

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

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

Question 1.	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>The EPP Strategic Plan includes Goal (#4) Recruit and retain diverse and high-quality students and faculty. Action Priorities aligned with this goal include:</p> <ul style="list-style-type: none"> • Support College and University recruitment activities • 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. • 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. • 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.
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?
	<p>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.</p> <p>Undergraduate Spring/Fall 2023 data revealed continuous improvement was needed for candidates and faculty in supporting</p>
Question 3.	What are two examples from this past year in which data was analyzed and used to improve the EPP?
	<p>Initial Certification</p> <p>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.</p> <p>Advanced Programs</p> <p>Advanced Program Spring 2023 data revealed that candidates struggled with identifying relevant research at the beginning of</p>
Question 4.	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
Question 5.	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.
	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

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.
	<p><i>Our race-ethnicity subgroups are individually small and aggregate to about 17% of our population looking at Title II data from 202</i></p>
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

Name of EPP	Frostburg State University																
CANDIDATE INFORMATION: ADMINISTRATIVE AND SPECIALIST AREAS																	OPTIONAL
Academic Year	Maryland State Assigned Teacher Identification Number (SATID)	Social Security Number (Last Four Digits)	Last Name	First Name	Middle Name	Generational Suffix	Maiden Name	Date of Birth (YYYYMMDD)	Gender	Race	Hispanic/Latino Ethnicity	Academic Year Admitted into Program	Admission Criteria Used	Expected Completion Date (YYYYMMDD)	Licensure Area	Include any additional information regarding the candidate - Admit Term	
2023			DeVore	Roy	Victor				Male	White	No		GPA	20220819	Administrator I	2162	
2023			Watkins	Taylor					Female	Black or African American	No		GPA	20220819	Administrator I	2202	
2023			Hobel	David					Male	White	No		GPA	20221221	Administrator I	2188	
2023			Winter	Taylor	Nicole				Female	White	No		GPA	20221221	Reading Specialist	2178	
2023			Ickes	Olivia	Sarah				Female	White	No		GPA	20221221	Reading Specialist	2192	
2023			Jones-Greig	Colleen					Female	White	No		GPA	20230520	Administrator I	2168	
2023			Dawson	Nicholas	Allan				Male	White	No		GPA	20230520	Administrator I	2163	
2023			Welch	Amber					Female	White	No		GPA	20230520	Administrator I	2183	
2023			Miller	Lindsay	Taylor				Female	White	No		GPA	20230520	Administrator I	2198	
2023			Harden	Lauren	Elizabeth				Female	White	No		GPA	20230520	Administrator I	2198	
2023			Zbyszinski	Gabrielle					Female	White	No		GPA	20230520	Administrator I	2193	
2023			Vera	Taylor					Female	American Indian or Alaska Native	No		GPA	20230520	Administrator I	2212	
2023			Helmick	Michael	Alan				Male	White	No		GPA	20230520	Reading Specialist	2208	
2023			Beeman	Lisa					Female	White	No		GPA	20230520	School Counselor	2218	
2023			Reed	Kristy					Female	White	No		GPA	20230520	School Counselor	2158	
2023			Hinebaugh	Zachary	Davis				Male	White	No		GPA	20230520	School Counselor	2218	
2023			Lutton	Tessa					Female	White	No		GPA	20230520	School Counselor	2218	
2023			Carver	Samantha	Michelle				Female	White	No		GPA	20230520	School Counselor	2213	
2023			Nichols	Linden	Matthew				Male	White	No		GPA	20230520	School Counselor	2213	
2023			Hardinger Brown	Hannah	M				Female	White	No		GPA	20230520	School Counselor	2213	
2023			Koroh	Syully	Arvanitha				Female	Asian	No		GPA	20230520	School Counselor	2213	
2023			Owston	Hailee	Taylor				Female	White	No		GPA	20230520	School Counselor	2213	
2023			Mitchell	Caitlyn					Female	White	No		GPA	20230520	School Counselor	2208	
2023			Delaney	Jenna	Lee				Female	White	No		GPA	20230520	School Counselor	2212	
2023			Immler	Kailei	J				Female	White	No		GPA	20230520	School Counselor	2218	
2023			Riggin	Christopher					Male	White	No		GPA	20230520	School Counselor	2218	
2023			Ford	Miranda					Female	White	No		GPA	20230520	School Counselor	2218	
2024			Forrest	Ashley					Female	White	No		GPA	20230818	Administrator I	2183	
