2020-21 Academic Year Data

2022 TITLE II REPORTS
National Teacher Preparation Data

Millersville State University of Pennsylvania

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PA

Millersville State University of Pennsylvania
Traditional Report AY 2020-21
Pennsylvania

100% COMPLETE
STATUS: IN PROGRESS

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

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Certification

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2022 TITLE II REPORTS
National Teacher Preparation Data

PA

Millersville State University of Pennsylvania
Traditional Report AY 2020-21
Pennsylvania

100% COMPLETE
STATUS: IN PROGRESS

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

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	Both	

Total number of teacher preparation programs:

27

Program Requirements

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

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

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

Undergraduate Requirements

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○	●	○	●
Other Specify: Act 126 - Educator Ethics Training	●	○	●	○

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:

Students are typically held to a minimum GPA of 3.0 for successful program completion, but there is a possibility for students who have a GPA between 2.8 and 2.99 to qualify, as long as they have high enough subject matter test scores. In compliance with PA Dept. of Education guidelines, Basic Skills Testing requirement can be waived for students who had sufficient scores on SAT or ACT. Additionally, as directed by the Pennsylvania Department of Education (PDE), students in educator preparation programs are eligible to request a waiver of the Pre-Service Testing requirements (ACT 136) for the period between November 25, 2020 through June 30, 2021.

Postgraduate Requirements

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

● Yes
○ No

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	●	○	●	○
Fingerprint check	●	○	○	●
Background check	●	○	○	●
Minimum number of courses/credits/semester hours completed	●	○	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	○	●	○	●
Minimum GPA in professional education coursework	○	●	○	●
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	○	●

Element	Admission		Completion	
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: Act 126 - Educator Ethics Training	● 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:

Post-baccalaureate students can enter on probationary status with a 2.0 GPA, but must complete four prescribed courses with grades of 3.0 or higher in each one to continue in the program. This is referred to as our Teacher Certification Access Track, or TCAT. Students are typically held to a minimum GPA of 3.0 for successful program completion, but there is a possibility for students who have a GPA between 2.8 and 2.99 to qualify as long as they have high enough subject matter test scores.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§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	32
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	25
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	605
Number of students in supervised clinical experience during this academic year	502

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

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

2019-20 Total	
Total Number of Individuals Enrolled	631
Subset of Program Completers	257

Gender	Total Enrolled	Subset of Program Completers
Male	102	44
Female	529	213
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	20	7
Black or African American	12	8
Hispanic/Latino of any race	38	12
Native Hawaiian or Other Pacific Islander	0	0
White	549	221

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	3
No Race/Ethnicity Reported	8	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	3
No Race/Ethnicity Reported	8	6

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20**

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	91
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	167
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	19
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	10
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	6
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	12
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20**

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	91
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	167
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	

CIP Code	Academic Major	Number Prepared
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:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	7
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	10
22	Legal Professions and Studies	
23	English Language/Literature	19
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	6
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	5
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	12
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	14
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

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

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   Millersville University continues to require urban field experience placements for all undergraduate teacher education candidates. This placement occurs during the foundation block classes 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 settings. 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. The Color of Teaching (COT), the College's premier recruitment program, continues to be active in the recruitment and retention of minority students. COT held two Scholastic Book fairs to raise money to purchase books for elementary schools in our service areas and to market the university to prospective students. 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. 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.

Annual Goals: Mathematics

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

For academic year 2019-20, Millersville expected to have 15 students complete programs in 7-12 Math or 4-8 Math, and 10 complete STEM endorsement.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

We did hit the goal of 10 students completing the requirements for STEM endorsement, but only 11 students completed a program leading to certification in Math 7-12 or Math 4-8.

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

Millersville faculty and administration remain committed to growing the Math education programs; they attend open houses, academic major fairs, and recruiting events. A student group, Math Educators at Millersville University (MEMU) works to attract new students to the math education programs and serves as support for those already in the major. The Early, Middle and Exceptional Education department faculty are continuing major curricular changes to the Middle Level programs, including Middle Level Math, in an effort to improve enrollments into the major. A robust and growing STEM minor option rounds out Millersville's efforts.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ⦿ Yes
- ○ No

8. Describe your goal.

Millersville's goal for Math education for 2020-21 is to have 10 students complete programs in 7-12 Math or 4-8 Math, and 10 earn STEM endorsement.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ⦿ Yes
- ○ No

10. Describe your goal.

Millersville's goal for Math education for 2021-22 is to have 10 students complete programs in 7-12 Math or 4-8 Math, and 10 earn STEM endorsement.

Annual Goals: Science

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Millersville University expected to have 15 students complete programs leading to 7-12 or Middle Level 4-8 Science Certification, and an additional 10 students with non-science majors completing STEM minors leading to STEM listing on their teaching credential.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

While we did meet the goal to have 10 students complete the requirements for STEM endorsement, only 8 students completed a 7-12 or 4-8 Science program leading to instructional certification.

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

Millersville faculty and administration remain committed to growing the Science education programs at undergraduate and post-baccalaureate levels; they attend open houses, academic major fairs, and recruiting events. The Early, Middle and Exceptional Education department faculty continue working on major curricular changes to the Middle Level programs, including Middle Level Science, in an effort to improve enrollments into the major. The Educational Foundations department faculty conduct careful review of post-baccalaureate certification applicant's work and educational backgrounds to determine personalized sets of requirements to work towards eligibility for science teaching certification. A robust and growing STEM minor option rounds out Millersville's efforts.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Millersville expects to have 10 students complete science education programs or STEM endorsements in the 2020-21 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Millersville expects to have 10 students complete science education programs or STEM endorsements in the 2021-22 academic year.

