



**Mohammed Choudhury**  
State Superintendent of Schools

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## 2022 Traditional Program Annual Report (TPAR)

**Name of Educator Preparation Program:** Frostburg State University

### Part I: 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

In the past year, how is the EPP addressing teacher diversity needs in Maryland? Reflecting on the MSDE's Office of Research's presentation *Teacher Diversity in Maryland*, what are the EPP's stated goals and identified areas of growth to increase diversity in Maryland?

*(Response should not exceed one page)*

*The EPP recognizes the value of recruiting and retaining a diverse student body which reflects the diversity of P-12 school settings where they will teach. Action items include supporting COE and University recruitment and analyzing program enrollment with insight from our P-12 community partners to determine community and regional workforce needs.*

To meet the goals, the Dean of the College of Education has dedicated resources to recruitment over the past several years to ensure that our teacher educator program candidates reflect the diversity found in our public schools. The results of the efforts can be found in the Teacher Preparation Improvement Plan (TPIP) with a change in demographic enrollment data revealing that from 2015-2016 to 2016-2017 our Hispanic/Latino population increased by 9%. African American student enrollment increased from 17% to 24% from 2015-2019. The EPP has executed Department level recruitment events, in collaboration with the Admissions and Alumni offices, engaged in direct outreach to 11 Teacher Academies of Maryland (TAM) involving 191 students creating an MOU to provide 6 transfer credits for relevant coursework. The initial target for the TAM recruitment event was 5% of this population. This goal was exceeded with the matriculation of 15 TAM students in the fall 2020 semester. Faculty attended the Teach in Maryland Conference, which resulted in contacting 110 future candidates and visited the BARD Institute in Baltimore, Maryland, which resulted in twenty-one students from the BARD Institute applying and being admitted to Frostburg State University. The target for this BARD event was that 10 students would enroll at FSU. This target was surpassed when 21 students applied. The Dean provided resources for high school students from Prince George's County, Maryland, to travel to Frostburg, stay in the Residence Halls, and participate in classes on campus. The target for this event is that 10 students would be admitted on the spot. FSU Foundation provided Bobcat Boxes to FSU Alumni, who are now teachers, so they could place FSU materials in their classrooms. A faculty member with Admission office personnel traveled to Virginia to participate in an Infinite Scholars Fair. This event provided on-the-spot admission to diverse students. The target goal was that 50 students would be admitted out of the over 300 students who attended the fair. This target was not met as only 8 students enrolled at FSU. Faculty in the EPP held a summer workshop for middle school students interested in teaching as a career. At the university, faculty engaged with 39 students at the biannual majors fair and with 52 future candidates at the Open Houses held on campus for prospective students.

The College of Education's Recruitment and Retention Plan provides evidence of the many initiatives the EPP has engaged in over the past few years to recruit and retain high-quality candidates from a wide range of backgrounds.

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?

*(Response should not exceed one page)*

One area of weakness that is seen in the data across the entire EPP is the ability to differentiate instruction to meet the needs of diverse learners. The assessment *Adapting Instruction for Diverse Learners* was created to support candidates' knowledge, skills, and dispositions for working with diverse learners. Candidates in the P-9/Secondary/P-12 programs as well as MAT Secondary and MAT Elementary programs complete this signature assignment as a final assessment in their diversity courses: EDUC 376 *Special and Multicultural Education (P-9)*, SPED 451 *Adapting Instruction for Diverse Learners (Secondary and P-12 Music)*, HPED 208 *Inclusion Strategies in Health Education (Health and Physical Education)*, and SPED 551 *Adapting Instruction in Diverse Classrooms (MAT Elementary and MAT Secondary)*. These courses appear early in the professional sequence of the education coursework for each program in order to provide candidates with foundational knowledge, instructional strategies, and dispositions to support ELL, Gifted and Talented, and Exceptional learners to access the curriculum. Each course instructor evaluates the students. This knowledge is continuously developed throughout the remainder of the candidates' preparation as they utilize a context for learning tool to develop lessons which address the needs of ELL and Gifted Learners within their school placements. Strategies are modeled within the methods courses and reinforced in seminar.

