MD

Stevenson University
Traditional Report AY 2024-25
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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Owings Mills

STATE

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	Both	
13.99	Teacher Education - Other	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

5

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

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

Note: This section is preloaded from the prior year's IPRC.

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

Element	Admission	Completion
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	○ Yes ● No	● Yes ○ No
Other Specify: Performance Assessment for Teachers that has been developed by the Stevenso…	○ 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.)**

3

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

Stevenson University's School of Education aligns admission and completion requirements with Maryland State Department of Education expectations. Candidates must maintain a minimum GPA of 3.0 and successfully complete all required coursework, clinical experiences, and assessments. In accordance with state policy, basic skills testing is not required for candidates who meet the GPA threshold. Candidates must also successfully complete a performance-based assessment, the Teaching Readiness Performance Assessment (TRPA), which serves as a culminating measure of readiness for licensure.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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
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

Element	Admission	Completion
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: Praxis Performance Assessment for Teachers	○ 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.)

2.75

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.)

3

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

In reference to the change in requiring minimum basic skills test scores: The Maryland State Department of Education requires that only teacher applicants who do not have a GPA of 3.0 on their most recently earned degree present qualifying scores on the Praxis Core Academic Skills for Educators (Core) tests or meet the PPST®, the SAT®, ACT® test or GRE® General Test requirements.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. (§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	375
Number of clock hours required for student teaching	840

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

- [x] 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	375
Years required of teaching as the teacher of record in a classroom	1

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	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	14
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	124
Number of students in supervised clinical experience during this academic year	176

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

Teacher Candidates in the undergraduate early childhood, elementary, and middle school program Teacher candidates in the Master of Arts in Teaching program have the same average number of clock hours required for student teaching for undergraduates. Undergraduate teacher candidates begin diverse field placements starting their first year (early childhood candidates) or second year (elementary and middle school candidates) for one-half day for fifteen weeks. Junior Teacher candidates complete one full day for thirty-two weeks, and Senior Teacher Candidates spend 100 days in their internship. Placements are designed to provide varied experiences and contexts, including school systems and settings. Teacher Candidates could experience up to eight different field placement settings. Teacher candidates are mentored (supervised) by a school-based and university mentor.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

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

2024-25 Total	
Total Number of Individuals Enrolled	191
Subset of Program Completers	37

Gender	Total Enrolled	Subset of Program Completers
Male	28	6
Female	161	31
No Gender Reported	2	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	0	0
Asian	8	0
Black or African American	49	7
Hispanic/Latino of any race	8	0
Native Hawaiian or Other Pacific Islander	0	0
White	120	30
Two or more races	4	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	2	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

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 2024-25.

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 2024-25**

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	0
13.1202	Teacher Education - Elementary Education	11

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	15
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2024-25**

If this provider 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	0
13.1202	Teacher Education - Elementary Education	11
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	15
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:

1. Stevenson University School of Education designs its programs in close collaboration with local school districts and state priorities, including the needs of high-need schools and content shortage areas. Ongoing partnerships, advisory input, and hiring trend data inform program development, including pathways that support conditionally licensed teachers and career changers. Approximately 80% of program completers are employed in Maryland public schools, with additional graduates working in other Maryland educational settings or partner districts where they completed clinical experiences, reflecting strong alignment between preparation and workforce needs. 2. Preparation is grounded in practice-based learning, where coursework is intentionally integrated with clinical experiences. Candidates regularly engage in planning, instruction, assessment, and reflection tied to real classroom contexts. The Teaching Readiness Performance Assessment (TRPA) serves as a structured, performance-based measure that requires

