Title II Higher Education Act

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Liesl McNeal Program User

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[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
Johns Hopkins University School of Education

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MD

Johns Hopkins University School of Education Traditional Report AY 2020-21 Maryland
Report CompleteStatus: Certified

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID [162928]
☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [ ]
Address [Education Building]
Address line 2: [2800 North Charles Stree]
City [Baltimore]
State
[Maryland ▼]
Zip [21218]
Salutation
[Dr. ▼]
First Name [Hunter]
Last Name [Gehlbach]
Phone [(410) 516-7820]
Email [gehlbach@jhu.edu]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

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

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

- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	• [Edit] • [Delete]
13.1	Special Education	PG	• [Edit] • [Delete]
	[dropdown]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• [Insert] • [Cancel]

Total number of teacher preparation programs: [2]

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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))**

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

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level? ○ Yes
◉ No

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

Undergraduate Requirements

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

Postgraduate Requirements

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

Element	Admission	Completion
Essay or personal statement	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Interview	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Other Specify:		
Other specify: [＿＿＿＿＿＿＿]	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ 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: Fingerprint and Background checks are done by the school district the intern is placed in prior to students being able to enter internship sites. ACT, SAT and minimum basic skills tests are optional for admissions for candidates with a 3.0 or above

> Fingerprint and Background checks are done by
> the school district the intern is placed in prior to
> students being able to enter internship sites.

GPA

Supervised Clinical Experience

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

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required
Are there programs with student teaching models? ⦿ Yes
○ No

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

<div align="center">Programs with student teaching models (most traditional programs)</div>
<div align="center">**Programs with student teaching models (most traditional programs)**</div>

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [0]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [910]

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required
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.

<div align="center">Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)</div>
<div align="center">**Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)**</div>

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [0]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [0]

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

[＿＿＿＿＿＿＿＿＿＿＿＿＿＿]

All Programs

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

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) | 3 |

Optional tool for automatically calculating full-time equivalent faculty in the system

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 7 |

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

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 30 |

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year
| 31 |

Please provide any additional information about or descriptions of the supervised clinical experiences: Adjunct faculty meet with full time faculty on a semester basis to discuss internship learning outcomes and activities expected of students. Adjunct faculty receive yearly training regarding portfolio rubrics and assessments. Special Education Teacher Candidates complete two internships in which they are supervised implementing the core content.(300 hours) Accelerated MAT Candidates complete two internships in which they are supervised and mentored. (1170 hours) Flexible MAT Candidates complete one internship in which they are supervised and mentored over two semesters and exceeds 650 hours. (Average of 910 hours for both accelerated and flexible MAT candidates- this also includes programs in which

| Adjunct faculty meet with full time faculty on a semester basis to discuss internship learning outcomes and activities expected of students. Adjunct faculty receive yearly training regarding |

the candidates are the teacher of record)

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Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
75% Employment Rate (%)	Number of Faculty	Delete
25% Employment Rate (%)	Number of Faculty	Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

- Enrolled Student

-

This Page Includes:

-

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled   Total Number of Individuals Enrolled in 2020-21   `64`

Subset of Program Completers   Subset of Program Completers in 2020-21   `20`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `14`	Male Completers `4`
Female	Female Enrollment `50`	Female Completers `16`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `6`	Asian Completers `4`
Black or African American	Black or African American Enrollment `7`	Black or African American Completers `0`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `4`	Hispanic/Latino of any race Completers `1`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `44`	White Completers `15`
Two or more races	Two or more races Enrollment `0`	Two or more races Completers `0`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `3`	Nonreported race/ethnicity Completers `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.