Faculty professional development was provided by Dr. Jessica Rinehard, Advanced Academics Supervisor, Frederick County Public Schools, this past year. Resources shared were published within a Canvas course for faculty to access throughout the year. Dr. Rinehard also agreed to provide additional support for faculty throughout the year. Professional Development for supporting English Language Learners is another area planned for this academic year. Candidates have engaged in Clinical Rounds to diverse settings in Frederick County Public Schools with high ELL populations to observe SIOP strategies utilized by classroom teachers.

What are two examples from this past year in which data was analyzed and used to improve the EPP?

InTASC 2 (Learning Difference) data show both progress and a clear area for growth across the EPP. The fall 2021 score (aggregated across all rubrics) was 92.83%. The Exit Interview (n=26), Instructional Unit (n=27), Internship Performance Rating (n=27), Professional Dispositions Rubric (n=27), Lesson Plan (n=73), and Assistive Technology Lesson Plan (n=28) provided these data. Two areas from the Professional Dispositions Rubric and two areas from the Assistive Technology Lesson Plan provided the strongest evidence of candidates meeting INTASC 2 with all candidates scoring Highly Effective (100%). From the Professional Dispositions Rubric, in both Show sensitivity to and respect differences of all individuals and Treat all individuals fairly and equally, candidates scored Highly Effective. From the Assistive Technology Lesson Plan Part I: Making decisions based on data and Part I: Recommendations, candidates also scored Highly Effective. In this criterion, the clear area for improvement is not surprising and has been an area of focus for several semesters: Differentiated Instruction as scored in the Lesson Plan. One intern scored Ineffective (1/73 or 1.37%), 30 interns scored Developing (30/73 or 41.1%), 26 interns scored Effective (26/73 or 35.62%), and 16 scored Highly Effective (16/73 or 21.92%). MAT Secondary and MAT Elementary identify this as an area for continuous improvement. HPE is strong in this area.

Faculty professional development was provided by Dr. Jessica Rinehard, Advanced Academics Supervisor, Frederick County Public Schools, this past year. Resources shared were published within a Canvas course for faculty to access throughout the year. Dr. Rinehard also agreed to provide additional support for faculty throughout the year. Professional Development for supporting English Language Learners is another area planned for this academic year. Initial Leadership will begin the process of developing a shell in Canvas with guidance and directed topics along with resources to support differentiated instruction. Resources on supporting English Language Learners, Advanced Learners/Gifted and Talented students, children with identified disabilities, and struggling readers/writers. This resource will be shared with adjuncts to provide fidelity in the methods courses.

InTASC 6 (Assessment) for the Fall 2021 semester, all but one of the criteria associated with this standard across all the common assessments indicated that more than 80% of candidates at Effective or Highly Effective. The average score for criteria related to Assessment was 91.7%. A range of 86% - 99% of candidates identified strengths for Assessment criteria in the Adapted Lesson Plan (N=52), the Internship II Unit (N= 27), the Intern Performance Rating Form (N=27%) and the Field Lesson Plan (N = 73).

The only Assessment criteria that was identified for improvement was in the Instruction and Assessment item for the Exit Interview (N=27), with only 61% of candidates reaching the highest level, Effective, on the three level rubric. An action item discussed in relation to the Exit Interview is to review the question and rubric to add a 4<sup>th</sup> level of performance and to revise the question in order to better align with the other expectations for this standard, as candidates are performing at a high level on other assessments. CAEP Elementary standard 3b *Interpret and Use Assessment Results for Decision-Making* was an area identified for continuous improvement. Early Childhood notes that assessment in EDUC 390 and the Comprehensive Exam are identified as strengths. EdTPA is providing evidence that this is an area of strength for ECE. HPE Instructional Unit provide evidence that assessment needs improvement. HPE has identified a course to improve this area. REED 417 and HPED 230 are courses where assessment is being targeted. This has traditionally been an area of weakness in Secondary and MAT Secondary. Data reveals improvement in this area with the rigorous requirements of EdTPA.

**Basic Skills Assessment data**

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

No

Other

*Note: The group was the same for Table 1 and Table 2.*

Table 1: Report all persons admitted to the program from Sept 2020-Aug 2021 and Sept 2021-Aug 2022 through the variety of testing options available listed below.