candidates to demonstrate instructional decision-making and responsiveness to student learning, mirroring the expectations they will face as classroom teachers. 3. Program does not prepare special education teachers. While Stevenson does not offer a standalone initial licensure program in special education, general education candidates complete required coursework in special education that prepares them to support students with diverse learning needs in inclusive settings. 4. Prospective general education teachers are prepared to provide instruction to students with disabilities. Candidates complete coursework focused on special education, differentiation, and inclusive instructional practices. These experiences are reinforced in clinical placements where candidates apply strategies to support students with disabilities. The program emphasizes collaboration with special educators and the use of data to inform instruction, ensuring candidates are prepared to meet the needs of all learners. 5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Preparation includes a strong focus on multilingual learners, integrating strategies for language development, scaffolding, and culturally responsive teaching across coursework and field experiences. Candidates learn to design instruction that promotes access to rigorous content while supporting language acquisition, reflecting the linguistic diversity of Maryland classrooms. 6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Through partnerships with Title I schools and high-need districts, candidates gain experience in settings that reflect the realities of diverse socioeconomic contexts. The program emphasizes equity, access, and strengths-based teaching, preparing candidates to build meaningful relationships, leverage student assets, and support academic success for all learners. 7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Clinical placements and partnerships span a range of school contexts, including urban, suburban, and rural settings. Candidates are supported through a strengths-based mentoring model that includes ongoing feedback, observation, and reflection. This approach ensures that candidates are adaptable and prepared to teach effectively across diverse school environments. 8. Stevenson University School of Education’s success in meeting these assurances is grounded in a cohesive, practice-based approach to educator preparation that emphasizes strong partnerships, embedded clinical experiences, and continuous improvement. A key strategy is the intentional alignment between coursework and field placement. Candidates engage in early and sustained clinical experiences in partner schools, many of which are high-need and Title I settings. These partnerships not only provide authentic teaching opportunities, but also create a strong pipeline for employment, with many candidates hired in the same districts where they complete their placements. The School’s internally developed Teaching Readiness Performance Assessment (TRPA) is another central component. Embedded across coursework and clinical practice, TRPA requires candidates to demonstrate their ability to plan, instruct, assess, and reflect on student learning in real classroom contexts. This performance-based approach ensures that candidates are prepared to make instructional decisions that meet the needs of diverse learners, including students with disabilities, multilingual learners, and students from low-income backgrounds. Stevenson also utilizes a strengths-based mentoring model, where University Mentors and School Mentors provide consistent feedback, observation, and support throughout the clinical experience. This model promotes candidate growth, reflective practice, and professional responsibility, while helping to reduce isolation and support retention in the profession. Finally, the School maintains an ongoing cycle of assessment, reflection, and program refinement informed by data, stakeholder feedback, and state priorities. Regular collaboration with school partners, alumni, and advisory groups ensures that programs remain responsive to workforce needs and aligned with the evolving demands of today’s classrooms. These efforts are reinforced by national accreditation through the Association for Advancing Quality in Educator Preparation, which affirms the quality, coherence, and continuous improvement of the School’s educator preparation model.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To prepare mathematics teacher candidates to demonstrate strong content knowledge and effective instructional practice aligned with state standards, including successful completion of the Mathematics Content Praxis exam. The program emphasizes both secondary mathematics preparation and the development of middle school mathematics teaching through targeted coursework and clinical experiences.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

The program utilized a combination of content-focused coursework, practice-based clinical experiences, and targeted assessment supports to prepare candidates. Mathematics methods courses emphasized conceptual understanding, problem-solving, and instructional strategies aligned to standards. In addition, candidates engaged in Math for Educators coursework designed to deepen understanding of middle school mathematics concepts, including number sense, algebraic reasoning, and proportional thinking, while emphasizing how students develop mathematical understanding. Candidates applied this knowledge in clinical placements where they planned and delivered mathematics instruction, analyzed student thinking, and adjusted instruction accordingly. Support for the Mathematics Content Praxis exam included faculty guidance, access to preparation resources, and individualized support as needed. Candidates also completed components of the Teaching Readiness Performance Assessment (TRPA), which required them to plan, instruct, assess, and reflect on mathematics lessons in authentic classroom settings. This integration ensured that content knowledge and instructional practice were developed simultaneously.

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

The program will continue to strengthen alignment between mathematics content coursework, including Math for Educators courses, and clinical practice by incorporating additional opportunities for candidates to analyze student work and engage in mathematical discourse. Ongoing efforts include refining supports for Praxis preparation through earlier identification of candidate needs and targeted faculty support. The program will also continue to use TRPA data to identify areas for improvement in candidate performance, particularly in supporting students' mathematical reasoning and discourse, and to inform instructional adjustments across coursework and field experiences.

