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State Superintendent of Schools

2021 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)

Frostburg State University's College of Education set goals in their strategic plan to "Recruit and retain diverse and high-quality students." The action priorities include planning and executing recruitment and retention activities and events that will increase student enrollment in teacher education programs. During the past four years, faculty have been connecting with urban areas to recruit students from TAM academies as part of the EPP's Recruitment and Retention Strategic Plan. COE hosted on-campus visits by various diverse high schools as permitted due to the pandemic. These schools include the Bard Institute in Prince Georges County and Tuscarora High School. Further recruitment steps include connecting to the highly diverse student population on Main Campus to encourage students to consider teacher education as an option. The EPP continues to provide opportunities for teacher education students to interact in diverse public-school settings in the area and to travel to urban areas to increase awareness of opportunities to teach in urban schools and bilingual settings. FSU was awarded a grant involving the Master of Arts in Teaching Elementary and Secondary program to build 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 instruction and assessments. Residents are hired by the respective county upon completion of the MAT program and continue as "teaching fellows" to obtain additional training in culturally responsive practices and teacher leadership. These efforts are to increase the likelihood of retaining them as teachers in high need areas. 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.

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)

All candidates in FSU's teacher education programs have content and pedagogy embedded in courses to address cultural and linguistically diverse students. Teacher candidates are receiving instruction through six MicroCredentials, which include topics Cultural Awareness and Growth Mindset, Classroom Management, UDL planning, differentiation, assessment, and Family & Community Engagement. Each MicroCredential contains elements of engaging self, engaging others, and 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 370 MicroCredentials during the past 8 semesters. Candidates not only must have knowledge about students' developmental levels, interests, and community contexts, but they also need to recognize the diversity of students that exist in these areas and how those differences influence each student's learning. Candidates must know how to design instruction and assessments to support the diverse learning needs of their students (InTASC 2). Candidates complete a Special Education/Multicultural Education or Adapting Instruction for Diverse Learners course. In this course candidates learn to identify and use the strengths of learners to support their areas of concern (cognitive, physical, social/emotional development). They learn to support learners, who are identified as Gifted and Talented, come from diverse backgrounds, and/or are English Language Learners. To extend the candidates knowledge and skills, several field experiences are required to ensure candidates can apply the information from the coursework and microcredentials. Clinical Rounds in diverse settings are part of the requirements of the microcredentials. Candidates visit urban schools that contain diverse student populations, including English Learners and Gifted and Talented. Recently, the initial programs added in Butterfly Ridge in Frederick County, as a clinical round setting, which contains a high population of English Language Learners, to ensure the candidates observe and discuss teaching skills with experienced ELL teachers. Candidates also complete various types of early field experiences depending on the program. Apprenticeship and Assistantships place candidates into rural and urban settings to work with teachers on application of methods courses, which include equity and inclusion skills. During the required Internship I and II, all candidates are required to present evidence of effectively teaching a diverse student population. Common and key assessments monitor the effectiveness of the candidates. Data is analyzed by faculty and coordinators every semester. If the data shows a decline in meeting the standard indicator, faculty are quick to respond through devising additional resources and support to ensure students are prepared to be effective teachers of a diverse population.