Basic Skills Assessment	# Admitted from Sept 2020-Aug 2021	# Admitted from Sept 2021-Aug 2022
Praxis Core Academic Skills for Educators	23	6
SAT	6	1
ACT	3	0
GRE	0	0
3.0 Grade Point Average	87	107
<b>Total</b>	<b>119</b>	<b>114</b>

Table 2: Report Praxis Core Academic Skills for Educators assessment data for all race-ethnicity subgroups represented when admitted to program from Sept 2020-Aug 2021. Please report the number of candidates.

A = B + C + D	Total # Test-takers A	# Passed First-time B	# Passed: Multiple Times C	# Did not Pass D	# Did not take tests E
<b>All Cohorts</b>	<b>23</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>Caucasian</b>	<b>22</b>	<b>11</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>Black/African Amer.</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Asian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Hispanic/Latinos</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2 or More Races</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Praxis II Assessment data**

*Note: The group was the same for Table 3 and Table 4.*

**Table 3: Report all Praxis II assessment data in tested areas from the candidates who became program completers (EPP definition) in September 2020-August 2021.**

<b>A = B + C + D</b>	<b>Total # Test-takers  A</b>	<b># Passed First-time  B</b>	<b># Passed: Multiple Times  C</b>	<b># Did not Pass  D</b>	<b># Did not take tests  E</b>
<b>All Cohorts</b>	<b>108</b>	<b>40</b>	<b>36</b>	<b>32</b>	<b>0</b>
<b>Early Childhood Education (5025)</b>	<b>37</b>	<b>36</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>English Language Arts: Content and Analysis (5039)</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Mathematics: Content Knowledge (5161)</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Math: Middle School (5169)</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Teaching Reading Elementary (5205)</b>	<b>80</b>	<b>54</b>	<b>12</b>	<b>14</b>	<b>1</b>
<b>Biology: Content Knowledge (5235)</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Chemistry: Content Knowledge (5245)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Special Education: Core Content Knowledge (5354)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ESOL (5362)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Content Knowledge of Teaching: Reading (7812)</b>	<b>79</b>	<b>56</b>	<b>18</b>	<b>5</b>	<b>2</b>
<b>Content Knowledge of Teaching: Math (7813)</b>	<b>79</b>	<b>54</b>	<b>17</b>	<b>8</b>	<b>2</b>
<b>Content Knowledge of Teaching: Science (7814)</b>	<b>78</b>	<b>69</b>	<b>6</b>	<b>3</b>	<b>3</b>
<b>Content Knowledge of Teaching: Social Studies (7815)</b>	<b>78</b>	<b>57</b>	<b>16</b>	<b>5</b>	<b>3</b>

For any tested areas that the program completers (EPP definition) did not pass the first-time in September 2020-August 2021, provide the actions to be taken by the EPP to improve current and future candidate preparation and performance.

Data was determined manually by process implemented after last year's report work. Raw scores are kept and a highlighting system indicates non-passing or passing on multiple attempts. These were all updated before reporting. Although there are instances when a student is identified as not taking a test (most likely they did not choose our institution to receive scores as all candidates show proof of registration), there are no instances of a student not taking all tests.

Many of the actions mentioned in our last report are still relevant. With only 37% of our candidates passing at first attempt and just 70% of our candidates passing over multiple attempts (certified ready), we must make programmatic changes. This report (as well as Title II) has been instrumental in having data to make informed decisions.

We were able to give examples in our recent Self-Study of instructors embedding Praxis like questions and content in their courses. We presented improved (growth) data from students who used the Praxis practice exams. We shared specific help seminars offered to our students from MSEA. Our School Counseling program liaison and students are building resources around testing anxiety.

We are currently developing a holistic plan across all programs to build a better timeline (earlier and exact deadlines to register and take exams) and support structure. Our HPED program has always connected registration to specific classes - *we changed the due date for proof of registration from the last day of the semester to the start of Week 4. This gives students access to the Praxis Practice test while they are still in courses and can get needed support. We are requiring them to take the Practice exam by mid-October. We will then use the results from all Intern 1s to practice data analysis (prep for edTPA!). Each student will use his/her individual results to develop an action plan for what/when/how they will study for the actual exams.* We hope to expand this model across programs and monitor success.

