

# Title II Higher Education Act

## Menu Secondary

- [My Account](#)
- [Technical Assistance](#)
- [Log Out](#)

Debra Poese Program User

## Select Academic Year Menu

2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

MCPS-Montgomery College (Title 2 Only)

## Main Menu

- [Home](#)

MD

MCPS-Montgomery College (Title 2 Only) Alternative, not IHE-based Report AY 2020-21 Maryland

Report CompleteStatus: 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

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

## Section I: Program Information

## 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](#)

This Page Includes:

- [List of Programs](#)

## List of Programs

[Back To Top](#)

List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	<ul style="list-style-type: none"><li>• <input type="button" value="Edit"/></li><li>• <input type="button" value="Delete"/></li></ul>
<input type="text"/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"><li>• <input type="button" value="Insert"/></li><li>• <input type="button" value="Cancel"/></li></ul>

Total number of teacher preparation programs:

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress  This Page is Completed

### Section I: Program Information

## 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](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

## Undergraduate Requirements

[Back To Top](#)

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.

### Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:		
Other specify: <input type="text"/>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> 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. 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:

### Postgraduate Requirements

[Back To Top](#)

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.

### Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify:		
Other specify: <input type="text" value="Resume"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No

**Element**

**Admission**

**Completion**

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. 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:

**Supervised Clinical Experience**

[Back To Top](#)

**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)

**Programs with student teaching models (most traditional programs)**

**Number of clock hours of supervised clinical experience required prior to student teaching**

Number of clock hours of supervised clinical experience required prior to student teaching

**Number of clock hours required for student teaching**

Number of clock hours required for student teaching

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)

**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 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**

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

**All Programs**

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

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

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

**Number of students in supervised clinical experience during this**

Number of students in supervised clinical experience during this academic year

academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Candidates complete several observations of their coaches during the training institute coursework, and then complete extended supervised teaching during the pre-service teaching phase and then during their resident teaching year (as

Candidates complete several observations of their coaches during the training institute coursework, and then complete extended supervised teaching during the pre-service teaching phase and then

the teacher of record.) Each of these periods of time are what has been counted as clinical experience.

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print

Reset Page

Save

**Calculate Full-Time Equivalent Faculty in the System**

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

**Section I: Program Information**

**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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

**Enrollment and Program Completers**

[Back To Top](#)

Enrollment and Completer Totals

**2020-21 Total**

**Total Number of Individuals Enrolled** Total Number of Individuals Enrolled in 2020-21

**Subset of Program Completers** Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	14	4
Female	17	7
Non-Binary/Other	0	0
No Gender Reported	0	0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 0	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 6	Asian Completers 3
Black or African American	Black or African American Enrollment 2	Black or African American Completers 0
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 1	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 22	White Completers 8
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print

Reset Page

Save

**Section I: Program Information**

## 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](#)

**This Page Includes:**

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

**Teachers Prepared by Subject Area**[Back To Top](#)**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>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="7"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="1"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="3"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="7"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="1"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

**Teachers Prepared by Academic Major**

[Back To Top](#)

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](#)).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>



<b>CIP Code</b>	<b>Academic Major</b>	<b>Number Prepared</b>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress  This Page is Completed

**Section I: Program Information**

**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\(b\)\)](#)

**This Page Includes:**

- [Program Assurances](#)

**Program Assurances**

[Back To Top](#)

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: Teacher preparation coursework is highly performance based. Candidates engage in roleplay on working with students with LEP and a variety of needs, view and discuss video of classroom situations, and have required observations of classrooms at high need schools in the county. Candidates are made aware of the socioeconomic and cultural diversity of the local schools and the

Teacher preparation coursework is highly performance based. Candidates engage in roleplay on working with students with LEP and a variety of needs, view and discuss video of

impact of that diversity through readings, observations, and classroom activities.

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress  This Page is Completed

Section II: Annual Goals

# 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](#)

**This Page Includes:**

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

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

[Back To Top](#)

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

Our goal will be to prepare and complete 5 candidates in the area of mathematics.

