

**Provider Type:** Traditional

**Provider Name:** Frostburg State University -----> select a valid Traditional program.

**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*

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Signature of Dean/Director of Teacher Education

10/7/2024

\_\_\_\_\_  
Date

Boyce C. Williams

\_\_\_\_\_  
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

<b>Question 1.</b>	In the past year, how is the EPP addressing teacher diversity needs in Maryland? Reflecting on MSDE's 2023 report, "Progress in Increasing the Preparation and Diversity of Teacher Candidates and New Teachers in Maryland," what are the EPP's stated goals and identified areas of growth to increase diversity in Maryland?
	<p><i>The EPP Strategic Plan includes Goal (#4) Recruit and retain diverse and high-quality students and faculty. Action Priorities aligned with this goal include:</i></p> <ul style="list-style-type: none"> <li><i>• Support College and University recruitment activities</i></li> <li><i>o Frostburg State University has identified Strategic Enrollment as one of its strategic goals for the 2024-2026 Academic Years. An area of focus with dedicated resources is Recruiting and Retaining Latinx Students.</i></li> <li><i>• Strengthen connections with community colleges. The EPP has been meeting with community colleges to improve the ease of transfer from a 2 year to 4 year institution. COMAR AAT language will become a part of the 2025-2026 undergraduate catalog language for teacher preparation programs.</i></li> <li><i>• Identify resources to support degree completion and retention of diverse candidates. The Dean has secured two Teacher Quality Partnership Grants, Maryland Leads, and an Earmark for Prince Georges County to improve the diversity of teacher candidates at Frostburg State University.</i></li> </ul>
<b>Question 2.</b>	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?
	<p><i>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. 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. 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 the diverse learners.</i></p> <p><i>Undergraduate Spring/Fall 2023 data revealed continuous improvement was needed for candidates and faculty in supporting</i></p>
<b>Question 3.</b>	What are two examples from this past year in which data was analyzed and used to improve the EPP?
	<p><i>Initial Certification</i></p> <p><i>Spring 2023 Field Lesson Plan data revealed an Area for Improvement (fewer than 80% scored Effective or Highly Effective) (InTASC 1) across Initial Certification programs in the area of Identification of Prerequisite Skills and/or Concepts (n = 30) Ineffective = 1/3.33%; Developing = 8/26.67%; and Effective/Highly Effective = 21/70%. Health and Physical Education (HPE) recognized the need to support HPE candidates in their lesson plan development for Health Education in Internship II. Health Education curriculum will be revised to provide opportunities to develop this skill. P-9 will develop a plan to support students as they seek to identify prerequisite skills in the scripted curriculum our school partners are using. Seminar instructors will model and encourage candidates to look back at the previous grade level to determine prerequisite skills for the standards the candidates are addressing in their lesson plans.</i></p> <p><i>Advanced Programs</i></p> <p><i>Advanced Program Spring 2023 data revealed that candidates struggled with identifying relevant research at the beginning of</i></p>
<b>Question 4.</b>	Does the EPP allow a 3.0 grade point average to be used in place of passing a basic skills assessment to enter the educator preparation program?
	Yes
<b>Question 5.</b>	For any Praxis II tested areas that remained below a passing rate of 80% for best-score in the exiting 2022-2023 cohort, provide the actions to be taken by the EPP to improve current and future candidate preparation and performance.
	<p><i>At the time that Title II data was populated, we still had a few areas below the 80% passing rate for the 2022-2023 cohort. These a</i></p>

**Question 6.** Write the actions directed and taken by the EPP to improve candidate preparation and performance for any race-ethnicity subgroups on Praxis II assessments in the 2023-2024 cohort.

*Our race-ethnicity subgroups are individually small and aggregate to about 17% of our population looking at Title II data from 202*

**Question 7.** Select the Performance Assessment used by the EPP for 2022-2023 cohort

*edTPA*

**Question 8.** Select the Performance Assessment to be used by EPP for the 2023-2024 cohort.

*edTPA*