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

Due to the small cohort size, individualized support plays a significant role in candidate success. The program's strengths-based approach allows faculty to tailor support to candidate needs while maintaining high expectations for content knowledge and instructional effectiveness across both middle and secondary mathematics contexts.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

To prepare mathematics teacher candidates to demonstrate strong content knowledge and effective instructional practice, including successful completion of the Mathematics Content Praxis exam and performance-based assessments aligned with program and state standards, with continued emphasis on middle and secondary mathematics teaching.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

To continue preparing mathematics teacher candidates through a cohesive, practice-based program that integrates content knowledge, instructional practice, and performance-based assessment, including Math for Educators coursework and clinical experiences that support effective teaching of middle and secondary mathematics in diverse classroom settings.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To prepare 5 science teachers to teach secondary science content through the MAT: STEM program or the undergraduate dual-certified mathematics and science middle school program.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

The program utilizes a combination of content-rich coursework, practice-based clinical experiences, and targeted assessment supports to prepare science educators. Undergraduate candidates in middle school programs engage in coursework that emphasizes foundational science concepts, interdisciplinary connections, and developmentally appropriate instructional strategies. Graduate candidates in the Master of Arts in Teaching (MAT) program complete advanced content and methods coursework aligned to their certification areas, including Biology, Chemistry, Earth/Space Science, Physics, and Physical Science. Across programs, science methods courses emphasize inquiry-based instruction, scientific reasoning, and the use of evidence to support student learning. Candidates engage in clinical placements where they plan and deliver science instruction, facilitate hands-on and inquiry-driven learning experiences, and analyze student understanding to inform instructional decisions. Support for Science Content Praxis exams includes faculty guidance, access to preparation resources, and individualized support as needed. Candidates also complete components of the Teaching Readiness Performance Assessment (TRPA), which require them to design, implement, and reflect on science instruction in authentic classroom settings. This integration ensures that content knowledge and instructional practice are developed simultaneously.

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

The program will continue to strengthen alignment between science content coursework and clinical practice across both undergraduate and graduate pathways. Ongoing efforts include increasing opportunities for candidates to engage in scientific discourse, analyze student thinking, and design inquiry-based learning experiences. Additional supports for Praxis preparation will be refined through earlier identification of candidate needs and targeted faculty intervention. TRPA data will continue to be used to identify areas for improvement, particularly in supporting candidates' ability to facilitate inquiry, integrate scientific practices, and differentiate instruction for diverse learners.

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

Due to relatively small cohort sizes across certification areas, individualized support is a key strength of the program. The School of Education's strengths-based approach allows faculty to tailor support while maintaining high expectations for both content knowledge and instructional effectiveness across middle and secondary science contexts.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

To prepare science teacher candidates across undergraduate and graduate programs to demonstrate strong content knowledge and effective instructional practice, including successful completion of relevant Science Content Praxis exams and performance-based assessments aligned with program and state standards.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

To continue preparing science educators through a cohesive, practice-based program that integrates content knowledge, instructional practice, and performance-based assessment across middle and secondary certification areas, ensuring candidates are prepared to teach science effectively in diverse classroom settings and to support students in developing scientific literacy, inquiry skills, and problem-solving abilities

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 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:

While the program does not offer a standalone special education licensure pathway, all teacher candidates complete coursework and clinical experiences focused on inclusive practices, differentiation, and supporting students with disabilities. Candidates apply these strategies in clinical placements and through performance-based assessments, ensuring they are prepared to meet the needs of diverse learners in general education

settings.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To prepare teacher candidates to effectively instruct multilingual learners by integrating language development strategies, culturally responsive teaching, and equitable access to content across coursework and clinical experiences.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

The program integrates preparation for multilingual learners across coursework and clinical experiences. Candidates engage in coursework focused on language development, culturally responsive teaching, and instructional strategies that support access to content for multilingual learners. In clinical placements, candidates apply these strategies by planning and delivering instruction that includes scaffolding, differentiation, and supports for language acquisition. Candidates are expected to consider language needs when designing lessons and assessing student learning. This is a regular component of the lesson plan and is emphasized in all methods courses. Additionally, candidates demonstrate their ability to support multilingual learners through components of the Teaching Readiness Performance Assessment (TRPA), where they plan, instruct, assess, and reflect on lessons that address the needs of diverse learners. Academic language development is a also a focused task.

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

The program will continue to strengthen candidate preparation by expanding opportunities to incorporate language development objectives into lesson planning and teaching. The program will also increase focus on academic language development across content areas. All early childhood and elementary candidates take four reading literacy courses that also include components for multilingual learners. Ongoing efforts include enhancing clinical experiences to ensure candidates have meaningful opportunities to work with multilingual learners and using data to inform program improvements.