Praxis materials (books and test codes) were recently purchased and distributed among faculty. A plan is being discussed for use and monitoring. We have just recently secured a TQP grant from the Department of Education with plans to implement a Student Success Center focused on advising as well as Praxis



Table 4: Report all Praxis II test-takers in the EPP for the **program completers (EPP definition) in September 2020-August 2021**. To meet the level of “passed”, the individual would have to pass all Praxis II content, pedagogy, and reading assessments required for certification. Please report the number of candidates.

Race/Ethnicity Subgroup	Total # Test-takers	# Passed First-time	# Passed: Multiple Times	# Did not Pass	# Did not take tests
<b>A = B + C + D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>All Cohorts</b>	<b>108</b>	<b>40</b>	<b>36</b>	<b>32</b>	<b>0</b>
<b>Caucasian</b>	<b>92</b>	<b>39</b>	<b>32</b>	<b>21</b>	<b>0</b>
<b>Black/African Amer.</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>
<b>Asian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Hispanic/Latinos</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>2 or More Races</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>

Write the actions directed and taken by the EPP to improve candidate preparation and performance for any race-ethnicity subgroups on Praxis II assessments for the program completers (EPP definition) in September 2020-August 2021.

Although our subgroups are small, the data informs that we must continue to look at all our data disaggregated by race-ethnicity subgroups to find trends. Specifically since only one of the sixteen students in our subgroups passed all exams on first attempt. The percentage not passing is highest in the subgroups as well.

We are hopeful that all actions and strategies mentioned above would benefit all students ... in all groups and across all programs.

Our faculty and staff seek out and participate in professional development opportunities as mentioned in the earlier narratives.

**Performance Assessment data**

Select the Performance Assessment used by the EPP for the program completers (EPP definition) in September 2020-August 2021:

edTPA – Fall 2020 – all students completed, subset of students Nationally scored; Spring 2021 (and moving forward) – all students Nationally scored

PPAT

Local assessment: \_\_\_\_\_

Table 5: First row should be unit-level data performance assessment from the program completers (EPP definition) in September 2020-August 2021. The subsequent rows should include data from that cohort for all certification areas. (Add or delete rows as needed)

Name of Performance Assessment	Subject/Content Area	Total # Test-takers	Average Score	% Met Program Pass Standard
edTPA	Unit-Level	89	38.28	100
	Early Childhood	37	36.2	100
	Elementary Literacy	13	41.4	100
	Elementary Math	8	37	100
	MC English-Language Arts	3	45	100
	MC Mathematics	5	38.4	100
	MC History/Social Studies	4	43.25	100
	MC Science	2	34.5	100
	Secondary English	1	48	100
	Secondary Science	1	33	100
	Secondary HSS (History/SS)	5	41	100
	K-12 Phys Ed	7	37.29	100
	K-12 Performing Arts	1	38	100
	Visual Arts	1	47	100
	World Language	1	31	100

Select the Performance Assessment to be used by EPP for the the program completers (EPP definition) in September 2022-August 2023:

edTPA

PPAT

Undecided

Other: \_\_\_\_\_

I hereby certify that the above statements and information are true and accurate.

Boyce@Williams

Signature of Dean/Director of Teacher Education

9/28/2022

Date

Boyce A. Williams

Print Name of Dean/Director of Teacher Education

bcwilliams@frostburg.edu

Email

Please return the TPAR to [pamela.darien@maryland.gov](mailto:pamela.darien@maryland.gov) by October 7, 2022.