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

Candidates are evaluated on their ability to adapt learning objectives, resources, instructional strategies, and assessments through a common key assessment **Adapting Instruction for Diverse Learners**. Faculty across the EPP in Early Childhood/Elementary, Elementary, Elementary/Middle, Secondary/P-12, MAT Elementary, and MAT Secondary programs review data for the common assessment, Adapting Instruction for Diverse Learners. After a review of the data, faculty identified several themes in the areas that represent strengths and areas for continuous improvement. Specific areas of strength for adapting instruction for diverse learners included candidates' planning of instruction (InTASC 4, 6), organizing learning around standards (InTASC 2, 7), and Using Resources Effectively (InTASC 2, 4) for ELL students (100% scoring either *Effective or Highly Effective*) with only 1 candidate in scoring as *Developing*. There were areas for improvement identified through the analysis of this common assessment. Candidates were not as strong when adapting lesson plan objectives (InTASC Standards 2, 7) for Gifted Learners and using resources effectively for Gifted and Talented Learners. As a result of the analysis of data, Faculty received training on supporting Gifted and Talented students in the classroom, and they model instructional strategies and assessments for the gifted and talented student. A second example is the use of technology to support diverse learners. As candidates plan their instruction, they must know and utilize a variety of instructional strategies to deepen learners' content knowledge and to provide equitable and inclusive learning environments (InTASC 8). The Internship Performance Rating evaluates candidates on their ability to promote Active Learning, and Instructional Strategies. Technology in Instruction evaluates utilizing technology skills to model learning and monitor student progress. Candidate strengths were found in these criteria. Active learning found 97.06% (F20), 94.11% (S20) of candidates met expectations. Instructional Strategies varied to promote deeper content knowledge ranged from 97.06% (F20), 89.7% (S20),. This outcome is not surprising because candidates moved into a virtual platform in the S20 semester, were learning how to effectively teach and were constrained by local school's comfort levels with online tools (1.3.3). Throughout the "normal" semesters and the pandemic influenced semesters, candidates scores ranged from 97.06% (S20) to 100% met expectations (F20) utilizing Technology in Instruction. In fact, during the Pandemic, our students have risen to the challenge of utilizing multiple tools of engagement in virtual learning environments to support and engage students in extremely diverse settings. This strong foundation of using technology effectively in the classroom is due in part to the attention to developing technology skills through the MD Teacher Technology Standards (now aligned to the ISTE standards).

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

Table 1: Report all persons admitted to the program from Sept 2019- Aug 2020 and Sept 2020- Aug 2021 through the variety of testing options available listed below.

Basic Skills Assessment	# Admitted from Sept 2019-Aug 2020	# Admitted from Sept 2020-Aug 2021
Praxis Core Academic Skills for Educators	53	23
SAT	14	6
ACT	0	3
GRE	0	0

Basic Skills Assessment	# Admitted from Sept 2019-Aug 2020	# Admitted from Sept 2020-Aug 2021
3.0 Grade Point Average	42	87
Total	109	119

Table 2: Report Praxis Core Academic Skills for Educators assessment data for all race-ethnicity subgroups represented when admitted to program from Sept 2019- Aug 2020.

Race/Ethnicity Subgroup	Total # Test-takers	# Passed First-time	# Passed Best-score
Black or African American	2	1	2
Hispanic or Latino any race	2	0	2
Two or More Races	3	1	3
White	46	19	46

Praxis II Assessment data

Table 3: Report all Praxis II assessment data in tested areas that were below a passing rate of 80% for first-time test-takers from the exiting 2019-2020 cohort.

Name of Test (Test Code)	Total # Test-takers	# Passed First-time	# Passed Best- score	Average Best- score
Teaching Reading: Elementary (5205)	50 (4 did not report)	38	42	169.643
Mathematics CKT (7813)	54	42	48	165.375
Social Studies CKT (7815)	54	29	46	170.333
Social Studies: Content and Interpretation (5086)	9 (2 did not report)	5	9	161.556
Art: Content and Analysis (5135)	3	1	2	163.5

For any tested areas that remained below a passing rate of 80% for best-score in the exiting 2019-2020 cohort, provide the actions to be taken by the EPP to improve current and future 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 2019 thru August 2020. These results should for the most part reflect our “cohort” of that time. Raw scores are kept and updated. These updates will now reflect first time scores vs. best scores for better reporting in the future. The tests with a low number of test takers were checked manually and those of concern (Art) were added. The data shows several areas of concern.

Scores on the 5205 (Teaching Reading: Elementary) have driven changes in courses and instruction. Our four literacy courses and syllabi have been revised based on the new Maryland Literacy Competencies. Additionally, there is specific attention to vocabulary, fluency, and assessments across all literacy courses. We are hoping to see improved scores based on these changes.

