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State Superintendent of Schools

2020 Traditional Program Annual Report (TPAR)

Part I: Program Reporting and Evaluation

The program should summarize its year-in-review by providing appropriate evidence to the following in succinct narrative form

- Addressing State needs of equity and diversity
- Current clinical partnerships and impact
- Examples of data-informed program improvement decisions
- Performance-based assessment and Praxis II data

How is the preparation program addressing equity and diversity needs in Maryland? What further steps are needed and being considered by the preparation program (include recruitment, coursework, clinical partnerships, etc.)?

Frostburg State University's teacher education faculty have been working in collaboration with Coppin State University for the past 5 years on embedding culturally responsive practices into our teacher education programs. The partnership has developed MicroCredentials on culturally responsive practices and provided Clinical Rounds (observations) and a Clinical Rotation (short practicum experience) in Baltimore City Schools. Several candidates have also completed a full practicum in Gwynn's Fall Elementary, Baltimore.

This past year FSU was awarded a grant for master's level initial certification candidates to participate in a residency program. The program includes innovations in culturally responsive practices and placements in high-need rural areas of Garrett County Public Schools and Frederick County Public Schools.

All teacher education candidates receive embedded content and pedagogy that includes methods of instruction for providing equity, teaching diverse populations, and differentiating instructions.

Recruitment of diverse students into FSU teacher education programs has been a priority for the College of Education. During the past three years and up until Covid19 halted visits, faculty traveled to urban areas to recruit students and connect with TAM academies in this area. COE hosted visits by various schools to campus, such as the Bard Institute in Prince Georges County and Tuscarora High School. Individual students from Western Academy were connected to teacher education faculty on campus for tours and lunch. Faculty attended the Teach in Maryland conference and travel to downstate Admission's Office recruiting events. Faculty have also traveled to Richmond to participate in the Infinite Scholars Fair. Infinite Scholars' mission is to assist high achieving students of diversity to obtain the information and funding to further their education in higher education.

Further steps include connection to a highly diverse student population on Main Campus to encourage students to consider teacher education as an option. COE submitted two Enhancement grants that would help to support a more diverse population. (Funding not available each year). Continually strategic planning for recruitment is in process.

The College of Education continues to work with regional school systems through a P20 Partnership to ensure programs adequately train teacher candidates to meet the needs of the K12 school population. A recent professional development course developed in collaboration with Allegany County Public Schools was offered in summer 2020 through USMx platform on Educational Equity and Restorative Practices.

How are the current clinical experiences preparing educators for High Poverty/Culturally and Linguistically Diverse Schools? How is the preparation program measuring its effectiveness and impact with regard to the clinical experiences?

As previously stated, all candidates in FSU's teacher education programs have content and pedagogy embedded in courses to address cultural and linguistically diverse students. Additionally, teacher candidates are provided six MicroCredentials on Culturally Responsive Practices. These six credentials include self-awareness, UDL planning, differentiation, assessment, management, and Family & Community Engagement. Each MicroCredential contains elements of engaging self, engaging others, and engaging in diverse communities. All candidate will complete the engaging self and engaging others element within their courses, but to earn the MicroCredential, they must complete the section on engaging in diverse communities. Data from the MicroCredentials and key assessment provide information on the teacher candidates abilities to be prepared to teach in a high poverty/cultural and linguistically diverse schools. FSU has awarded 302 MicroCredentials during the past 6 semesters.

Western Maryland schools offer candidates the ability to teach in high poverty areas, but not as much culturally and linguistically diverse settings. Teacher candidates complete several assessments that measure effectiveness and impact on student learning related to clinical experiences. Performance Rating Key Assessment, EdTPA and exit interviews share culminating data on their preparation. An Entrance Interview, prior to the 100-day internship, provides baseline data on their preparation to enter the internship.

Describe how data is analyzed and used to improve the preparation program. Provide at least two examples from this past year.

Data are analyzed by each program committee based on national organization standards, and across all teacher preparation programs by leadership committees on the InTASC standards. Additional clinical experiences have been planned to provide expanded experiences in culturally and linguistically diverse areas, such as with the Coppin/FSU Clinical Rounds and Rotations. Data from these experiences are analyzed as part of MicroCredentials and include alignment to High Leveraged Practices.