2024			McAllister	Amanda					Female	White	No		GPA	20230818	Reading Specialist	2192	
2024			Yonker	Morgann	Paige				Female	White	No		GPA	20230818	Reading Specialist	2188	
2024			Eichelberger	Kelsey	Weslyn				Female	White	No		GPA	20230818	Reading Specialist	2192	
2024			Auel	Brittany	N				Female	White	No		GPA	20230818	Reading Specialist	2208	
2024			Taylor	Emily	Acrista				Female	White	No		GPA	20230818	Reading Specialist	2208	
2024			Dick	Ariel					Female	Unknown/Unreported	Yes		GPA	20230818	Reading Specialist	2192	
2024			Kleinmann	Kaitlin	Anne				Female	White	No		GPA	20230818	Reading Specialist	2208	
2024			Wilder	Amanda					Female	Unknown/Unreported	Yes		GPA	20231220	Administrator I	2192	
2024			Mackert	Brody					Male	White	No		GPA	20231220	Administrator I	2172	
2024			Dashiell	Leanne	Christa				Female	White	No		GPA	20231220	Reading Specialist	2202	
2024			Ketterman	Amber	Lynn				Female	White	No		GPA	20231220	Reading Specialist	2178	
2024			Toth	Lauren	Olivia				Female	White	No		GPA	20231220	Reading Specialist	2203	
2024			Paul	Sara	Nicole				Female	White	No		GPA	20240523	Administrator I	2212	
2024			Butrick	Kelsey					Female	White	No		GPA	20240523	Administrator I	2193	
2024			Dawson	Kyndra	Janil				Female	White	No		GPA	20240523	Administrator I	2213	
2024			Barr	Carrie	Joan				Female	White	No		GPA	20240523	Reading Specialist	2203	
2024			Thomas	Julie	Lynn				Female	White	No		GPA	20240523	School Counselor	2218	
2024			Roberto	Emilyanne	Spencer				Female	White	No		GPA	20240523	School Counselor	2223	
2024			Hay	Alex					Female	White	No		GPA	20240523	School Counselor	2228	
2024			Cooley	Taylor	Marie				Female	White	No		GPA	20240523	School Counselor	2212	
2024			Folk	Emily	Sarah				Female	White	No		GPA	20240523	School Counselor	2223	
2024			Krumpach	Hannah	Elizabeth				Female	White	No		GPA	20240523	School Counselor	2228	
2024			Callow	Sydney	Estelle Cohen				Female	White	No		GPA	20240523	School Counselor	2223	
2024			Jordan	Victoria	Sheree				Female	Black or African American	No		GPA	20240523	School Counselor	2223	
2024			Reyes Alonzo	Darlynnes					Female	Unknown/Unreported	Yes		GPA	20240523	School Counselor	2223	
2024			Parsons	Chloe					Female	White	No		GPA	20240523	School Counselor	2218	
2024			McKenzie	Heidi	A				Female	White	No		GPA	20240523	School Counselor	2218	
2024			Holler	Claire	Elise				Female	White	No		GPA	20240523	School Counselor	2228	
2024			Medrano Saenz	Flory	Nataly				Male	Unknown/Unreported	Yes		GPA	20240523	School Counselor	2223	
2023			Heit	Brenda					Female	White	No		GPA	20230520	Reading Specialist	2213	
2023			Engle	Jennifer	Ann				Female	White	No		GPA	20221221	Administrator I	2223	
2023			Mauzy	Kelly	Ann				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Welch	Carrie	Lynn				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Stark	Rebecca	Mae				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Skidmore	Melissa	Beth				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Sharpless	Ardra	Maria				Female	White	No		GPA	20221221	Administrator I	2213	
2023			Glenn	Melinda	Lea				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Lyons	Kara	Elizabeth				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Miller	Myriah	Mae				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Cook	Tracie	Caldwell				Female	Black	No		GPA	20221221	Administrator I	2203	
2023			Landen	Katherine					Female	White	No		GPA	20221221	Administrator I	2213	
2023			Ellifritz	John					Male	White	No		GPA	20221221	Administrator I	2222	
2023			Shirk	Tina	C				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Ravenscroft	Julie					Female	White	No		GPA	20221221	Administrator I	2222	
2023			Umstot	Laura	Deborah				Female	White	No		GPA	20221221	Administrator I	2222	
2023			Hinebaugh	Jonathan	Mark				Male	White	No		GPA	20230520	Administrator I	2218	
2023			McDonald	Pamela	Dawn				Female	White	No		GPA	20230520	Administrator I	2208	
2023			Stewart	Anna	Marie				Female	White	No		GPA	20230520	Administrator I	2198	
2023			Snurr	Karen	Leah				Female	White	No		GPA	20230520	Administrator I	2213	
2023			Lopez	Tyler					Male	Unknown/Unreported	Yes		GPA	20230520	Administrator I	2228	
2024			Flanigan	Annette	Marie				Female	White	No		GPA	20231220	Administrator I	2232	
2024			Eyler	Kimberly	Dawn				Female	White	No		GPA	20231220	Administrator I	2232	
2024			Pongratz	Leah					Female	White	No		GPA	20231220	Administrator I	2202	
2024			Stains	Gregory	S				Male	White	No		GPA	20231220	Administrator I	2213	
2024			Malone	Sarah	J				Female	White	No		GPA	20231220	Administrator I	2232	