A pilot in several programs began this year with the purchase and documentation of practice exams from ETS. Focusing on the 4 CKT subtests within individual methods courses will give us data to make decisions. Students will take an initial practice exam in a supervised setting. Students will be advised when to take each subtest or continue with practice exams and support. Funding is currently part of grant, but if this proves to be a successful practice, we will continue across all programs and request funds.

The Coordinator of Secondary/P-12 Education reached out to the department chairs of the programs that support the Social Science major to get assistance with completing a curriculum crosswalk for the Social Studies: Content and Interpretation Praxis exam (created by ETS). The crosswalk lists test content, which is divided into the following areas: US History, World History, Government/Civics/Political Science, Geography, Economics, and the Behavioral Sciences. Completing the crosswalk was one assurance that all required exam content was being taught, as classes were identified for each element on the crosswalk. Additionally, a Social Science Advisory committee was established. This group meets twice a year, and at each meeting, the Secondary/P-12 Coordinator shares performance data with group members, including Praxis data. Discussion, and brainstorming opportunities for improvement, follow.

All assessments with a low number of test takers are difficult to analyze. All programs do review Praxis data each semester as they hold their data analysis meeting to look at program key assessments. Raw data along with sub-scores is shared to coordinators. This data is being looked at in multiple ways.

*Due to Covid and tests not being administered, completion of all required Praxis II exams taken prior to graduation was waived for the Spring 2020 graduates.

Table 4: Report all non-duplicated Praxis II test-takers in the EPP from the exiting 2019-2020 cohort. To meet the level of passed, the individual would have to pass all Praxis II content, pedagogy, and reading assessments required for certification.

	Total # Test-takers	# Passed First-time	# Passed Best-score
ALL candidates	83	32	54
White candidates	71	30	50
Non-White candidates	12	2	4

Table 5: Report data from the exiting 2019-2020 cohort if any race-ethnicity subgroups were below a passing rate of 80% for first-time score. The same standard from Table 4 is to be used to measure an

individual's ability to pass all Praxis II content, pedagogy, and reading assessments required for certification.

Race/Ethnicity Subgroup	Total # Test-takers	# Passed First-time	# Passed Best-score
Asian	1	0	0
Black or African American	6	0	0
Hispanic or Latino any race	2	1	1
Two or More Races	3	1	3
White	71	30	50

Write the actions directed and taken by the EPP to improve candidate preparation and performance for any race-ethnicity subgroups that **were below a passing rate of 80% for best-score** on Praxis II assessments in the 2019-2020 cohort.

This report continues to ask us to look at data in ways we may have not before. This breakdown being an example. As our numbers for non-white students is low (14.5%), it is still important to address. Half (3) of the 'Black or African American' students in the fall of 19 did not take their middle school exam. This contributes to the low number passing.

An initiative that will help these students (and all students) is work being done by MSEA (Maryland State Education Association) for Praxis preparation. FSU faculty have been in contact with MSEA and are arranging MSEA-sponsored preparation sessions for the Praxis, including test taking skills and strategies. Additionally, one-on-one tutoring is available for our FSEA members.

Performance Assessment data

Select the Performance Assessment used by the EPP for 2019-2020 cohort

- edTPA
- PPAT
- Local assessment: EPP created Intern Performance Rating

Table 6: First row should be unit-level data performance assessment from 2019-2020 cohort. 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
*EPP created Intern Performance Rating	Unit-Level	83	3.51/4(87.67%)	100
	Early Childhood / Elementary	42	3.58/4(89.69%)	100
	Elementary	3	3.58/4(89.58%)	100
	Elementary / Middle	8	3.41/4(85.36%)	100
	Secondary	9	3.56/4(88.93%)	100
	P-12 HPED	8	3.61/4(90.31%)	100
	MAT Secondary	12	3.39/4(84.72%)	100
	MAT Elementary	1	3.17/4(79.17%)	100