Practicum data for 2021-2022 (participating in 100-day internship)																											
Name of EPP	Name of EPP Clinical Coordinator	EPP Clinical Coordinator Email	County/LSS	Name of LSS Liaison	LSS Liaison Email	School Type: PDS or Partner	School Type: Elementary, Middle, High	Date of Origin	# interns 2021-2022	Mark all appropriate with "X"				Content Area(s) (ex: Biology, English)	Additional Information that should be noted												
										CSI	TSI	Title 1	Nonpublic														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Garrett	Jane Wilderson	<a href="mailto:jane.wilderson@garrettcountryschools.org">jane.wilderson@garrettcountryschools.org</a>	Partner	Accident	Elem	2020	2																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Allegany High	High	2008	2		X			English												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Frederick Co VA	Linda Farringer	<a href="mailto:farringl@fcpsk12.net">farringl@fcpsk12.net</a>	Partner	Apple Pie Ridge	Elem	2021	1			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Beall	Elem	2000	5																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS/ Partner	Beall/ Frost	Elem	2000/	1																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Bel Air	Elem	2000	3																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Bel Air/ George's Creek	Elem	2000/2000	2																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany/Private School	Jennifer Flinn	<a href="mailto:jflinn@bishopwalsh.org">jflinn@bishopwalsh.org</a>	Partner/Private	Bishop Walsh	Middle	2003	1				X	Music												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Braddock Middle	Middle	2011	3		X			Math, Social Science, Social Studies												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Braddock/CCTE	Mid/High	2000	1		X/			Math												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Garrett	Jane Wilderson	<a href="mailto:jane.wilderson@garrettcountryschools.org">jane.wilderson@garrettcountryschools.org</a>	Partner	Broad Ford	Elem	2018	4			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Frederick	Amy Struntz	<a href="mailto:amy.struntz@fcps.org">amy.struntz@fcps.org</a>	PDS	Butterfly Ridge	Elem	2018	2			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Cash Valley	Elem	2000	5			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Garrett	Jane Wilderson	<a href="mailto:jane.wilderson@garrettcountryschools.org">jane.wilderson@garrettcountryschools.org</a>	Partner	Crellin	Elem	2018	2			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Cresaptown	Elem	2000	5																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS/ Partner	Cresaptown/ Westernport	Elem	2000/	1																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Washington	Tim Haines	<a href="mailto:timothy.haines@wcps.k12.md.us">timothy.haines@wcps.k12.md.us</a>	PDS	E. Russell Hicks Middle	Middle	2006	1					Social Science												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Washington	Tim Haines	<a href="mailto:timothy.haines@wcps.k12.md.us">timothy.haines@wcps.k12.md.us</a>	PDS	Eastern Elementary	Elem	2012	4			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	Partner/PDS	Flintstone/ John Humbird	Elem	2000	3																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	Fort Hill	High	2008	1					Music												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Washington	Tim Haines	<a href="mailto:timothy.haines@wcps.k12.md.us">timothy.haines@wcps.k12.md.us</a>	PDS	Fountaindale	Elem	2006	1		X															
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Mineral	Scott Staley	<a href="mailto:s.staley@k12.wv.us">s.staley@k12.wv.us</a>	Partner	Frankfort	High	2016	1				WV	Art												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Mineral	Scott Staley	<a href="mailto:s.staley@k12.wv.us">s.staley@k12.wv.us</a>	Partner	Frankfort	Middle	2010	3				WV	HPE												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	George's Creek	Elem	2000	3			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Frederick Co MD	Amy Struntz	<a href="mailto:amy.struntz@fcps.org">amy.struntz@fcps.org</a>	Partner	Govenor Thomas Johnson	Middle	2022	1		X			Chemistry												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Garrett	Jane Wilderson	<a href="mailto:jane.wilderson@garrettcountryschools.org">jane.wilderson@garrettcountryschools.org</a>	PDS	Grantsville	Elem	2000	3			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Allegany	Katherine Loughrie	<a href="mailto:katherine.loughrie@acpsmd.org">katherine.loughrie@acpsmd.org</a>	PDS	John Humbird	Elem	2000	1			X														
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Washington	Tim Haines	<a href="mailto:timothy.haines@wcps.k12.md.us">timothy.haines@wcps.k12.md.us</a>	Partner	Jonathan Hager	Elem	2021	1																	
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Mineral	Scott Staley	<a href="mailto:s.staley@k12.wv.us">s.staley@k12.wv.us</a>	Partner	Keyser Middle	Middle	2017	2				WV	Music, Social Studies												
Frostburg State University	Toby Eirich (Retired) Dr. Brown (Interim)	<a href="mailto:gdbrown@frostburg.edu">gdbrown@frostburg.edu</a>	Frederick	Amy Struntz	<a href="mailto:amy.struntz@fcps.org">amy.struntz@fcps.org</a>	Partner	Lincoln	Elem	2022	2			X														