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

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	18
13.1202	Teacher Education - Elementary Education	Number Prepared	2
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	

CIP Code	Subject Area	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify:	Number Prepared

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
○ No
☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 1
13.1202	Teacher Education - Elementary Education	Number Prepared 2
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared 1
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: General	Number Prepared 2
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared 1
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared 1
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared 1
22	Legal Professions and Studies	Number Prepared
23	English Language/Literature	Number Prepared
24	Liberal Arts/Humanities	Number Prepared
25	Library Science	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared
27	Mathematics and Statistics	Number Prepared
30	Multi/Interdisciplinary Studies	Number Prepared
38	Philosophy and Religious Studies	Number Prepared

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
40	Physical Sciences	Number Prepared	
41	Science Technologies/Technicians	Number Prepared	
42	Psychology	Number Prepared	5
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	4
46	Construction	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	
50	Visual and Performing Arts	Number Prepared	
51	Health Professions and Related Clinical Sciences	Number Prepared	2
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	
99	Other Specify: Other specify: Parks, recreation and fitn	Number Prepared	1

Save Option

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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

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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: A. Training responds to the identified needs of the school districts where JHU grad are likely to teach, based on past hiring and recruitment trends. Responsiveness to needs in school districts is assured through: 1. Professional Development Schools have been established within the schools to assure support for students in SOE programs and a close integration with the needs of the school. Some of these

partnerships include summer programs focused on a particular school-identified need, with an opportunity for MAT candidates to plan and implement summer learning experiences and an opportunity for the PDS students to extend their learning during the summer months. 2. Candidates were supported by mentors and supervisors to teach in both virtual and in-person settings 3. SOE faculty and staff maintained regular contact with partner schools and partner school systems to be able to respond to needs: Baltimore City Schools and Montgomery County Public Schools. B. Training is closely linked with the needs of schools and the instructional decision new teachers face in the classroom: 1. Professional Development Schools have been established within the school systems to assure support for students in SOE programs and a close integration with the needs of the school 2. School Improvement Plans link student work with strategic needs of the school C. Prospective special education teachers receive course work in core academic subjects and receive training in providing instruction in core academic subjects: 1. Special Education teachers complete one course in math and 4 courses in reading 2. Special Education teachers also complete two internships in which they are supervised implementing the core content D. General Education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low income families. All Master of Arts in Teaching (MAT) candidates are required to complete coursework and internship experiences that provide training in the instruction of diverse populations. Courses include Human Development, Culturally Responsive Teaching, and a series of four literacy courses. E. Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable: All MAT candidates complete internships in Baltimore City Public Schools. Through mentorship form K-12 teachers and university supervisors, they receive training on how to effectively teach in urban schools. Special Education candidates have options to teach in Baltimore City Schools. All internships are supported by seminar meetings, where candidates reflect on teaching experiences.

| A. Training responds to the identified needs of the school districts where JHU grad are likely to teach, based on past hiring and recruitment trends. Responsiveness to needs in school |

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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))**

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

- Quantifiable Goals

This Page Includes:

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

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

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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)

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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)

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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))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)

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))**

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

- Quantifiable Goals

This Page Includes:

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

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

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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. To increase the number of para educators by 6 who are enrolled in our Master's degree in Special Education and are seeking certification in the

> To increase the number of para educators by 6 who are enrolled in our Master's degree in Special Education and are seeking certification in the state of Maryland.

state of Maryland.

3. Did your program meet the goal? ◉ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: Strategies used include creating and distributing flyers, working with our admissions and marketing team,

> Strategies used include creating and distributing flyers, working with our admissions and marketing team, collaborating with MSDE for funding support for para educators and working with

collaborating with MSDE for funding support for para educators and working with local school districts

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)

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

> Our goad is to increase the number of certified special educators by 10 for Summer 2022

8. Describe your goal. Our goad is to increase the number of certified special educators by 10 for Summer 2022

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

Our goals is to increase by 20 students

10. Describe your goal. Our goals is to increase by 20 students

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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))**

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

- Quantifiable Goals

This Page Includes:

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

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

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)

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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)

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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