Name of Performance Assessment	Subject/Content Area	Total # Test-takers	Average Score	% Met Program Pass Standard
*Mid-point evaluations were used in Spring 2020				
edTPA	Total (all 15 rubric handbooks)	24	39.65	100
	Early Childhood	8	38.75	100
	Elementary Literacy	3	34	100
	Elementary Math	5	41	100
	MC English-Language Arts	1	46	100
	MC Mathematics	1	47	100
	Secondary HSS (History/SS)	2	40	100
	Health Education	1	37	100
	K-12 Phys Ed	3	38.67	100

Select the Performance Assessment to be used by EPP for the 2021-2022 cohort

- edTPA
 PPAT
 Undecided
 Other: _____

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

Kim Rotruck, Associate Dean

10/11/2021

Signature of Dean/Director of Teacher Education

Date

Kim Rotruck, Associate Dean

Krottruck@frostburg.edu

Print Name of Dean/Director of Teacher Education

Email

Please return the TPAR to pamela.darien@maryland.gov by October 5, 2021.

Practicum data for 2020-2021 (participating in 100-day internship)																
Mark all appropriate with "X"																
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	Name of Practicum Site	School Type: Elementary, Middle, High	Date of Origin	# interns 2020-2021	CSI	TSI	Title 1	Nonpublic	Content Area(s) (ex: Biology, English)	Additional Information that should be noted
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Beall Elementary School	Elementary	2000	11			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Bel Air Elementary	Elementary	2000	11					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Cash Valley Elementary	Elementary	2000	10			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Cresaptown Elementary	Elementary	2000	3			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	George's Creek Elementary	Elementary	2000	15			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	John Humbird Elementary	Elementary	2000	11			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Mt. Savage Elementary/Middle	Elem/Middle	2000	5			X		S.S., ELA	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Northeast Elementary	Elementary	2000	4			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	South Penn Elementary	Elementary	2003	8			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Braddock Middle	Middle	2011	10					S.S., ELA, MATH	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Washington Middle	Middle	2008	8					S.S., ELA, MATH	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Fort Hill High School	High	2008	7					S.S., ELA, MATH, F.L.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Allegany High School	High	2008	3					S.S., ELA	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	PDS	Mt. Ridge High School	High	2008	4					S.S., SCI., S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	katherine.loughrie@acpsn	PDS	Middletown Primary	Elementary	2006	3					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Middletown Elementary	Elementary	2006	1						
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Myersville Elementary	Elementary	2010	0					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Wolfsville Elementary	Elementary	2000	0					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Middletown Middle	Middle	2003	1					S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Middletown High School	High	2003	0					S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Butterfly Ridge Elementary	Elementary	2018	4			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Waverley Elementary	Elementary	2018	3			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Frederick	Amy Struntz	amy.struntz@fcps.org	PDS	Tuscarora High School	High	2018	0		X	X			
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Garrett	Jane Wildesen	jane.wildesen@garrettcou	PDS	Grantsville Elementary	Elementary	2000	4			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Garrett	Jane Wildesen	jane.wildesen@garrettcou	PDS	Route 40 Elementary	Elementary	2012	5					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Paramount Elementary	Elementary	2000	1					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Lincolnshire Elementary	Elementary	2006	4			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Pangborn Elementary	Elementary	2012	3			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Rockland Woods Elementary	Elementary	2011	11		X	X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	E. Russell Hicks	Elementary	2008	3					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	South Hagerstown High School	High School	2006	2					S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Fountaindale Elementary	Elementary	2006	0					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Eastern Elementary	Elementary	2012	3			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Northern Middle	Middle	2016	0						
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Williamsport Elementary	Elementary	2008	2					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Maugansville Elementary	Elementary	2016	8					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Smithsburg Elementary	Elementary	2016	4					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Springfield Middle	Middle	2016	0						
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	PDS	Potomac Heights Elementary	Elementary	2016	3					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Washington	Tim Haines	timothy.haines@wcps.k12	Partner	Ruth Ann Monroe Elementary	Elementary	2012	2			X		ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Mineral County W.V.	Scott Staley	s.staley@k12.wv.us	Partner	Frankfort Middle	Middle	2016	5					P.E., S.S., ELA	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Mineral County W.V.	Scott Staley	s.staley@k12.wv.us	Partner	Frankfort High School	High School	2016	1					P.E.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	Partner	Westmar Middle	Middle	2016	4			X		S.S., ELA	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Allegany	Katherine Loughrie	katherine.loughrie@acpsn	Partner	Parkside Elementary	Elementary	2018	3					ECE	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Garrett	Jane Wildesen	jane.wildesen@garrettcou	Partner	Northern H.S.	High	2018	2					S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Garrett	Jane Wildesen	jane.wildesen@garrettcou	Partner	Northern Middle	Middle	2018	2					S.S.	
Frostburg State University	Toby Eirich	tceirich@frostburg.edu	Baltimore City	Nikomar Mosley	NMosley@bcps.k12.md.us	Partner	Gwynn Falls	Elem-Middle	2016	4			X		ECE	
Practicum data for 2020-2021 (completing 100-day internship)																
Total # of candidates completing practicum			108													
Total # of undergraduate candidates completing the practicum			71													
Total # of graduate candidates completing the practicum			37													
Total # of candidates placed in PDS-only practicum site(s)			85													