2. Describe your goal. Our goal will be to prepare and complete 5 candidates in the area of mathematics.

- 3. Did your program meet the goal?  Yes
- No

4. Description of strategies used to achieve goal, if applicable: We generally recruit across all subject areas without specific attention to particular areas of need; it

We generally recruit across all subject areas without specific attention to particular areas of need; it appears that mathematics should have had a more direct focus.

appears that mathematics should have had a more direct focus.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We have added our recruitment efforts on social media

We have added our recruitment efforts on social media and outreach to internal mathematics departments to increase the pool of mathematics applicants.

and outreach to internal mathematics departments to increase the pool of mathematics applicants.

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

## Review Current Year’s Goal (2021-22)

[Back To Top](#)

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

We will seek to prepare 6 middle school math and 2 secondary math teachers.

8. Describe your goal. We will seek to prepare 6 middle school math and 2 secondary math teachers.

## Set Next Year's Goal (2022-23)

[Back To Top](#)

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

No

10. Describe your goal. As enrollment has dropped we will set a practical goal of having 5 completers in 2022-23: 3 for MS math and 2 for HS math.

As enrollment has dropped we will set a practical goal of having 5 completers in 2022-23: 3 for MS math and 2 for HS math.

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print   Reset Page   Save

### Section II: Annual Goals

## 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](#)

### This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

[Back To Top](#)

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

We will goal for 10 science teachers in 20-21.

2. Describe your goal. We will goal for 10 science teachers in 20-21.

3. Did your program meet the goal?  Yes

No

4. Description of strategies used to achieve goal, if applicable: Our general recruitment is to career changers across all areas, in collaboration with our school system

Our general recruitment is to career changers across all areas, in collaboration with our school system partners. We had not specifically targeted science teachers.

partners. We had not specifically targeted science teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: As for math, we need to be more intentional about

recruiting from audiences with a stronger likelihood of producing science teachers, such as in our local science industries.

As for math, we need to be more intentional about recruiting from audiences with a stronger likelihood of producing science teachers, such as in our local science industries.

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

## Review Current Year's Goal (2021-22)

[Back To Top](#)

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

No

8. Describe your goal. The goal of maintaining 10 science candidates (across the STEM areas) is still an appropriate one given our current enrollments.

The goal of maintaining 10 science candidates (across the STEM areas) is still an appropriate one given our current enrollments.

## Set Next Year's Goal (2022-23)

[Back To Top](#)

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

No

10. Describe your goal. With lower enrollments it is likely that a goal of 5 science candidates for 22-23 is feasible.

With lower enrollments it is likely that a goal of 5 science candidates for 22-23 is feasible.

## Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print

Reset Page

Save

## Section II: Annual Goals

### 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](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

[Back To Top](#)

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.

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)

[Back To Top](#)

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.

## Set Next Year's Goal (2022-23)

[Back To Top](#)

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.

## Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Section II: Annual Goals

# 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](#)

**This Page Includes:**

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

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

[Back To Top](#)

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.

- 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)

[Back To Top](#)

- Yes
- No

8. Describe your goal.

## Set Next Year's Goal (2022-23)

[Back To Top](#)

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.

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print

Reset Page

Save

### Section III: Program Pass Rates

## 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](#)

### This Page Includes:

- [Assessment Pass Rates](#)

## Assessment Pass Rates

[Back To Top](#)

Assessment Pass Rates		Number	Avg.	Number	Pass
Assessment code - Assessment name	Test Company	taking	scaled	passing	rate
	Group	tests	score	tests	(%)
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE		1			
Educational Testing Service (ETS)					
Other enrolled students					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE		1			
Educational Testing Service (ETS)					
All program completers, 2020-21					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE		2			
Educational Testing Service (ETS)					
All program completers, 2019-20					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE		1			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS5652 -COMPUTER SCIENCE		1			
Educational Testing Service (ETS)					



## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
ETS5651 -COMPUTER SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	6			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	4			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
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	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	4			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	6			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2018-19	2			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress This Page is Completed

Print

Reset Page

Save

Section III: Program Pass Rates

### 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 RTT'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](#)

This Page Includes:

- [Summary Pass Rates](#)

### Summary Pass Rates

[Back To Top](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	8		
All program completers, 2019-20	7		
All program completers, 2018-19	19	19	100
All program completers, combined 3 academic years	34	34	100

#### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress This Page is Completed