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

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

Assessment Pass Rates

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, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	7			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	2			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS7813 -ELEM ED CKT: MATHEMATICS	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2020-21				
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS)	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2018-19				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE	1			
Educational Testing Service (ETS)				
All program completers, 2018-19				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	1			
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	2			
Educational Testing Service (ETS)				
All program completers, 2018-19				
ETS5622 -PRINC LEARNING AND TEACHING K-6	1			
Educational Testing Service (ETS)				
Other enrolled students				
ETS5622 -PRINC LEARNING AND TEACHING K-6	2			
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5622 -PRINC LEARNING AND TEACHING K-6	10	182	10	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS5622 -PRINC LEARNING AND TEACHING K-6	10	181	10	100
Educational Testing Service (ETS)				
All program completers, 2018-19				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	9			
Educational Testing Service (ETS)				
Other enrolled students				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	15	183	15	100
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	13	180	13	100
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	7			
Educational Testing Service (ETS)				
All program completers, 2018-19				
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	1			
Educational Testing Service (ETS)				
All program completers, 2018-19				
ETS5205 -TEACHING READING: ELEMENTARY	5			
Educational Testing Service (ETS)				
Other enrolled students				
ETS5205 -TEACHING READING: ELEMENTARY	18	170	18	100
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5205 -TEACHING READING: ELEMENTARY	20	173	20	100
Educational Testing Service (ETS)				
All program completers, 2019-20				

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Section III: Program Pass Rates

Summary Pass Rates

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

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

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	18	18	100
All program completers, 2019-20	24	24	100
All program completers, 2018-19	20	20	100

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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

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1. Is your teacher preparation program currently approved or accredited? ◉ Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☐ CAEP
☐ AAQEP
☑ Other specify:

Other specify: CEC, ACEI

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

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

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

This Page Includes:

- Use of Technology

Use of Technology

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

   Does your program prepare teachers to:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ◯ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ◯ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ◯ No
   4. use technology effectively to analyze data to improve teaching and learning ◉ Yes
      ◯ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. The JHU School of Education is currently in compliance with the Maryland Teacher Technology Standards (MTTS). All courses are aligned with MTTS as required by MSDE for program approval and all graduates complete courses infused with technology. Candidates are required to use standard and emerging technologies to complete assignments across courses, and they must demonstrate instructional uses of technology in their field experiences. All teacher candidates are required to register for and use Blackboard, an online learning platform designed to enhance teaching and learning through our graduate courses. MAT candidates develop and demonstrate technology competence through two specific program requirements: 1. Digital portfolio (aligned with InTASC Standards). Candidates develop digital skills in order to construct the portfolio and provide evidence of their digital knowledge and competencies through artifacts from coursework and field experiences. 2. Technology portfolio (aligned with MTTS). Candidates provide evidence to demonstrate that they have developed competencies identified in the MTTS Standards. One key component of the technology portfolio is the required Action Research project. All MAT candidates complete this research project to improve teaching, learning, and data analysis. Based on needs of their internship site, candidates collaborate with their mentor teacher to identify one strategic need of their school and classroom to study through Action Research. The candidates collect, manage, and analyze data including pre and post test data, and share results with the school site staff and university faculty. (theses requirements were modified during the 20- 21 year due to COVID impacts.) All special education teacher candidates take the following course: ED.892.562 Access to General Education Curriculum and Technology Accommodations. This online course is designed to facilitate candidate's thoughtful, scholarly understanding of student learning needs and planning access to the general education curriculum using a wider range of technology supports. Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning disabilities within the general education environment. Participants examine universal design for learning strategies and technologies to enhance student participation in education programs. Additionally, Maryland Teacher Technology Standards (MTTS) are aligned with and assessed through the following: Lesson Plan Assessment, Post-Secondary Transition Portfolio, MMD Educational Assessment, and Augmentative and Alternative Communication Presentation. Effective use of technology is also assessed through the graduate project and presentation, which serve as a culminating activity for students to demonstrate application of knowledge and competency in the field of special education. Since the graduate project is individualized, the final product will be

   The JHU School of Education is currently in compliance with the Maryland Teacher Technology Standards (MTTS). All courses are aligned with MTTS as required by MSDE for

   decided upon between the student and the faculty advisor.