Traditional Program Annual Report 2021

Certification Eligible (Praxis II Qualifying Scores)	# of Actual Completers 2019-2020	# of Actual Completers 2020-2021	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 Completers 2021-2022
Early Childhood Education (PreK-3)	27	25	1	24	0	0	0	1	0	0	2	22	0	51
Elementary Education (1-6)	5	28	7	21	0	0	0	0	0	0	0	26	2	32
Biology (7-12)	3	3	2	1	0	0	0	0	0	0	0	3	0	1
Chemistry (7-12)	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Computer Science (7-12)	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Earth/Space Science (7-12)	0	0	0	0	0	0	0	0	0	0	0	0	0	1
English (7-12)	1	1	0	1	0	0	0	0	0	0	0	1	0	1
Mathematics (7-12)	1	1	0	1	0	0	0	0	0	0	0	1	0	2
Physics (7-12)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies (7-12)	8	3	3	0	0	0	0	0	0	0	0	2	1	7
Art (PreK-12)	2	1	0	1	0	0	0	0	0	0	0	1	0	2
Health (PreK - 12)	5	3	2	1	0	0	0	0	1	0	0	2	0	11
Music (PreK - 12)	0	1	1	0	0	0	0	0	0	0	0	1	0	7
World Languages PreK - 12: (Spanish)	1	1	0	1	0	0	0	0	0	0	0	1	0	0
Total	54	67	16	51	0	0	0	1	1	0	2	60	3	118

Dual Certifications	# of Actual Completers 2019-2020	# of Actual Completers 2020-2021	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 Completers 2021-2022
Elementary Education (1-6)	27	25	1	24	0	0	0	1	0	0	2	22	0	51
Middle School English Language Arts (4-9)	1	1	0	1	0	0	0	0	0	0	0	1	0	1
Middle School Mathematics (4-9)	0	4	1	3	0	0	0	0	0	0	0	4	0	6
Middle School Science (4-9)	0	1	1	0	0	0	0	0	0	0	0	1	0	1
Middle School Social Studies (4-9)	1	2	2	0	0	0	0	0	0	0	0	2	0	4
Physical Education (PreK - 12)	5	3	2	1	0	0	0	0	1	0	0	2	0	11
Total	34	36	7	29	0	0	0	1	1	0	2	32	0	74

Administrative and Specialist Areas	# of Actual Completers 2019-2020	# of Actual Completers 2020-2021	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 Completers 2021-2022
Administrator I	19	12	6	6	0	0	0	0	0	0	1	11	0	11
Reading Specialist	10	14	0	14	0	0	0	0	0	0	2	11	1	2
School Counselor	23	11	2	9	0	0	1	1	0	0	0	9	0	17
Total	52	37	8	29	0	0	1	1	0	0	3	31	1	30

Post-Program Employment	# 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
2019-2020 program completers <i>(using EPP's definition)</i>	83	60	39	8	9	10	23
2020-2021 program completers <i>(using EPP's definition)</i>	108						

teaching in Maryland in non-public school settings

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