2019-2020 Annual Reporting Measures

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College of Education

CAEP Standard #4

Completer Focus Group Report

Exploring Teacher Perceptions of Bowie State University's Teacher Preparation Programs and Impact On Student Learning

October 24, 2020

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Background

Bowie State University's educational preparation program (EPP) specifically related to CAEP Standard #4 conducted a focus group which included participation on a survey to determine the perception of its alumni (also called completers). The purpose of this report is to provide a summary of the focus group session assembled virtually Saturday, October 24, 2020 in a 90-minute session. The focus group supported our pursuit for continuous quality improvement relative to our teacher preparation programs. This focus group was originally established prior to March 2020. However, due to COVID-19 our plans were significantly delayed. In addition, the required memorandum of agreements, Institutional Review Boards (IRB) and necessary processes to satisfy confidentiality and other legalities have been very difficult during the uncertain times of this pandemic.

Analysis of Focus Group Data

This focus group was assembled to obtain feedback from our completers about the perception of their preparation programs at Bowie State University, which also included their perceptions on the impact of student performance in Pre-K thru 12th grade settings. The analysis of data from the focus group was completed November 13, 2020. Twelve completers participated in the focus group and completed survey questions. A series of questions were shared with focus group attendees related to their preparedness to teach and impact training the completers received at Bowie State University. Overall completers shared they were prepared for teaching as a result of internship and clinical experiences, action research projects and method courses. Completers also shared additional training, support and preparation for teachers are needed to impact student achievement for exceptional learners and struggling readers.

Method

A random list of completers was invited to participate in the focus group. This included completers who earned bachelor, master's and doctoral degrees. All completers were asked to complete a registration form, agree to participate in the focus group and complete a survey. The focus group was conducted via a ZOOM Session with specific guidelines including a confidentiality clause to facilitate the dialogue. Focus group and survey questions (see Appendix A) were created prior to the ZOOM session. The purpose of the questions was to solicit feedback from completers about aspects of the teacher preparation program.

Results

The findings from both the focus group session and survey results revealed completers across degree levels were satisfied with their specific preparation

program. The following individual response generally summarizes the groups comments about their preparation programs: "Internships, practicums and the courses prepared me to be successful in the fields of education." A review of the responses from the focus group and survey captured many themes, but four specific ones were captured. four themes.

Relationships and Mentorships

The theme of relationships and mentorships appeared frequently in the group's responses in both the focus group and survey. Completers from each of the degree groups shared that the support and availability of the professors provided opportunities to collaborate with multiple groups, including students in the cohort, methods teachers, mentor teachers, and supervisors. This was such an established practice, that completers were able to use it in their professional settings with students, families, and colleagues. One response spoke to the importance of "authentic relationships" with students which supported the engagement of student in content learning. Completers also spoke about the importance of field experiences and professional development in providing opportunities to build professional relationships.

Content, Teaching and Learning

Under this theme, the completers highlighted the importance of several areas that positively impacted their work in the field of education. These included content from specific programs, introductory special education programs in which IEP development and Response to Intervention (RTI) strategies were taught. Completers also shared the importance of data driven instruction, kinesthetic learning, inquiry-based strategies, and direct instruction as essential to their work with exceptional learners. However, students described the need for more instructional strategies and methods for differentiating instruction to work with students will severe special needs, struggling readers and ESOL. Specifically, they indicated more in class (as opposed to online) instruction would support their work with these populations.

Diversity and Culturally Relevant Pedagogy

Completers shared the importance of instructional experiences that encouraged them to be culturally relevant educators, indicating this enhanced their instruction in all content areas. One student stated, "the cultural responsiveness training really opened my eyes to how to best teach my students." Another student indicated the need in general for more instruction in the area of differentiated instruction as it relates to special needs students, struggling readers, and ESOL students.

Technology

Completers shared instruction on the various technology platforms were essential to their success in general, but specifically integration of technology in the classroom. The utilization of technology in the teacher preparation programs assisted completers with the current situation were distance learning has become the new normal for PreK-12 learners.

Summary/Recommendations

The information obtained from both the focus group and survey clearly indicate completers from the undergraduate through graduate levels believe the teacher preparation programs at BSU prepared them to be successful in their educational settings. Several themes emerged as students shared aspects of these programs that contributed to their success as professional educators. These include relationships and mentorships in all components of their programs; content, teaching and learning strategies, culturally relevant pedagogy, and technology. Students also identified areas where they would like more comprehensive and intentional instruction: strategies for working with struggling readers, special needs and ESOL students.

Appendix A Focus Group Introduction and Questions

Good Morning! Thank you for taking the time to meet with us. We will honor your time by making sure that we wrap up in the next 90 minutes. We are asking you to meet with us today to assist us in addressing CAEP Standard #4 Program Impact, which deals with customer satisfaction. This focus group is designed to provide feedback about our teacher preparation program. All we require from this focus group is a dialogue and completion of a survey. All information we collect is confidential as to who provided it. For example, we will not disclose who actually participated in this focus group nor will our final report make any attributions for quotes. We hope this encourages you to speak freely. Our evaluation will result in a written report immediately after our focus group sessions. This report will be included in our CAEP accreditation report due in November 2020. This Group is being recorded, please only use your first name. Any questions before we start?