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with disabilities. All candidates complete a 3-credit course focused on students with special needs. During internships, candidates are mentored by both general and special educators in inclusive classrooms. Required coursework that addresses issues related to teaching students with disabilities includes; Culturally Responsive Teaching (3-credits). Human Development (3-credits), Neurobiology of Learning Differences (3-credits), Methods of Teaching in Elementary Schools (6-credits). Students simultaneously complete coursework and internships, increasing the opportunities for application of learning and reflection.

      > Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with disabilities. All candidates complete a 3-

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* During internships, MAT candidates are required to work closely with special educators in their placement schools, increasing the opportunities for application of learning and reflection. Candidates have opportunities to learn about the IEP process and when possible and appropriate, participate in IEP meetings.

      > During internships, MAT candidates are required to work closely with special educators in their placement schools, increasing the opportunities for application of learning and reflection.

   3. Effectively teach students who are limited English proficient. Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with limited English proficiency. All candidates complete a series of four literacy courses (12-credits), each of which addresses teaching students with limited English proficiency. During internships, candidates are mentored by English Language Learner (ELL) specialists. Required coursework that addresses issues related to teaching students with limited English proficiency include: Culturally Responsive Teaching (3-credits), Human Development and Learning (3-credits).

      > Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with limited English proficiency. All candidates

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

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

   1. Teach students with disabilities effectively Special education candidates take thirteen classes preparing them to meet the standards of the Council for Exceptional Students. Special Education candidates complete a special education comprehensive exam. They must pass courses in core academic subjects in which they receive training in providing instruction in core academic subjects: 1. candidates complete one course in math methods and one in spoken and written language (in elementary/ middle) or one in transition and one in diversifying the general education curriculum (secondary level) and all complete 4 courses in reading. 2. candidates also complete two internships in which they are supervised implementing the course content. 3. candidates pass Praxis II special education and Praxis II reading 4. candidates must also complete a graduate project which involves applying what they learned in a real classroom

situation (data driven decision making). 5. students mush also complete prerequisite coursework including a Human Growth and Development Through Lifespan course, Introduction to Special Education and two to three reading courses (e.g., materials in reading, process and acquisition in reading and

> Special education candidates take thirteen classes preparing them to meet the standards of the Council for Exceptional Students. Special Education candidates complete a special

reading assessment).

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* This is covered in our Instructional Planning and Management in Special Education course as well as the two internship courses in the special

> This is covered in our Instructional Planning and Management in Special Education course as well as the two internship courses in the special education program.(Mild-Moderate Disabilities

education program.(Mild-Moderate Disabilities Internship: Induction and Culmination)

3. Effectively teach students who are limited English proficient. This is covered in the Characteristics of Students with Mild-Moderate Disabilities: Learning Disabilities, Behavioral Disorders and Intellectual Disabilities course as well as the two internship courses in the special education program. (Mild-

> This is covered in the Characteristics of Students with Mild-Moderate Disabilities: Learning Disabilities, Behavioral Disorders and Intellectual Disabilities course as well as the two internship

Moderate Disabilities Internship: Induction and Culmination)

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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

