title II higher education act

2022 TITLE II REPORTS
National Teacher Preparation Data

MD | **Towson University**
Traditional Report AY 2020-21
Maryland

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

164076

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

8000 York Rd.

CITY

Towson

STATE

Maryland ▼

ZIP

21252

SALUTATION

Dr. ▼

FIRST NAME

Laila

LAST NAME

Richman

PHONE

(410) 704-3892

EMAIL

lrichman@towson.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

19

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

19

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○	● No	○	● No
Other Specify: Criminal self-disclosure for program admission	● Yes	○	○	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS A. Complete a self-disclosure criminal background form to be submitted to the major department with the application. B. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs. C. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program. i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator. *Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00. II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS A. Maintain a semester GPA of 3.00 in required education courses for all programs. i. At the department's discretion, candidates who do not meet the above GPA requirement may continue for one additional semester under probationary status, but must meet the 3.00 GPA requirement at the end of the probationary period. If the GPA requirement is not met at the end of the probationary period, the candidate would be dismissed from the program. B. Obtain a grade of C or better in academic major coursework applicable only in programs requiring an academic major. (Middle School; Secondary; Art, Dance, Health, Music, World Languages, Physical Education). C. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy) III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS. A. Complete a criminal background check as required by the school system in which the internship is located. B. Complete all required coursework.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● Yes	○	○	● No
Fingerprint check	○	● No	● Yes	○
Background check	○	● No	● Yes	○
Minimum number of courses/credits/semester hours completed	● Yes	○	● Yes	○

Element	Admission		Completion	
	Yes	No	Yes	No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Criminal Self-disclosure for program admission	● Yes	○ No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS A. Complete a self-disclosure criminal background form to be submitted to the major department with the application. B. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs. C. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program. i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator. *Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00. II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS A. Maintain a semester GPA of 3.00 in required education courses for all programs. i. At the department's discretion, candidates who do not meet the above GPA requirement may continue for one additional semester under probationary status, but must meet the 3.00 GPA requirement at the end of the probationary period. If the GPA requirement is not met at the end of the probationary period, the candidate would be dismissed from the program. B. Obtain a grade of C or better in academic major coursework applicable only in programs requiring an academic major. (Middle School; Secondary; Art, Dance, Health, Music, World Languages, Physical Education). C. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy) III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS. A. Complete a criminal background check as required by the school system in which the internship is located. B. Complete all required coursework.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	83
Number of clock hours required for student teaching	700

Are there programs in which candidates are the teacher of record?

- ○ Yes
- ● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	76.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	8
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	1091
Number of students in supervised clinical experience during this academic year	684

Please provide any additional information about or descriptions of the supervised clinical experiences:

Student teaching occurs in Professional Development Schools. The average number of clock hours required for the yearlong internship is 700. MD requires a 100-day internship experience. Using a 7.0 hour day as a guideline, the total hours for the internship is 700 hours. A number of our teacher preparation programs surpass the 700 hours state requirement and all of the programs require additional field experiences prior to the capstone internship.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	1572
Subset of Program Completers	519

Gender	Total Enrolled	Subset of Program Completers
Male	367	102
Female	1205	417
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	1
Asian	73	27
Black or African American	182	50
Hispanic/Latino of any race	145	50
Native Hawaiian or Other Pacific Islander	1	0
White	1018	352

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	80	25
No Race/Ethnicity Reported	70	14

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	80	25
No Race/Ethnicity Reported	70	14

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2020-21**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	185

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	184
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	132
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	14
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	37
13.1314	Teacher Education - Physical Education and Coaching	38
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	28
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	24
13.1329	Teacher Education - Physics	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2020-21**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	39
13.1202	Teacher Education - Elementary Education	88
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	76
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	14
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	37
13.1314	Teacher Education - Physical Education and Coaching	38
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Early Childhood & Special Education (50) and Elementary & Special Education (96)	146
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	3
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	15
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	7
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	2
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	3
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	11
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ● Yes
- ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ● Yes
- ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ● Yes
- ○ No
- ○ **Program does not prepare special education teachers**