Data meetings by programs committees happen each semester. Faculty discuss strategies for program improvement and formalize implementation of strategies. The following semester faculty will analyze data on the effectiveness of implemented strategies. Faculty will look at several semesters before deciding if improvements have been achieved.

All initial certification programs meet within a Leadership Committee once a year to review InTASC data across all programs, which is disaggregated from key assessments. Overall issues or concerns will prompt strategic planning for all teacher education programs.

EXAMPLE ONE:

Analysis of data across all Teacher Education Programs related to InTASC standard 2:

DEPARTMENT OF EDUCATIONAL PROFESSIONS

Learning Objective 2

Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Institutional Learning Goal Linkage: UGIL Goal 5- Appreciation of Cultural Identities

Process of Assessment: All initial certification candidates are evaluated on Learning Objective 2 through the following EPP (Educator Preparation Provider) Common Assessments: Field Based Lesson Plan designed during an initial field based experience, Unit Plan planned and implemented during Internship II, Internship Practicum/Performance Rating evaluated during Internship II , Professional Dispositions evaluated during Internship II, Maryland Teacher Technology Standards, and the Adapting Instruction for Diverse Learners assignment evaluated at the end of Phase I when candidates adapt a lesson plan for Gifted and Talented, ELL, and Special Needs students.

Measures Used: Common assessments evaluate the COE learning objectives (InTASC standards). The EPP (Educator Preparation Provider) Common Assessments developed included: Lesson Plan Rubric, Unit Plan Rubric, Performance Rating Rubric, Dispositions Rubric, Maryland Teacher Technology Standards Rubrics, and Adapting Instruction for Diverse Learners Rubric. These rubrics were piloted during the spring 2016 semester. Stakeholders including the P-20 Advisory Council, PDS Advisory Council, Program Committees, Mentors, University Supervisors, and Candidates all provided feedback. COE faculty updated the assessment rubrics to incorporate this feedback.

Continuation of EXAMPLE 1:

Performance Desired (standard): At a minimum, candidates are required to meet level 3 (75%) on each rubric which is Effective.

Results:

InTASC Standard 2 data show candidate progress across the Unit. The spring 2019 overall score (aggregated by standard across all rubrics) was 89.4% (3.58/4) and 85.65% (3.4/4) for Initial Certification Candidates.

Closing the Loop: There has been improvement in this area but continued focus on differentiation through Direct Instruction and Differentiation modules and application of module learning (EDUC 201 for UDL, Math and Science methods for Differentiation) across the program is needed. Focused differentiation modeling for EC, Elem and Middle grades and plans for faculty teaming to share expertise at specific grade bands is planned. Faculty are also taking steps to develop knowledge in differentiation techniques across the grade bands. Health and Physical Education candidates utilize differentiation strategies but do not always document them in their lesson plans.

Candidates will be encouraged to follow all directions for the Service-Learning Reflection and Content Lesson Plan assignments, in order to more fully meet the criteria. High quality example lesson plans will be used as models. The formats for instructional grouping (individual, small group, whole group) will be reinforced in the EDUC 402 seminar and candidates will be guided to include all three formats in their unit instruction, in order to better represent their planning and instruction in the Instructional Management assignment. Self- assessment of lesson plans will be planned, in order to build candidates' familiarity with rubrics and increase application of rubric criteria in lesson plan completion.

EXAMPLE 2 – Program Analysis of the Elementary programs (Early Childhood/Elementary, Elementary, and Elementary/Middle.)