Annual Goals: Special Education

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Millersville expected to have 80 students complete requirements for Special Education certification in the 2019-20 academic year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We had set a lower goal than usual because Millersville Special Education program enrollments were effected by the announcement of changes to the Special Education certification options in Pennsylvania. Pennsylvania will allow special education as a stand-alone certification, and the certification will cover all grades PreK-12. Millersville Special Education faculty are working on revised curriculum to align with the new requirements. 83 students in the 2019-20 cohort completed Special Education PK-8 or Special Education 7-12 dual certification program. Student organizations help to build ties between special education teacher candidates, providing leadership opportunities and enhancing commitment to the program and the profession.

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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Millersville plans to have 80 students complete programs leading to certification in Special Education in the 2020-21 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Millersville plans to have 80 students complete programs leading to certification in Special Education in the 2021-22 academic year.

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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 code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	170	9	90
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	154	28	85
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	51	157	46	90
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	105	157	97	92
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	117	157	106	91
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	76	160	71	93
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	171	33	94
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	52	171	49	94
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	107	171	97	91
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	121	175	116	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	72	177	70	97
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	166	27	82
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	66	165	50	76
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	117	166	92	79
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	121	166	92	76
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	74	168	64	86
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	20	177	20	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	17	178	17	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	29	168	25	86
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2018-19	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) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	18	181	18	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	20	177	16	80
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	13	184	13	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	10	179	10	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2019-20	24	179	24	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2018-19	36	177	36	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2017-18	36	174	36	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	168	9	90
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	13	175	13	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2019-20	12	163	9	75
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2018-19	16	164	15	94
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2017-18	16	168	16	100
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	12	176	10	83
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	16	176	13	81
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	16	181	15	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2019-20	12	176	12	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2018-19	15	179	15	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	16	177	16	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	14	231	12	86
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2019-20	12	223	8	67
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2018-19	20	231	20	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2017-18	58	240	58	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	13	234	12	92
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2019-20	12	231	8	67
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2018-19	19	235	18	95
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2017-18	60	235	58	97
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	15	229	13	87
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2019-20	13	225	10	77
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2018-19	22	232	22	100
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2017-18	58	234	57	98
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	226	29	94
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	15	229	13	87
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	163	228	150	92
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	142	230	129	91
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	135	236	133	99
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	217	22	73
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	15	233	15	100
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	163	229	156	96
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	142	225	131	92
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	135	226	125	93
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	206	17	59

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	14	206	8	57
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	162	218	130	80
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	142	217	110	77
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	135	222	116	86
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	9			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	5			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	25	231	18	72
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	78	232	57	73

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	57	230	42	74
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	74	239	64	86
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	25	230	18	72
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	8			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	78	231	63	81
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	57	231	47	82
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	74	237	66	89
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	11	168	10	91
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	29	171	26	90
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	14	174	14	100
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	10	184	10	100
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	11	188	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	12	179	12	100
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2019-20	3			
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	6			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			

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

Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	252	183	73
All program completers, 2018-19	263	186	71
All program completers, 2017-18	238	200	84

Low-Performing

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

Low-Performing

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

- ● Yes
- ○ No

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

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

NCATE (for 2019-20 reporting period we were still under NCATE; CAEP accreditation received in 20-21)

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   - ● Yes
   - ○ No

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

   1. The unit assessments for data collection on Candidates' impact on K-12 students' learning during clinical experiences which includes "Teacher Work Sample (TWS)," a nationally standardized system , "Collaborative Inquiry: Reflection, Questions, about Learning (CIRQL)," 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. The Teaching Performance section of the student teacher's final evaluation completed by cooperating teachers and university supervisors rates 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 routinely organizes technology workshops for faculty focusing on effective instructional strategies for online and face-to-face settings; a partial list of sessions include Humanizing your online class; Slido - a formative

assessment tool; Creating a platform for difficult conversations in the online classroom; and Building community with online faculty. 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 student have 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 ou 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.

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 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.) (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.) (revised).

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 dual certification with the Early Childhood/Special Education program (ECSP) to meet 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. We also offer 7-12 Special Education certification as a concentration add-on to students who complete a K-12 BSE certification program (Art, Music, French, Spanish, German, Technology Education) or a 7-12 certification program (English, Math, Chemistry, Biology, Earth Sciences, Physics, Social Studies, English). This concentration consists of 18 credits in special education along with a half-semester special education student teaching experience. 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 PECT examinations for special education, and 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 with Disabilities in Inclusive Settings (3s.h.), EDSE 471 Differentiating Instruction (3s.h.) and EDFN 211: Foundations of Modern Education (3s.h.) (revised).

Contextual Information

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

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

Contextual Information

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

Please note that while our overall pass rate is reported as 73%, a much larger percentage of Millersville education program completers in 2019-20 qualified for licensure based on the sliding scale test score method employed by PA Department of Education, based on GPA scores above the 3.0 baseline. Information on the PDE sliding scale is availabe at: https://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Certification%20Testing/Certification%20Test%20and%20Score%20Requirements.xlsx 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.

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

[   ]

TITLE:

[   ]

Certification of review of submission

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

NAME OF REVIEWER:

[   ]

TITLE:

[   ]