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ● Yes
- ○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ● Yes
- ○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ● Yes
- ○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ● Yes
- ○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Towson's teacher preparation programs are fully aligned with both national (NCATE/CAEP) and Maryland state performance requirements, which include the assurances above. As a result, we were re-accredited by NCATE and the Maryland State Department of Education after the November 2014 campus visit. We work closely with our Professional Development School network of over 110 schools around the state to align our work with the their local needs as well. In addition, Towson University is located in a highly-diverse, metropolitan area and we work to ensure our candidates have at least one field experience and/or internship in a diverse and/or Title I school. Our programs work to prepare educators with the knowledge, skills, and dispositions needed to ensure equity for all students in the classrooms they will teach. In addition to existing course requirements, the College of Education has developed an "Equity Fellows" program to make advancements toward the college goal in urban education and equity. The Equity Fellows program cultivates leadership in each department so that individual faculty and departments can define, deepen, and delineate the work toward the goal of improved practices for supporting preservice students, or a broader approach to work with PK-12 schools. The College of Education

received a five-year grant funded by the United States Department of Education, Office of English Language Acquisition (OELA), to implement the EMPOWER project, which is a multi-pronged effort to build capacity, within the College of Education and in the community, for serving our increasing population of English learner (EL) students. The project offers fully funded coursework and stipends to undergraduate students to complete 12 credits in ESOL. This competitive opportunity is open to elementary education, early childhood education, special education, middle grades education, and secondary education candidates. The College was recently awarded another OELA grant, ELEVATE, to expand the work of EMPOWER.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 15 prospective teachers in mathematics in 2020 - 2021.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We prepared 11 total math teachers (7 Secondary Education, 1 Master of Arts in Teaching, 3 Middle Grades Math). In working to achieve our goal, we have engaged in the following activities: • Towson UTeach is represented during on-campus and virtual recruiting sessions (Destination TU, TU4U, TU Open House) • Towson UTeach director met with in-person with potential incoming freshmen and their families. • Towson UTeach director corresponded via email with potential incoming freshmen and transfer students. • In 2020-2021, approximately $9750 was generated as spendable income from Towson UTeach endowments was dedicated to student scholarships. An additional $40,000 from a gift in operating funds from the Kahlert Foundation was set aside for student scholarships in FY 2020. Information about the scholarships was disseminated via the Maryland Association of Directors of Teacher Education of Community Colleges (MADTECC) as well as mathematics division heads of local community colleges. For each of the surrounding county school systems, scholarship announcements were sent to the Office of Student Services (oversees guidance counselors) as well as the Supervisor for K-12 Mathematics. In November, Towson UTeach sent emails to accepted potential incoming freshmen inviting them to apply for a Kahlert Foundation Scholarship for Towson UTeach.

6. Provide any additional comments, exceptions and explanations below:

Our goal for newly prepared mathematics teachers includes three groups: UG mathematics secondary education, UG middle school math; and the Master of Arts in Teaching mathematics secondary education. It's important to note that there is variation in the number of graduates from year to year. The number of mathematics secondary education graduates in 2020-2021 was 7. An examination of a three-year average of the number of graduates of the program provides a more insightful understanding of the long-term trajectory of meeting goals. For math secondary education alone, the three-year average for Fall 2017 – Spring 2020 is 12 and for Fall 2018 – Spring 2021 is 12.7. An additional note for the 2020-2021 academic year is that the number of graduates may have been affected by the Covid pandemic.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal was to prepare 15 prospective teachers in mathematics in 2021 - 2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 15 prospective teachers in mathematics in 2022 - 2023.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 5 prospective teachers in science.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