Strengths	Weaknesses	Action Items
<p>Through the analysis of the Fall 2019 data from the 8 Elementary program assessments, faculty identified strengths in the following areas:</p> <p>Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs</p> <p>1.b -Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.</p> <p>Knowledge of students in Internship II Unit</p>	<p>Analysis of the Fall 2019 data from the 8 Elementary program assessments allowed faculty to identify areas for attention in the following areas. It would be difficult to term them as significant "weaknesses", as candidate's overall performance was high on the program assessments. However, there was evidence to encourage monitoring of these areas:</p> <p>Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs</p> <p>1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children</p> <p>1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.</p>	<p>Based on the faculty interpretation of the Fall 2019 assessment results, the following actions are proposed to address the areas for attention:</p> <p>Differences in performance for EC vs Elem/Middle candidates – Separate sections by major in the Assistantship may help to strengthen the knowledge and skills of students in the majors that address the elementary and middle grades.</p> <p>Assessment –More opportunities to use data to make grouping and individual instruction in Early Childhood and methods courses. Opportunities to practice giving feedback to students based on performance in class experiences and field assignments</p>

Provide all Performance-based assessment data from 2018-2019 cohort.

Name of Test	Subject/Content Area	Total # Test-takers	% Met Program Pass Standard
EPP Created Intern Performance Rating	Early Childhood/Elementary	32 (3.67/4)	100%
	Elementary	12 (3.64/4)	100%
	Elementary/Middle	13 (3.67/4)	100%
	Secondary	4 (3.91/4)	100%
	P-12 HPED	11 (3.4/4)	100%
	P-12 Music	4 (3.57/4)	100%
	MAT Elementary	4 (3.16/4)	100%
	MAT Secondary	12 (3.62/4)	100%
edTPA	Early Childhood	15 (39.67)	100%
	Elementary Literacy	13 (42.38)	100%
	Elementary Math	4 (36.75)	100%
	MC Mathematics	2 (45.5)	100%
	MC History/Social Studies	1 (41)	100%
	Secondary HSS	1 (39)	100%
	Secondary ELA	3 (40.33)	100%
	Health Education	3 (36.67)	100%
	K-12 Phys Ed	4 (40.5)	100%
	K-12 Performing Arts	2 (39.5)	100%

Provide all Praxis II assessment data in tested areas that were below a passing rate of 80% for first-time test-takers from 2018-2019 cohort.

Name of Test	Test Code	Total # Test-takers	% Passed First-time	% Passed Best-score
Reading and Language Arts - CKT	7802	76	78.95	92.11
Elementary Education: Social Studies	7805	78	55.13	79.49
Middle School: English/Language Arts	5047	13	38.46	38.46
Middle School: Mathematics	5169	6	33.33	50
Health Education	5551	11	78.57	85.71
Physical Education: Content and Design	5095	11	61.11	72.22

For any tested areas that were below a passing rate of 80% for best-score in the 2018-2019 cohort, provide the actions to be taken by the program to improve candidate preparation and performance.

Pass rates were run as individual custom reports from the ETS data manager system. Reports were run based on first score and then highest score for the range of September 2018 thru August 2019. These results should for the most part reflect our “cohort” of that time. Raw scores are kept and updated but would be impossible to gather first scores any other systematic way. The data shows several areas of concern.

The 7805 falls right below the 80% pass rate. This exam caused great concern for our candidates, and for the first time we were pulling together resources for a Praxis II exam. Prior to this, our main efforts and attention had focused so much on Praxis CORE with most of our folks not struggling with Praxis II. The change in the next year to the 7815 (CTK) benefited our students and their scores. The 2019-2020 scores are above an 80% pass rate.

A few of our middle school exams need attention. The English Language Arts (5047) continues to challenge candidates along with Mathematics (5169). Content classes are taught outside of our department with our colleagues in CLAS (College of Liberal Arts and Sciences). Our content experts are involved with data analysis and discussions. Our candidates complete 24-hour specializations which are co-constructed with our CLAS partners. We are currently reviewing and revising the Math specialization classes. We also need to make changes to the ELA specialization to better align to what Praxis is testing. Our data for ELA Middle sets a trend and supports the need for change.

Our PE exam (5095) also falls just below 80%. HPED faculty have suggested a few actions to support students. The first is to offer a study group for Block students who would like to meet to review/prepare for either or both (5551 also) exams. An additional action is to review the practice exams published by ETS and determine which course in the program addresses each one. Use practice exam questions in the comprehensive exams to prepare students for the same type of questions when they take Praxis.