Traditional Program Annual Report 2022

Certification Eligible (Praxis II Qualifying Scores)	# of Certification Eligible 2020-2021	# of Certification Eligible 2021-2022	Male	Female	Non-binary	American Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino of Any Race	Native Hawaiian/Pacific Islander	Two or More Races	White	Unknown	# Projected Certification Eligible 2022-2023
A=B+C+DA=E+F+G+H+I+J+K+L		A	B	C	D	E	F	G	H	I	J	K	L	
Early Childhood Education (PreK-3)	28	27	1	26	0	1	0	1	1	0	1	23	0	32
Elementary Education (1-6)	33	16	6	10	0	0	0	0	1	0	0	15	0	40
Biology (7-12)	3	1	1	0	0	0	0	0	0	0	0	1	0	5
Chemistry (7-12)	0	2	1	1	0	0	0	0	0	0	0	2	0	1
Computer Science (7-12)	0	1	1	0	0	0	0	0	0	0	0	1	0	1
Earth/Space Science (7-12)	0	1	1	0	0	0	0	0	0	0	0	1	0	1
English (7-12)	1	1	0	1	0	0	0	0	0	0	0	1	0	8
Mathematics (7-12)	1	2	0	2	0	0	0	0	0	0	0	2	0	2
Physics (7-12)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies (7-12)	4	6	4	2	0	0	0	0	1	0	0	5	0	3
Art (PreK-12)	1	2	0	2	0	0	0	0	0	0	0	2	0	1
Health (PreK - 12)	3	3	2	1	0	0	0	0	0	0	0	3	0	12
Music (PreK -12)	1	3	1	2	0	0	0	0	0	0	0	3	0	6
World Languages PreK - 12: (Spanish)	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>76</b>	<b>65</b>	<b>18</b>	<b>47</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>59</b>	<b>0</b>	<b>112</b>

Dual Certifications	# of Certification Eligible 2020-2021	# of Certification Eligible 2021-2022	Male	Female	Non-binary	American Indian/Alaskan Native	Asian	Black or African American	Hispanic or Latino of Any Race	Native Hawaiian/Pacific Islander	Two or More Races	White	Unknown	# Projected Certification Eligible 2022-2023
A=B+C+DA=E+F+G+H+I+J+K+L		A	B	C	D	E	F	G	H	I	J	K	L	
Elementary Education (1-6)	28	27	1	26	0	1	0	1	1	0	1	23	0	32
Middle School English Language Arts (4-9)	1	0	0	0	0	0	0	0	0	0	0	0	0	7
Middle School Mathematics (4-9)	4	3	3	0	0	0	0	0	0	0	0	3	0	4
Middle School Science (4-9)	1	1	0	1	0	0	0	0	0	0	0	1	0	2
Middle School Social Studies (4-9)	2	1	0	1	0	0	0	0	0	0	0	1	0	2
Physical Education (PreK - 12)	3	3	2	1	0	0	0	0	0	0	0	3	0	12
<b>Total</b>	<b>39</b>	<b>35</b>	<b>6</b>	<b>29</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>31</b>	<b>0</b>	<b>59</b>

Administrative and Specialist Areas	# of Actual Certification Eligible 2020-2021	# of Actual Certification Eligible 2021-2022	Male	Female	Non-binary	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	Unknown	# of Projected Certification Eligible 2022-2023
A=B+C+DA=E+F+G+H+I+J+K+L		A	B	C	D	E	F	G	H	I	J	K	L	
Administrator I	12	21	5	16	0	0	0	2	0	0	0	19	0	12
Reading Specialist	14	6	0	6	0	0	0	0	0	0	0	6	0	12
School Counselor	11	12	3	9	0	0	0	1	0	0	0	11	0	19
<b>Total</b>	<b>37</b>	<b>39</b>	<b>8</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>43</b>

<b>Post-Program Employment</b>							
	# Total	# Total Known Status	# Teaching and Employed in MD	# Teaching in a Title I/TSI/CSI school in MD	# Teaching but Not Employed in MD	# Not Teaching	# Total Unknown Status
2020-2021 program completers <i>(using EPP's definition)</i>	108	84	64	25	10	7	24
2021-2022 program completers <i>(using EPP's definition)</i>	110						

teaching in MD in non-public school settings

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