We prepared 11 total science teachers (4 Secondary Education, 3 Master of Arts in Teaching, 4 Middle Grades Science). In working to achieve our goal, we have engaged in the following recruitment activities: • Towson UTeach is represented during on-campus and virtual recruiting sessions (Destination TU, TU4U, TU Open House • Towson UTeach director met with in-person with potential incoming freshmen and their families. • Towson UTeach director corresponded via email with potential incoming freshmen and transfer students. • In 2020-2021, approximately $9750 generated as spendable income from Towson UTeach endowments was dedicated to student scholarships. An additional $40,000 from a gift in operating funds from the Kahlert Foundation was set aside for student scholarships in FY 2020. Information about the scholarships was disseminated via the Maryland Association of Directors of Teacher Education of Community Colleges (MADTECC) as well as mathematics division heads of local community colleges. For each of the surrounding county school systems, scholarship announcements were sent to the Office of Student Services (oversees guidance counselors) as well as the Supervisor for K-12 Mathematics. In November, Towson UTeach sent emails to accepted potential incoming freshmen inviting them to apply for a Kahlert Foundation Scholarship for Towson UTeach.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to prepare 5 prospective teachers in science.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 7 prospective teachers in science.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ● Yes
- ○ No
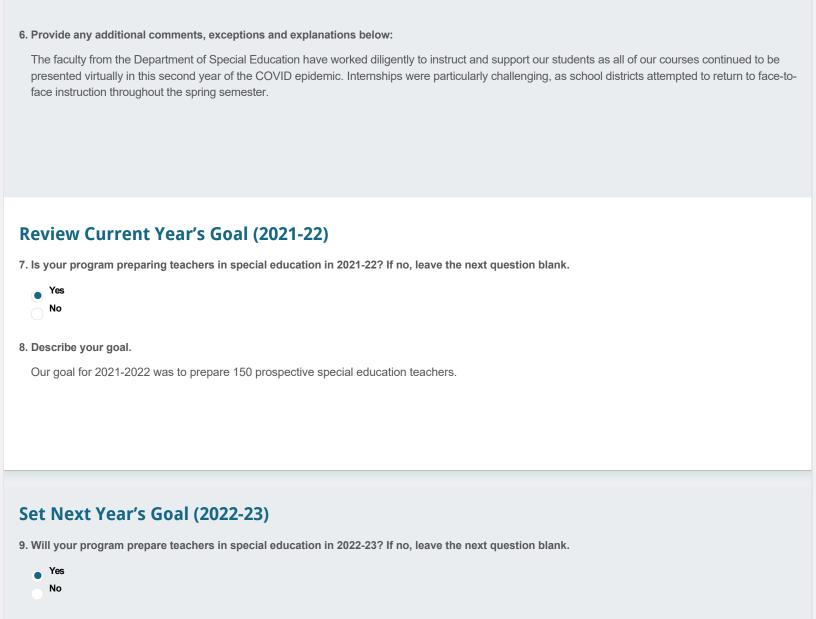
2. Describe your goal.

Our goal for 2020-2021 was to prepare 150 prospective special education teachers.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

We continue to engage in additional activities to support teachers' abilities to work with diverse learners through the professional development support and accomplishments afforded to inservice and preservice teachers through participation in the fourth year of a large federally funded (OELA) grant targeting linguistic diversity. We continue to form strong relationships with our students, aware that many have experienced traumatic situations as a result of the COVID epidemic. This is also true for the communications that the pre-major advisors share with prospective students who are either transferring from four-year or communication colleges, or who are native TU students. Additionally, we have been working with several Maryland school districts to develop both undergraduate and graduate special education program offerings that will meet the scheduling needs of full-time instructional assistants and/or conditional teachers to enable them to complete either a BS or MAT in special education, leading to Maryland certification as special education teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

The faculty from the Department of Special Education have worked diligently to instruct and support our students as all of our courses continued to be presented virtually in this second year of the COVID epidemic. Internships were particularly challenging, as school districts attempted to return to face-to-face instruction throughout the spring semester.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

Our goal for 2021-2022 was to prepare 150 prospective special education teachers.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

Our goal is to prepare 125 prospective special education teachers.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ **Yes**

● **No**

2. Describe your goal.

3. Did your program meet the goal?

○ **Yes**

○ **No**

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	5			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	14	171	13	93
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	17	175	16	94
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	23	172	23	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	149	152	87	58
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	260	162	234	90
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	322	165	321	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	330	165	329	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	159	169	130	82
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	264	175	254	96
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	318	176	318	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	327	178	327	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	153	160	93	61
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	265	167	236	89
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	322	169	317	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	326	170	326	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	53	160	41	77
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	12	172	11	92
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	45	169	39	87
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	50	159	28	56
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	19	171	18	95
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	118	176	117	99
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	107	177	107	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	116	177	116	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2018-19	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	76	43	76	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	52	44	52	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson Other enrolled students	1			
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	70	50	70	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2019-20	124	53	124	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	16	46	16	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	14	47	14	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	18	45	18	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	25	44	25	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	7			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	8			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	26	160	19	73
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	148	167	140	95
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	117	167	111	95
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	18	168	13	72
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	150	173	140	93
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	132	173	121	92
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	26	173	24	92
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	143	179	140	98
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	114	178	112	98
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	17	169	13	76
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	146	175	139	95
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	146	174	136	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2019-20	63	169	60	95
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2018-19	190	169	189	99
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2019-20	45	174	44	98
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2018-19	188	175	186	99
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2019-20	64	181	63	98
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2018-19	189	180	188	99
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	37	169	33	89
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	187	167	176	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	10	171	8	80
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	20	179	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	20	179	20	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	23	178	23	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	10	173	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	13	168	11	85
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	22	172	20	91
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	32	168	29	91
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	20	170	19	95
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	18	173	18	100
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	3			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21	31	175	26	84