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

Preparation for multilingual learners is embedded across the undergraduate and graduate programs rather than delivered through a standalone certification pathway. This integrated approach ensures that all candidates are prepared to support language development and equitable access to learning in diverse classroom settings. The clinical field placements are also highly diverse and support many multilingual learners and communities.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

To prepare teacher candidates to effectively instruct multilingual learners through a cohesive, practice-based program that integrates language development strategies, culturally responsive teaching, and performance-based assessment aligned with program and state standards.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

To continue preparing teacher candidates to support multilingual learners through an integrated approach that combines content instruction, language development, and performance-based assessment, ensuring candidates are prepared to provide equitable access to learning in diverse classroom settings.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

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 (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	11	170	11	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

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, 2022-23	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	8			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	8			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	8			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			

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, 2024-25	8			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5266 -PHYSICS Educational Testing Service (ETS) All program completers, 2024-25	2			
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) Other enrolled students	10	42	10	100
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2024-25	20	40	20	100
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2023-24	5			
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2022-23	25	41	25	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	19	173	18	95
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	14	174	14	100
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

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, 2024-25	26	23	88
All program completers, 2023-24	5		
All program completers, 2022-23	29	28	97

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

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

Note: This section is preloaded from the prior year's IPRC.

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:

- [x] State
- [ ] CAEP
- [x] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.**

   The School of Education prepares teacher candidates to integrate technology into instruction and to use technology to collect, manage, and analyze data to improve teaching and learning. Teacher candidates across all programs engage in intentional, scaffolded experiences that integrate technology into curriculum design, instructional delivery, and assessment. At the undergraduate level, all early childhood, elementary, and middle school candidates complete IS 302: Integrating Technology and Digital Learning in the Classroom, where they design and implement technology-enhanced lessons. At the graduate level, candidates in the MAT: STEM and MAT: Early Childhood programs apply technology throughout coursework, including Principles of Assessment, Special Education, Methods for Secondary STEM, and the Internship experiences. These experiences are supported by the School of Education's SMART classroom, a redesigned instructional space that models effective technology integration. The classroom includes flexible furnishings, an interactive board, iPads, an iMac station, Apple TV, and a range of hands-on technologies such as coding mice, Botley robots, Dash robots, and Ozobots. These tools provide candidates with opportunities to design and deliver lessons that integrate computational thinking, problem-solving, and student engagement in developmentally appropriate ways. This environment supports hands-on practice, collaboration, and the integration of digital tools into teaching and learning. In addition, Stevenson University has expanded its work in technology integration through participation in the Maryland Center for Computing Education (MCCE) grant initiative. Through two grants totaling $54,000, faculty engaged in professional learning and collaborative design to embed computational thinking across all of our educator preparation programs. This work has resulted in the development of a program-wide computational thinking curriculum map, to make sure that candidates experience and apply computational thinking strategies across courses and clinical experiences. Candidates engage in designing and implementing lessons that integrate technology and computational thinking to

support problem-solving and real-world application. Stevenson has also submitted an additional $30,000 grant proposal to extend this work into PK–12 partner schools through classroom implementation and collaboration with school mentors and their interns and field placement candidates. Teacher candidates also develop the ability to use technology to collect, manage, and analyze data to inform instruction. These skills are introduced in courses such as Principles of Special Education and Principles of Assessment, where candidates analyze student data, design assessments, and make instructional decisions based on evidence. Candidates continue to apply these practices in content methods courses and clinical experiences, where they use student data to plan, adjust instruction, and evaluate learning outcomes. These competencies are further reinforced through the Teaching Readiness Performance Assessment (TRPA), which requires candidates to analyze student learning and reflect on instructional effectiveness. Preparation in Universal Design for Learning (UDL) is integrated throughout the program. Candidates are introduced to UDL principles in introductory coursework and deepen their understanding in courses such as Curriculum, Principles, and Practices for Teaching and Principles of Special Education. Candidates design lessons that incorporate multiple means of engagement, representation, and action and expression. These practices are implemented and refined in clinical placements, where candidates design and deliver instruction that supports access and engagement for diverse learners. The integration of technology supports UDL by providing flexible tools and resources that enhance accessibility and differentiation. All of these targeted and integrated experiences support candidates to integrate technology effectively into all content areas, use data to inform instruction, and design inclusive learning environments that support student success.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

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

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All teacher candidates complete coursework in special education that focuses on inclusive practices, differentiation, and supporting students with diverse learning needs. In addition, strategies for teaching students with disabilities are embedded across all methods and pedagogy courses, beginning with the introductory education course and continuing throughout the program. Candidates learn to design and implement instruction that incorporates accommodations, modifications, and Universal Design for Learning (UDL) principles. These practices are applied and refined in clinical placements, where candidates work directly with students with disabilities and receive ongoing feedback from University Mentors and School Mentors. Candidates have opportunities to complete targeted placements in specialized settings, including placements at schools such as Odyssey, which serves students with language and learning differences, as well as semester-long placements in special education classrooms. These experiences provide candidates with deeper understanding of individualized instruction and inclusive practices. Candidates also demonstrate these competencies through performance-based assessments, including the Teaching Readiness Performance Assessment (TRPA).

   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.***

   Undergraduate candidates begin field experiences in their first year and are introduced to the roles and responsibilities of IEP teams early in the program. As they progress, candidates participate in IEP meetings during their sophomore and junior years when opportunities are available, and more consistently during the senior year internship. These experiences allow candidates to observe and engage in collaborative planning, goal setting, and progress monitoring for students with disabilities. Graduate candidates in MAT programs participate in IEP meetings as part of their roles as interns or teachers of record, allowing for authentic engagement in the IEP process, including collaboration with special educators, related service providers, and families.

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

   Undergraduate candidates begin field experiences in their first year and gain experience working with multilingual learners across a range of school settings throughout the program. Coursework and clinical experiences emphasize culturally responsive teaching, language development strategies, and scaffolding to support access to content. Approximately half of undergraduate candidates also complete a course focused on multilingual learners, further strengthening their preparation. Graduate candidates in the MAT: STEM program develop these skills through coursework and clinical experiences in their roles as interns or teachers of record, where they plan and deliver instruction that supports language development and content access. In the MAT: Early Childhood program, all candidates complete a required course focused on multilingual learners and apply these strategies in clinical settings.

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**

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.***

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

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

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.

An update from the Maryland State Department of Education reflects a change in the requirement for minimum basic skills testing. The Maryland State Department of Education now requires that only teacher candidates who do not have a GPA of 3.0 or higher on their most recently earned degree must present qualifying scores on the Praxis Core Academic Skills for Educators (Core) tests or meet the PPST®, SAT®, ACT®, or GRE® General Test requirements. This policy change has had an impact on institutional pass rates. In 1996, the Maryland State Department of Education granted Stevenson University (formerly Villa Julie College) approval to offer teacher preparation programs in Early Childhood Education and Elementary Education, and in 2008, approval was extended to include Middle School Education. These programs are offered at the undergraduate level through the School of Education. In 2013, Stevenson University received approval to offer a Master of Arts in Teaching (M.A.T.) in Biology, Chemistry, and Mathematics with a STEM focus. In 2016, additional approvals were granted in Physical Science, Earth/Space Science, and Physics. In 2023, the university received approval from the Maryland State Department of Education to offer a Master of Arts in Teaching in Early Childhood Education. In July 2025, the Stevenson University School of Education earned national accreditation from the Association for Advancing Quality in Educator Preparation. This accreditation affirms the School's commitment to a strengths-based, evidence-informed approach to educator preparation and continuous improvement. Aligned with this work, the School of Education has implemented a comprehensive, internally developed performance-based assessment system, the Teaching Readiness Performance Assessment (TRPA). Embedded across coursework and clinical experiences, TRPA requires candidates to demonstrate their ability to plan, instruct, assess, and reflect on student learning in authentic classroom contexts. This internal assessment model is aligned with state requirements and national accreditation standards and serves as a key measure of candidate readiness, while reducing reliance on externally administered assessments and associated costs for candidates. Faculty engage in structured calibration and scoring processes to ensure consistency, reliability, and shared expectations for candidate performance. All educator preparation programs at Stevenson University are approved by the Maryland State Department of Education and are aligned with state requirements. The School of Education maintains an ongoing cycle of assessment, reflection, and program refinement to support candidate success and program quality.

Supporting Files

Initial_teachers_prep	

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:

Beth Kobett

TITLE:

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:

Khadeeja Shafi

TITLE:

Graduate Director of Licensure Programs