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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 Johns Hopkins University Ronald J. Daniels, President 3400 North Charles Street 242 Garland Hall Baltimore, Maryland 21218 www.jhu.edu Christopher Morphew, Dean School of Education 2800 N. Charles Street Baltimore, Maryland 21218 Christopher.Morphew@jhu.edu The Johns Hopkins University (JHU), founded in 1876, is a privately endowed coeducational research university. It was the first true research university in the United States, stressing, along with teaching, the advancement of knowledge through research. Johns Hopkins and its first president, Daniel Coit Gilman, exerted a profound influence over the subsequent development of institutions of higher education throughout the United States. The university includes nine academic divisions: the schools of Advanced International Studies, Arts and Sciences, Business, Education, Engineering, Public Health, Medicine, Nursing, and The Peabody Institute, a conservatory of music. A tenth division, the Applied Physics Laboratory, is devoted entirely to research and development. School of Education Unit Profile Johns Hopkins is an independent university with its central campus in Baltimore city. The School of Education (SOE) offers programs on the main Baltimore Homewood campus, as well as online. In the 2020-2021 academic year, 2,428 students were enrolled in SOE programs. All programs for initial certification are at the graduate level. Candidates can earn a Master of Science in Special Education (MSED) with certification in Special Education or a Master of Arts in Teaching (MAT) with certification in Elementary Education. All SOE programs are approved by the Maryland Higher Education Commission (MHEC), and all certification programs are approved by the Maryland State Department of Education (MSDE). Requirements for Entry into the School of Education Unit There is no undergraduate education program. Entry to the graduate program is as follows: At a

minimum, applicants must hold a bachelor's degree from a regionally or nationally (or international equivalent) accredited college or university and have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous studies (both undergraduate and graduate, including incomplete programs of study and programs still in progress). In addition, applicants are required to complete the online application form, submit two or three letters of recommendation (depending on the program), an essay, a CV or resume, and official transcripts from all post-secondary institutions attended. Program faculty (and in some cases also public-school representatives) interview qualified candidates. Faculty also review each candidate's transcripts for depth and breadth of academic content background. Some candidates are advised to pursue pre-admission coursework in specific academic areas to ensure appropriate content knowledge. Finally, candidates for MAT and Special Education mater's certification programs must either have a UG GPA above 3.0 or submit passing scores on Praxis Core or State-approved alternative tests (the GRE, SAT or ACT Exam). Requirements for Acceptance into the Internship Students in all initial certification programs must complete prerequisite courses with a grade point average of 3.0 or above, and they are obligated to adhere to criminal background clearance procedures determined by their internship site. Students in the master's certification program option have five years to complete their programs and must complete a 100-day (for MAT) or 300-hour (for Special Education) internship over two semesters. In the MAT and Special Education master's certification programs, the internships run concurrently with, and are integrated into, the coursework for a period of two semesters. In Special Education, all students must receive approval from their faculty advisor prior to enrolling in either the induction or culmination internship. Prior to the Special Education induction internship, students must complete a minimum of 12 credits or required courses. Prior to the Special Education culmination internship, students must submit passing scores on the Praxis II exam (Special Education: Education of Exceptional Students: Core Knowledge and Application and Teaching Reading: Elementary Education). Exit Requirements for Education Programs To receive approval for graduation, students must have achieved a minimum grade point average of 3.0 in all coursework throughout their enrollment in the program. Candidates for initial teacher certification must also meet state requirements for passing scores on the appropriate Praxis II examinations. In addition, candidates for the MAT must complete an electronic portfolio based on InTASC and ISTE Standards and successfully present this portfolio. In Special Education, regardless of specialty area, all graduates must demonstrate mastery of the core competencies and specialty competencies delineated by the Council for Exceptional Children (CEC). CEC standards are aligned with InTASC Standards, Special Education students must also successfully complete four specific milestones: Praxis I assessment (or its equivalent). Praxis II assessment, Comprehensive Exam, and a Graduate Project/ Graduate Presentation, in addition to portfolio requirements during the two internships. For more information on the Johns Hopkins University School
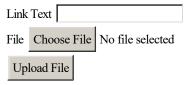
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of Education, please visit https://education.jhu.edu Revised date: April 2022

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Name of responsible representative for teacher preparation program: [Dr. Mary Ellen Beaty-O'F]

Title: [Department Chair Innovat]

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Name of reviewer: [Liesl McNeal]

Title: [Sr. Academic Program Co]

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