Print

Reset Page

Save

Section IV: Low-Performing

### Low-Performing

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

This Page Includes:

- [Low-Performing](#)

### Low-Performing

[Back To Top](#)

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:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?  Yes  
 No

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

- This Page is in Progress  This Page is Completed

Print    Reset Page    Save

**Section V: Use of Technology**

## 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.

**This Page Includes:**

- [Use of Technology](#)

## Use of Technology

[Back To Top](#)

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:

1. integrate technology effectively into curricula and instruction  Yes  
 No
2. use technology effectively to collect data to improve teaching and learning  Yes  
 No
3. use technology effectively to manage data to improve teaching and learning  Yes  
 No
4. 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. Our program is aligned with the Maryland Teacher Technology standards, and all indicators are embedded in the various modules of our Teaching Institute. Our typically hybrid instruction model means that all students illustrate daily the ability to use a variety of technological formats to communicate and to create and deliver instruction. Training is provided in use of classroom technology specific to the MCPS classrooms as part of each class meeting of the Teaching Institute, and candidates use this technology in delivering their sample lessons. This technology includes the use of classroom response systems which allow teachers to assess students immediately in a formative way. During the Covid years, our program was continued in a completely virtual environment and our students were prepared to use all of the related technologies (such as Canvas, Blackboard, Zoom, Teams, Google Meets, etc) in order to communicate for their preparation as well as for their internship and other clinical experiences, which were also done in a virtual format for most of the reporting year. During the module on assessment, candidates learn to review and analyze typical testing and performance data for the MCPS student, and consider action steps for enhancing performance. During the resident teacher seminars, each candidate designs, conducts, and prepares a presentation on an action research project, which includes an illustration of their data collection and management

Our program is aligned with the Maryland Teacher Technology standards, and all indicators are embedded in the various modules of our

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print Reset Page Save

### Section VI: Teacher Training

## Teacher Training

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

#### This Page Includes:

- Teacher Training

### Teacher Training

[Back To Top](#)

- Provide a description of the activities that prepare general education teachers to:
  - Teach students with disabilities effectively Significant portions of the Teaching Institute are dedicated to the module on working with individuals with exceptionalities; this includes an introduction to special education including IDEA principles and other related legal aspects, working with families and other school personnel, creating behavior plans, and designing differentiated instruction. Lessons created and presented must show that differentiation was planned for and can be carried out effectively. Students research and present on all areas of disability: "You will be assigned one of the 12 disability categories under IDEA. You will research, develop and present on your assigned category for approximately 25 minutes. You are expected to find relevant, up-to-date and useful resources on how to address and work with students with your assigned disability category."

Significant portions of the Teaching Institute are dedicated to the module on working with individuals with exceptionalities; this includes an introduction to special education including IDEA

- Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Significant portions of the Teaching Institute are dedicated to the module on working with individuals with exceptionalities; this includes an introduction to special education including IDEA principles and other related legal aspects, working with families and other school personnel, creating behavior plans, and designing differentiated instruction. The module on collaboration also prepares and assesses students on working with co-teachers in the middle and high school setting. Sample assignment for writing a behavioral support plan: "Given a case study, you will develop a positive behavior support plan for a student. You are required to read the students' background and address the major component of a behavior support plan. Your plan should show thoughtfulness, alignment and must include the following components: Target behavior Goals and Objectives for behavior Academic/Teaching supports Behavior/social supports Rewards/consequences Collaboration plan Justification for selected strategies Data collection plan Reflection "

Significant portions of the Teaching Institute are dedicated to the module on working with individuals with exceptionalities; this includes an introduction to special education including IDEA

- Effectively teach students who are limited English proficient. Another significant portion of the Teaching Institute is the Diversity Module, which includes a full study of cultural competence, and creating culturally responsive classrooms has long been considered a strength area of the program. Supports for LEP students must be included in all lesson plans and demonstration lessons, as well as in any portfolios. Sample lesson direction: "This plan will include an inquiry-based approach to instruction or a cooperative learning approach during which the students are constructing or discovering knowledge. Planning requirements: You will be working with a class made up of 18 general education students of which contains students with disabilities and ELL needs. You will receive case studies for these students. This total of 28 students have an ethnic distribution of 10 white, 7 Latinos/as, 9 African American, and 2 are Asian American. Your lesson plan must reflect how you will meet the needs of these students within your lesson."