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	12	173	10	83
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	12	174	11	92
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	18	177	17	94
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	76	180	76	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	40	171	39	98
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	28	173	28	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	107	173	106	99
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	47	178	46	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	70	178	70	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	199	180	198	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	27	175	23	85
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	143	176	138	97
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	126	175	124	98
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	154	177	153	99
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	31	167	27	87
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	20	168	20	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	51	168	41	80
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	286	170	266	93
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2019-20	277	170	261	94
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	3			
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	5			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	504	437	87
All program completers, 2019-20	501	466	93
All program completers, 2018-19	516	508	98

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- 🔘 Yes
- ⚪ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☑ Other specify:

  NCATE/CAEP

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ⚪ Yes
- 🔘 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Aligned with Towson University's institutional objectives and outcomes, all undergraduate and graduate student-learning outcomes include "information literacy and technological competency." The College of Education has articulated its expectations around the effective integration of technology through its most recent technology strategic plan which outlines initiatives and resources focused on promoting "cohesive and innovative use of technology." The strategic plan has aligned additional resources with efforts around enhancing the integration of technology both for and by teacher candidates. Initial certification candidates complete a minimum of three credit hours of pedagogical technology coursework. These courses are aligned with the Maryland Teacher Technology Standards as well as the International Society of Technology in Education Standards for Teachers. Overall, technology has been infused throughout the EPP's programming as an integral component of the teaching/learning process. This ongoing effort has been accompanied by investments in technology that extend the capacity of every faculty member and candidate to connect with a wide variety of resources and tools for teaching and learning, as well as the faculty development necessary to use and model technology. Interns complete a variety of assignments that require them to integrate technology into curricula and instruction. During the professional internship, interns are expected to master whatever technology is in the classroom, including interactive whiteboards, handheld technologies, learning management systems, and assistive technology. Within the College of Education, candidates have access to similar technologies to practice and learn with as well. The College opened a makerspace for faculty and students. The makerspace, called the Sandbox, has a range of technologies, including 3D printers, robots, circuits, and more, and supports students in

applying the design thinking framework to teaching and learning. In addition, the College of Education recently opened an AR/VR/XR lab focused on creating and applying virtual technologies to promote learning. Candidates are required to design, implement, and assess learning experiences that incorporate the use of technology in both coursework and field experiences. All candidates are required to use a variety of features in Blackboard throughout their program (e.g. online discussions, blogs, online assessments, etc.). All candidates also utilize Tk20 by Watermark, the comprehensive assessment management system for the EPP. Candidates have opportunities to practice using technology to collect, manage, and analyze data to improve teaching and learning in a variety of ways. Many candidates have the opportunity to use electronic grading and data management systems in their placements under the guidance of their mentor teachers. Others have experiences with using the Maryland Online IEP system both in their courses as well as in internship. Interns are also required to collect and analyze pre-test/post-test data for their impact on student learning inquiry research assignment. Each program has an evaluation plan to collect and analyze data on candidate performance of the ISTE Standards for Educators. Effective integration of technology is also assessed in the final internship experience by the mentor teacher and supervisor.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   General education teacher candidates' internships occur in inclusive settings, to provide all candidates with hands-on experience in meeting the needs of diverse learners. Evidence of their abilities to accommodate and differentiate instruction are evaluated throughout coursework and the final internship through the internship evaluation and edTPA. Both address a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. SPED 301: Introduction to Special Education is a required course for the majority of programs in the EPP. During this course, general education teachers are prepared to teach students with disabilities as well as those who are limited English proficient. Core content of the course includes, but is not limited to: • special education law and teacher roles and responsibilities regarding IDEA • culturally responsive teaching and overrepresentation in special education • collaboration and co-teaching to meet the needs of diverse learners • evidence-based strategies for teaching all students • understanding learner development and learner differences. For the few programs that do not require SPED 301, the above topics are integrated into other coursework throughout the program. In addition, several programs have additional course requirements in this area (ex., Physical Education candidates must complete Adaptive Physical Education, Elementary Education students must also complete SPED 401, a course which they take while enrolled in their two-day internship, which is designed to provide additional content and applications to support all learners, particularly those with disabilities and limited English proficiency.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   In SPED 301, which is taken by general and special education majors, candidates learn about the IEP process, including the specific roles and responsibilities of each member of the team. The course highlights the importance of collaboration, especially with parents, in the IEP process. Candidates learn about IDEA and the importance of identifying the least restrictive environment to support student learning. Candidates also understand the specific responsibilities educators have for implementing the required supports, assistive technologies, and accommodations to support access to the general education curriculum as well as the importance of helping learners achieve their annual IEP goals.

