microcredential with opportunities to uncover their values and beliefs and how these values and beliefs influence their instruction. The microcredential also provides an opportunity to explore diverse cultures. Candidates observe diverse classrooms in Baltimore including classrooms with a large number of multilingual learners. Candidates complete an IRIS module on supporting multilingual learners. Course content also includes supporting Gifted and Talented students. At the end of the semester, candidates are assessed on their ability to modify a lesson plan to meet the needs of multilingual and gifted and talented learners. This assessment was updated in the spring of 2025. As candidates move through their field experience courses, they complete a Context for Learning document to identify those children who may need accommodations or modifications to be able to access the curriculum. Throughout the methods courses, faculty model strategies to meet the needs of diverse learners.

Question 3.

How was data analyzed and used to improve the EPP in the 2024-2025 school year?

*Initial Certification

Closing the Loop with data-Fall 2024

1. Prerequisite skills: InTASC 4-Spring 2024 data In the Lesson Plan, Identification of pre-requisite skills (84%) and Instructional resources (89%) would be areas to consider past and future trends.

This expectation for Health Education will be added to the lesson template. This will be ongoing HPED added a rubric line to assess candidates' ability to identify prerequisite skills. This is an area for continuous improvement for P-9. This will be discussed in P9 to identify if this can be developed with our school mentors through mentor training. This expectation for Health Education will be added to the lesson template. This will be ongoing. The first use of this template will occur spring 2025. Apprentices show evidence of needing support in this area. An area of concern for DP still is the use of preassessment*

Question 4.

If a content tested area was below a passing rate of 80% for the best-score in the exiting 2024-2025 cohort, what actions will be taken by the EPP to improve current and future candidate preparation and performance?

We conduct data review after each semester so action plans can be made. Each program reviews Praxis scores for their specific

Question 5.	Describe how your program is taking steps to align to the Blueprint for Maryland's Future (e.g., practicum, collaborating with local school systems, classroom observations, assignment of a mentor, etc.).
	<p>Md. Code, Ed Article 6-120 - 6-121</p> <p><i>Shadow days are the first of many field experiences for which undergraduate students are scheduled as they participate in our educational professions programs. As part of EDUC 100, students are scheduled with a classroom teacher for the purpose of shadowing throughout an instructional day. They are observers during the full day and follow the teacher's schedule. During orientation prior to shadow day, a packet of materials is provided by the course instructor. This includes specific details to which participants are to be attentive. A written summary of the experience is submitted to the course instructor following the event and included in the course grade.</i></p> <p><i>As they gradually begin to develop their skills, they go into the field as apprentices. Depending on the program in which they are enrolled, the time scheduled in the field may range from 20 to 40 hours. Early childhood/elementary (ECE) majors are placed in Head Start experiences, while others are placed in partner school grade level classrooms. The Head Start experiences occur at both USMH and main campus for ECE majors. During classroom apprenticeships, our students are often paired with a specific struggling learner identified by the classroom teacher. They are not yet expected to develop lesson</i></p>

Peningkatan		Penurunan		Tidak Berubah	
Perubahan	Nilai	Perubahan	Nilai	Perubahan	Nilai
1	100	1	100	1	100
2	100	2	100	2	100
3	100	3	100	3	100
4	100	4	100	4	100
5	100	5	100	5	100
6	100	6	100	6	100
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