All programs review Praxis data each semester as they hold their data analysis meetings to look at program key assessments. While looking at raw scores and sub-scores is informative, seeing an actual pass rate may be more effective to bring attention to areas of concern.

Traditional Program Annual Report 2020

Teacher Education Requirements	Basic Skills Assessment	GPA of 3.0 or higher	Praxis II Content or ACTFL	Pedagogy or Performance-based
Required passing score for entrance into program	X			
Required passing score for advancement to internship				
Required passing score for program completion				X
Required passing score for graduation requirement				

2019-2020 Teacher Candidates participating in 100 day internship	Undergraduate interns	Graduate interns
Male	23	10
Female	72	17
Non-binary	0	0
Total	95	27
American Indian/Alaskan Native	0	0
Asian	1	0
Black or African American	9	2
Hispanic or Latino of any race	5	1
Native Hawaiian or Other Pacific Islander	0	0
Two or More Races	2	2
White	78	22
Total	95	27

122

122

Maryland residents	109	(84 UGRD, 25 GRAD)
Community college transfers	59	UGRD only; MD and non-MD community colleges included

Certification Eligible (Praxis II Qualifying Scores)	# of Actual Completers 2018-2019	# of Actual Completers 2019-2020	American Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino of Any Race	Native Hawaiian or Other Pacific Islander	Two or More Races	White	# of Projected Completers 2020-2021
Early Childhood Education (PreK-3)	35	24			1	2			21	40
Elementary Education (1-6)	15	5						5	34	
Biology (7-12)	1	3					1	2	4	
Chemistry (7-12)		1						1		
Earth/Space Science (7-12)	1									
English (7-12)	6	1						1	2	
Mathematics (7-12)	1	1						1	1	
Physics (7-12)										
Social Studies (7-12)	5	7						7	10	
Art (PreK-12)		2					1	1	1	
Health (PreK - 12)	11	4						4	11	
Music (PreK - 12)	3								2	
World Languages PreK - 12: (French)										
World Languages PreK - 12: (Spanish)									1	
Total	78	48	0	0	1	2	0	2	43	106

24
5
3
1
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1
1
0
7
2
4
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48

Dual Certifications	# of Actual Completers 2018-2019	# of Actual Completers 2019-2020	American Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino of Any Race	Native Hawaiian or Other Pacific Islander	Two or More Races	White	# of Projected Completers 2020-2021
Elementary Education (1-6)	35	24			1	2			21	40
Middle School English Language Arts (4-9)		1						1	3	
Middle School Mathematics (4-9)	2								7	
Middle School Science (4-9)	2								2	
Middle School Social Studies (4-9)	1	1						1	2	
Physical Education (PreK - 12)	11	4						4	11	
Total	51	30	0	0	1	2	0	0	27	65

24
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1
4
30

Non-Classroom Professionals	# of Actual Completers 2018-2019	# of Actual Completers 2019-2020	# of Projected Completers 2020-2021
School Counselor	19	23	12
Special Education	12	17	6
Administrator I - Leadership	14	17	10
Reading Specialist - Literacy	12	10	6
Total	57	67	34

Admission and Retention Data	# Admitted by BOY	Additions	Attrition	# Admitted by EOY	1 yr later; % Retained or Completed	2 yrs later; % Retained or Completed
2019-2020 cohort (EPP-wide)	78	34	5	107		
Early Childhood / Elementary	28	13		41		
Elementary	4	2		6		
Elementary / Middle	9	9	1	17		
Secondary	7	8	2	13		
P-12 HPED	3	2		5		
P-12 Music	0	0		0		
MAT Elementary	14	0	2	12		
MAT Secondary	13	0		13		
2020-2021 cohort (EPP-wide)	96					
Early Childhood / Elementary	47					
Elementary	4					
Elementary / Middle	6					
Secondary	3					
P-12 HPED	8					
P-12 Music	0					
MAT Elementary	13					
MAT Secondary	15					
Post-Program Employment						
	Total #	% Employed in MD	% Employed in MD CSI, TSI and/or Title 1	% Not Employed in MD		
2018-2019 completers	102	45.1%	15.7%	7.8%		