   c. **Effectively teach students who are limited English proficient.**

   The skills and instructional strategies for teaching learners who are limited English proficient (LEP) are integrated throughout the professional education coursework. Candidates in the Elementary Education program also take a three credit course, Linguistically Diverse Learners in the Classroom and offer candidates the option to engage in an "ELL Cohort" where their field experiences occur in schools with high ELL populations. In addition to coursework, the EPP offers two extended opportunities to all education majors to further develop candidates' ability to effectively teach students who are LEP. First, a Linguistic Diversity Minor has been developed to allow candidates to seek additional preparation serving students who are LEP. Second, through the EMPOWER project, funded by the US Department of Education Office of English Language Acquisition (OELA), the College offers an undergraduate fellowship, which provides candidates with a stipend and tuition to complete 12 additional credits of coursework in ESOL. In addition, curricular content developed as part of the EMPOWER project is also being disseminated to EPP faculty to integrate into coursework as well. While the EMPOWER grant is ending this upcoming year, the College of Education was recently awarded a second OELA grant, ELEVATE, which is focused on extending the work of the EMPOWER project.

2. **Does your program prepare special education teachers?**

   ● Yes

○ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. **Teach students with disabilities effectively**

In addition to successfully completing SPED 301, special education majors complete extensive coursework, field experiences, and an internship in special education. These experiences are designed to meet all Council for Exceptional Children (CEC) standards. In the special education program, candidates complete several signature assessments to evaluate their mastery of the standards. These assessments include conducting a thorough review, writing an Individualized Education Plan and attending the IEP Team for a student during their internship experience, conducting an Functional Behavior Assessment and writing a Positive Behavior Intervention Support Plan, developing a Universally Designed Lesson Plan that integrates assistive technology, and developing a unit that includes a pre-assessment and post-assessment to determine impact on student learning. The program also includes a course focused specifically on collaborating with families of children with disabilities to assist candidates in understanding the unique needs of these families. Towson's Special Education Program was nationally recognized by CEC in February 2020.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

In SPED 301, which is taken by general and special education majors, candidates learn about the IEP process, including the specific roles and responsibilities of each member of the team. The course highlights the importance of collaboration, especially with parents, in the IEP process. Candidates learn about IDEA and the importance of identifying the least restrictive environment to support student learning. Candidates also understand the specific responsibilities educators have for implementing the required supports, assistive technologies, and accommodations to support access to the general education curriculum as well as the importance of helping learners achieve their annual IEP goals. Special Education majors further their training and understanding of IDEA through additional coursework where they engage in all aspects of the IEP process, from evaluation to implementation and periodic review. Students in special education programs attend at least one IEP meeting, but typically have the opportunity to attend several. They also take a course focused on working with families with a special focus on collaborating with families on the IEP process.

c. **Effectively teach students who are limited English proficient.**

The skills and instructional strategies for teaching learners who are limited English proficient (LEP) are integrated throughout the professional education coursework. Candidates in the Elementary Education program also take a three credit course, Linguistically Diverse Learners in the Classroom and offer candidates the option to engage in an "ELL Cohort" where their field experiences occur in schools with high ELL populations. In addition to coursework, the EPP offers two extended opportunities to all education majors to further develop candidates' ability to effectively teach students who are LEP. First, a Linguistic Diversity Minor has been developed to allow candidates to seek additional preparation serving students who are LEP. Second, through the EMPOWER project, funded by the US Department of Education Office of English Language Acquisition, the College offers an undergraduate fellowship, which provides candidates with a stipend and tuition to complete 12 additional credits of coursework in ESOL. In addition, curricular content developed as part of the EMPOWER project is also being disseminated to EPP faculty to integrate into coursework as well. While the EMPOWER grant is ending this upcoming year, the College of Education was recently awarded a second OELA grant, ELEVATE, which is focused on extending the work of the EMPOWER project.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

COVID-19 continued to impact our programs and interns through Summer 2021. The majority of local school systems in Maryland opted for virtual learning for most of the 2020 - 2021 academic year. Our full and part-time interns were able to teach online alongside their mentor teachers and in cases where teachers returned to in person, were able to join them back in school buildings. These candidates were able to complete all assessment requirements and program requirements, but many did not have an in-person internship experience prior to graduation.

Supporting Files

Linguistic Diversity Minor _ Towson University	
COE Mission, Vision, and Goals	
WORKING WITH ENGLISH LANGUAGE LEARNERS	
The EMPOWER Project at Towson University – EMPOWER Project	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Laila J Richman

TITLE:

Associate Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Laurie Mullen

TITLE:

Dean