Another significant portion of the Teaching Institute is the Diversity Module, which includes a full study of cultural competence, and creating culturally responsive classrooms has long been

2. Does your program prepare special education teachers?  Yes  
 No

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

1. Teach students with disabilities effectively

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

Act.

3. Effectively teach students who are limited English proficient.

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress  This Page is Completed

Print

Reset Page

Save

## 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.

### This Page Includes:

- [Contextual Information](#)

## Contextual Information

[Back To Top](#)

**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.**

The Alternative Certification for Effective Teachers (ACET) MC-MCPS program was developed in 2006 as part of the Troops to Teachers grant funded by the Maryland State Department of Education. Dr. Ginny Buckner, formerly the Director of the School of Education at MC, was instrumental in working with representatives from MCPS on a plan for creating a resident teacher certification program in Montgomery County, and Professor Diane Switlick, retired MCPS teacher and administrator, drafted the pre-employment training modules. The grant was approved in March of 2006, and in the summer of 2006, the first cohort of candidates entered the program. The MC-MCPS ACET partnership is designed to provide an alternative in Montgomery County for adults with bachelor's degrees (or higher) in their content fields who wish to become certified teachers but do not need or desire to earn a masters' degree. Although recruitment occurs year-round via the MC and MCPS web sites and posters, a major push occurs with distribution of MC schedule of classes in April, followed by monthly information sessions from April through August, held at all three MC campuses. Applications are received year round, with two cohorts selected each year. As applications are received, Montgomery College ACET program faculty review applications for requirements, seeking input from MCPS HR Certification specialists as needed for transcript evaluation. Qualified applicants are invited to a 30-minute interview with the selection committee, composed of the ACET program coordinator, at least one program faculty member, and representatives from MCPS HR. A cohort of 10-15 candidates is selected based on interview, subject field needs and references. Pre service training occurs from December to March or from April to July, with candidates enrolled in a Teaching Institute. This institute includes a set of standards-based modules which are offered in a

non-credit format, plus the first secondary literacy course, offered at MC as RD 238. Instruction is provided using a blended online/face-to-face model with class meetings at the Rockville campus on Tuesday and Thursday evenings and select Saturdays. (fully online during Covid shutdowns) A six-week unpaid internship is offered during spring or fall semesters, with candidates being assigned to MCPS at either the middle or high school level. During the first week candidates generally observe in their placement classrooms. For the next few weeks they teach with daily supervision by the highly qualified teachers of record. Informal and formal observations occur throughout the internship. Candidates are actively involved and supported to set personal goals, practice their skills, observe mentor teachers, and revise their individual plans. After successful completion of the internship, potential residents meet with MCPS - HR to complete their hiring packets and arrange to interview with principals of schools who will be hiring in their certification area. Interviews and offers are then conducted in accordance with MCPS policy, and the resident is assigned to a one-year placement. Once residents are placed, intensive mentoring and supervision, along with cohort seminars, provides strong support for each teacher candidate. Students gather once a month as a group to support each other in a learning community, revisiting the ongoing discussions using Web CT, posting questions and getting feedback on the work they do in class. The program faculty mentors them in their placements within MCPS. An on-site consulting teacher (mentor) is available to them through observations, seminars, and individual discussion meetings throughout the residency. Residents must also successfully complete the Praxis II Pedagogy exam and Part II of the Secondary Literacy course, as well as the two seminar courses led by MC faculty. At the end of the academic year, if the resident has met the MCPS standards for satisfactory performance for a first-year teacher, as well as completed all the coursework and testing requirements, the resident will be recommended for standard professional certification. During 2014, this program participated in its second round of program approval for the Maryland Approved Alternative Preparation Programs (MAAPP). During the review process which culminated in a site visit on April 22, 2015, the preparation program met all

The Alternative Certification for Effective Teachers (ACET) MC-MCPS program was developed in 2006 as part of the Troops to Teachers grant funded by the Maryland State

standards and received full program approval.

## Supporting Files

No files have been provided.

**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.**

Link Text

File  No file selected

### Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress  This Page is Completed

## 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:

Title:

### 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:

Title:

