Millersville State University of Pennsylvania

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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:

Marcia Bolton

TITLE:

Interim Dean, College of Education and Human Services

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:

Gail Gasparich

TITLE:

University Provost, Chief Academic Officer

[Certify and Submit Report Card]

REPORT MENU

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Instructions

General Guidance

Institution Information

- Section I: Program Information   ⊕
- Section II: Annual Goals   ⊕
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Certification

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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

214041

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

P. O. Box 1002

CITY

Millersville

STATE

Pennsylvania   ▼

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17551

SALUTATION

Dr.   ▼

FIRST NAME

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

›› List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

13

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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))**

THIS PAGE INCLUDES:

›› Undergraduate Requirements

›› Postgraduate Requirements

›› Supervised Clinical Experience

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

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

Undergraduate Requirements

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

○ Yes
● No

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

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

Element	Admission		Completion	
Minimum GPA in content area coursework	◯ Yes	◯ No	◯ Yes	◯ No
Minimum GPA in professional education coursework	◯ Yes	◯ No	◯ Yes	◯ No
Minimum ACT score	◯ Yes	◯ No	◯ Yes	◯ No
Minimum SAT score	◯ Yes	◯ No	◯ Yes	◯ No
Minimum basic skills test score	◯ Yes	◯ No	◯ Yes	◯ No
Subject area/academic content test or other subject matter verification	◯ Yes	◯ No	◯ Yes	◯ No
Recommendation(s)	◯ Yes	◯ No	◯ Yes	◯ No
Essay or personal statement	◯ Yes	◯ No	◯ Yes	◯ No
Interview	◯ Yes	◯ No	◯ Yes	◯ No
Other Specify:	◯ 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. 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

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

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

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:

One completer for the 2017-18 reporting year. No completers in 18-19, 19-20 or 20-21.

Supervised Clinical Experience

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

Are there programs with student teaching models?

● **Yes**
○ **No**

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	280
Number of clock hours required for student teaching	560

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

◯ Yes
● No

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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	0

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

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SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

›› Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	0
Subset of Program Completers	0

Gender	Total Enrolled	Subset of Program Completers
Male	0	0
Female	0	0
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Two or more races	0	0
No Race/Ethnicity Reported	0	0

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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.

THIS PAGE INCLUDES:

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

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

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

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

CIP Code	Subject Area	Number Prepared
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

○ Yes
● No

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

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

CIP Code	Academic Major	Number Prepared
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

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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

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. Millersville University continues to require urban field experience placements for all undergraduate teacher education candidates. This placement occurs during the foundation block classes and in schools identified by the State Department of Education as high needs. The placement prepares teacher candidates to acquire the knowledge, skills and dispositions necessary for working with PK-12 students in diverse to settings. 2. The unit continues to implement the State's Chapter 49-2 regulations requiring all programs to include nine credits/270 hours of instruction on accommodation and adaptation for students with disabilities in inclusive setting, and at least three credits/90 hours of instruction to address the instructional needs of English language learners. 3. The Color of Teaching (COT), the College's premier recruitment program, continues to be active in the recruitment and retention of minority students. 4. Data from university supervisors and mentor teachers, and survey of graduates provide us with evidence that our teacher candidates are receiving appropriate instruction and increasing their knowledge, skills and dispositions to work effectively with minority students and those from high need areas. There are diversity items on MU Student Teaching and PDE 430 clinical evaluation form assessing teacher candidate's competency in managing a diverse classroom. Teacher candidates also participate in the University's National Survey of Student Engagement (NSSE) survey assessing their knowledge of diversity, interactions with diverse others and the University's role in providing them with a campus climate that facilitate an awareness of diversity. The university also holds many cultural events throughout the year which expose teacher candidates to multicultural issues and scholars from diverse backgrounds. 5. Throughout their program of studies, undergraduate initial teacher preparation candidates acquire discipline-specific content knowledge, pedagogical content knowledge, the ability to experiment with pedagogical techniques through evidence-based research, critical analysis, and critical thinking, and the ability to integrate technology into their pedagogy based on the needs of their students. Each candidate demonstrates proficiency in developing lessons that incorporate the college and career-focused Pennsylvania State Department Learning Standards for PK-12 students. Content validity is assured through the development of rubrics that are well aligned to SPA standards and Conceptual Framework outcomes.

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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))

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)

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

- Quantifiable Goals

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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

   ○ Yes
   ● No

8. **Describe your goal.**

Set Next Year's Goal (2022-23)

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

   ○ Yes
   ● No

10. **Describe your goal.**

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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))

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)

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

- Quantifiable Goals

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ○ Yes
- ● No

10. Describe your goal.

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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))

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)

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

- Quantifiable Goals

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

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

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

○ **Yes**
● **No**

2. Describe your goal.

3. Did your program meet the goal?

○ **Yes**
○ **No**

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

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

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

Review Current Year's Goal (2021-22)

7. **Is your program preparing teachers in 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)

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.**

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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))

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)](#)

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

- [Quantifiable Goals](#)

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes

   ○ No

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

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

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

Review Current Year's Goal (2021-22)

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

   ○ Yes
   ● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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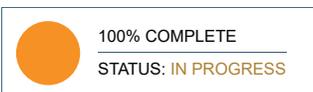
   ○ Yes
   ● No

10. Describe your goal.

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

›› 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 Westat'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 pass rates have been submitted for your state, but none have been provided for this program. If assessment pass rates are not available for this program the current reporting year, please confirm.

☑ **No assessment pass rates are available**

Please provide an explanation:

No students completed an alternate route program during this reporting period.

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SECTION III: PROGRAM PASS RATES
Summary Pass Rates

THIS PAGE INCLUDES:

›› 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 Westat'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

Summary pass rates have been submitted for your state, but none have been provided for this program. If summary pass rates are not available for this program the current reporting year, please confirm.

☑ **No summary pass rates are available**

Please provide an explanation:

No students completed an alt. program for this reporting cycle.

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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

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:

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

○ Yes
● No

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SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

›› Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. integrate technology effectively into curricula and instruction

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

1. The unit assessments for data collection on Candidates' impact on K-12 students' learning during clinical experiences includes the "Action Research Project (ARP) created collectively by Millersville's faculty and district partners. The Interstate Teacher Assessment and Support Consortium, a nationally standardized system, and the Modified Danielson Framework assessment (accepted by the Pennsylvania State Department of Education (PDE) are aligned for data collection measuring the impact of technology use in the P-12 classroom. Millersville's secondary education course faculty and supervisors collect technology use data from the assessment "Collaborative Inquiry: Reflection, Questions, about Learning (CIRQL)." CIRQL is a system developed in-house for some secondary content areas and a course titled, EDSE 471: Differentiating Instruction focus on the use of technology in instruction. For example, candidates present their capstone projects using multi-media presentation. The "Design for Instruction" component of the TWS is focused on the use of technology within the candidates' lessons from planning to delivery. The principles of universal design, requiring that environments and communications be intuitive, exhibits tolerance for error, are equitable, flexible and accessible, now exist in all teacher candidate preparation programs in accordance with Pennsylvania Chapter 49-2 Regulation. 2. All candidates are required to complete courses in Instructional Technology and assessment. These courses focus on the use of assessment in teaching and integration of technology into lesson plans and class projects. 3. Field experiences and student teaching also address candidates' competency in the use of technology and collect assessment data at numerous points during their programs. The assessment data are analyzed and used for program modification and improvements. The Teaching Performance section of the student teacher's final evaluation completed by cooperating teachers and university supervisors who rate teacher candidates on how they "effectively integrate a variety of teaching materials and technology". 4. Candidates engage in technology related co-curricular activities like participating and competing in technology-based contests at state and national conferences. 5. The Center for Academic Excellence organizes technology workshops for faculty focusing on effective instructional strategies for online and face-to-face settings; a partial list of sessions include: Discussion Boards and Formative Assessment Ideas, Facilitating Student Questions in Large Zoom Classes, Considering Accessibility in Courses. 6. Cooperating teachers and university supervisors complete student teacher evaluations electronically which facilitate the gathering, analysis and sharing of data from this instrument. iPads have been integrated into clinical experiences for teacher candidates in Professional Development School and the research on the effective use of this tool and its impact on pedagogy in K-12 classrooms is ongoing. 7. Most faculty members utilize Desire2 Learn, the University's online course management system, to enhance courses and thus give teacher candidates access to many online interactive tools. 8. During the COVID pandemic shutdown, all Millersville students received course instruction via remote technologies. These technologies include Zoom, Google platforms such a Google Docs, the teaching video library from the National Board teaching platform Atlas, public school platforms such a Schoolology. Millersville's learning management system, D2L and Banner, provided support and extra resources for remote course application during spring 2019-summer 2021. For supervision of field experiences, faculty received a grant to use TORSCH. Meeting the needs of students remotely, while maintaining high expectations and meeting course objectives, is vital to Millersville and its community. We can best support field services and create a successful program moving forward utilizing real time supervision and feedback supplied through TORSCH.

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SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

››   Teacher Training

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

Teacher Training

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

a. Teach students with disabilities effectively

The unit continues to implement the integration of competencies in inclusion, adaptation, accommodation and
instruction for English Language Learners into all of its instructional programs as mandated by PDE.
Courses included in the BSE programs in compliance with this regulation are:
EDSE 340: Preparing English
Language Learners and Students with Disabilities Through Literacy Proficiency,
SPED 346: Secondary Students with Disabilities in Inclusive Settings (3s.h.),
EDSE 471 Differentiating Instruction (3s.h.) and EDFN 211: Foundations of Modern Education (3s.h.)
(revised).
EDSE 471 in particular contains assessments showing how candidates instruct and impact the learning of all PK-12 students. Field
experiences and student teaching further provide avenues for teacher candidates to work with
students from diverse backgrounds and apply the knowledge and skills learned in their classes about
working with students with disabilities or those with limited English proficiencies. An Assistive
Technology Suite offers all teacher candidates an opportunity to interact with various
assistive technology tools that facilitate access and independence for individuals with
exceptionalities across the lifespan. Related extra-curricular
activities are also offered including "Best Buddies",
"Aaron Acres" and the student chapter of the Council for Exceptional Children Association.

**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._**

Competencies regarding accommodation and adaptation are integrated and assessed in courses and field
experiences in all certification programs.
Focus areas include the development of Individualized Educational
Plans (IEP) and transition planning as mandated by national and state regulations.
The College of Education and Human Services continues to offer professional development in co-teaching
for University and K-12 faculty and student
teachers to learn effective instructional strategies necessary for
collaboration between Special Education and regular Education faculty. Faculty
members in the Department
of Early, Middle and Exceptional Education have implemented Professional Development School placements
that provide candidates in Early Childhood/Special Education/MDLV programs the opportunity for longer

clinical experiences and more teaching time as pre-service teacher.

c. Effectively teach students who are limited English proficient.

The unit continues to implement the integration of competencies in inclusion, adaptation, accommodation and instruction for English Language
Learners into all of its instructional programs as mandated by PDE. Courses
added to the BSE programs in compliance with this regulation are:
EDSE 340: Preparing English Language Learners and Students with Disabilities Through Literacy Proficiency,
SPED 346: Secondary Students with Disabilities in Inclusive Settings (3s.h.),
EDSE 471 Differentiating Instruction (3s.h.) and EDFN 211: Foundations of Modern Education (3s.h.)

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

Millersville University's Special Education program is approved by the Pennsylvania Department of Education (PDE). Students may earn certification for grades PK-12 in special education in our stand-alone special education program (ECSP) which meets Pennsylvania's regulations. The ECSP program provides Candidates with 3 foundations courses, 7-9 methods courses and 2 electives focused upon effective participation in the education of students with special needs. Candidates are required to complete a Professional Bloc of 5 methods courses plus an integrated field component. In addition to meeting all course requirements, candidates must successfully complete at least one clinical/student teaching experience in a classroom for students with special needs, pass the required Educational Testing Service (ETS) examinations: Special Education: Core Knowledge and Applications (5354) and the Fundamental Subjects: Content Knowledge (5511). Candidates must also receive a satisfactory score on the state required assessment (PDE430) before being recommended for certification.

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.*

The Professional Bloc includes coursework focused on IEP development, transition planning, and the use of assistive technology. The program also includes service learning projects like Aaron Acres and Special Olympics which integrate students' curricular learning with community service. The College of Education
and Human Services continues to offer professional development in co-
teaching for University and K-12 faculty and student
teachers to learn effective instructional strategies necessary for collaboration between Special
Education and regular Education faculty. Faculty
members in the Department of Early, Middle and Exceptional
Education have implemented Professional Development School placements that provide candidates in
Early Childhood/Special Education/MDLV programs the opportunity for longer clinical experiences and more
teaching time as pre-service teacher.

c. Effectively teach students who are limited English proficient.

The unit continues to implement the integration of competencies in inclusion, adaptation, accommodation and instruction for English Language
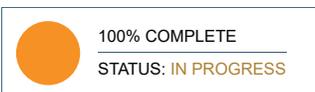Learners into all of its instructional programs as mandated by PDE. Courses
added to the BSE programs in compliance with this regulation are:
EDSE 340: Preparing English Language Learners and Students with Disabilities Through Literacy Proficiency,
SPED 346: Secondary Students withDisabilities in Inclusive Settings (3s.h.),
EDSE 471 Differentiating Instruction (3s.h.) and EDFN 211: Foundations of Modern Education (3s.h.)

(revised).

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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

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 philosophy of the Professional Education Unit (PEU) at Millersville University is titled "Communities of Learners" and serves as a foundation for its teacher preparation programs. The Communities of Learners' conceptual framework is designed to provide coherence among curricula, instruction, field experiences, clinical practice, assessment and unit operations. Its purpose is the preparation of education professionals who will create learning communities of inquiry and action, will focus on all students, and will demonstrate exemplary professional practices. This philosophy is subscribed to by all faculty (both K-12 and higher education) as well as graduate and undergraduate candidates seeking certification in the professional education areas. Each year, the unit surveys its graduates one, three and five years out and presents the results to its internal and external stakeholders for use in continuous improvement. Topics covered included classroom management, candidates' dispositions, diversity and use of assessment in the classroom. Internally, curriculum proposals are discussed and evaluated through the unit's curricular bodies including College Curriculum Committee and Teacher Education Council and finally by the University's curricular bodies. All departments strive to maintain high quality in their curricula, and in faculty qualifications.

The College of Education and Human Services successfully completed CAEP accreditation review in Fall 2020. Many of our programs have also been nationally recognized by their learned societies (Specialized Professional Association), and all are approved by the Pennsylvania State Department of Education (PDE). All non-SPA programs are evaluated through the University's five year program evaluation cycle. We continue to make revisions to our programs based on data. The Professional Education Unit with representation from all three colleges – 'Education and Human Services', 'Arts, Humanities and Social Sciences' and 'Science and Technology' - directs the curricular activities of the Unit. This strong collaborative relationship is very unique and ensures ease in communication between faculty that teach the pedagogical courses and their counterparts teaching the content courses in the Colleges of Arts, Humanities and Social Sciences and Science and Technology. Other mechanisms such as PDS Partner Professional Development Day and student supervisors' seminars provide opportunities for ongoing dialogue and exchanges between the Unit and its K-12 partners.

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.