Ice Breaker Question: Briefly share how this pandemic impacted teaching and learning at your school/educational site.

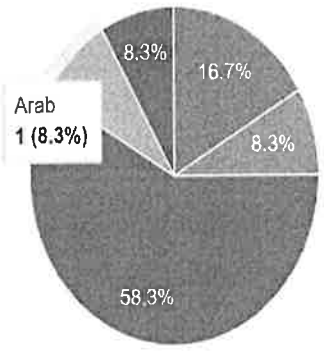
1. How do you perceive your training at Bowie State University (BSU) being related to your teaching or work in the field of education? In particular, which aspects of your teacher education training prepared you to be highly successful?
2. What evidence can you provide about your training at BSU that has made a positive impact on student performance?
3. What aspects of BSU's programs impressed you? What aspects of BSU's programs have you determined as needing to be strengthen-areas include ESL, special needs and poverty-level schools?
4. What formative and summative strategies taught to you at BSU have you found to be effective in assessing student performance?
5. What would you like to know about teaching and learning that you perceived as a missing link in your training at BSU?
6. Reflect on your teacher preparation programs. Describe some specific aspects of the program that made you realize you had made the correct decision to be an educator.
7. To close this discussion please tell us your future goals and aspirations as a professional educator.

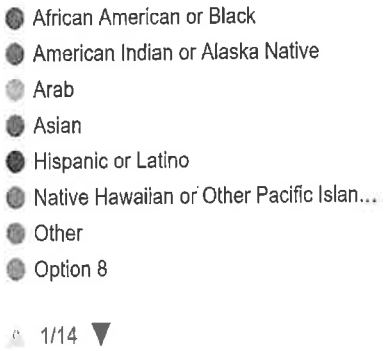
Appendix B Survey Questions and Results

1. Share your ethnicity.

Share your ethnicity.

12 responses

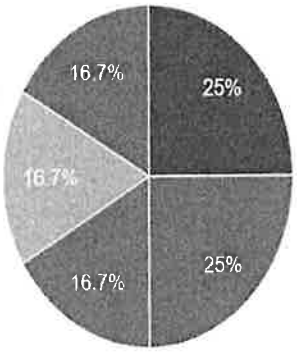


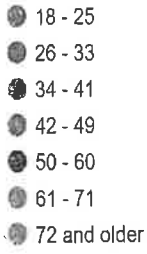


2. Share your age range.

Share your age range.

12 responses

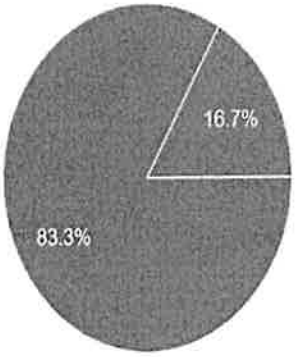




3. Where are your employed?

Where are you employed?

12 responses

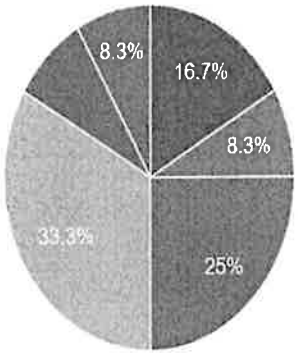


- Prince George's County Public Schools
- Another School District, School, or Pre-K thru 12 Educational Entity
- College/University
- Other

4. Which item describes your title/role best?

Which item describes your title/role best?

12 responses



- Paraeducator
- Early Childhood Teacher
- Elementary Teacher
- Middle School Teacher
- High School Teacher
- School Counselor
- Mentor/Resource Teacher
- Assistant Principal

1/3

5. **Discuss with us where you teach, grade level and subject you teach, how long you have been a full-time K-12 teacher or full-time educator.**
   - Pre-K educator, PDLT, Md State Accreditation School Lead, Chapel Forge ECC (2 years) Kenmoor ECC (5 years)
   - Calverton Elementary/ second grade
   - Tulip Grove Elementary, Grades K-5 Special Educator, This is my 3rd year teaching
   - Lake Arbor E.S. , kindergarten autism program, math, Rela, science, social studies, and health, this is my first year of teach
   - I am a 4 year old Special Education Preschool Teacher at Frances Fuchs Early Childhood Center in Prince Georges County. This is going on my 3rd year as a full-time educator.
   - Talbot County Public Schools: Grade 7-8 Mathematics, Algebra I (4 years). PGCPS: 8th Grade Mathematics (1 year). Charlotte-Mecklenburg Schools: 9th Grade Algebra I & Geometry, (1 year). Assistant Principal (4 years), Principal (4 years), Executive Director/Principal Supervisor (2 years), Director of Learning (1 year), Assistant Superintendent (2 years).
   - Glassmanor Elementary, All grade levels less than 1 year
   - Bladensburg Elementary School , Special education resource teacher , 3rd and 5th grade, RELA/MATH, Full time
   - Maryland Public Schools, 7-8th Grade Mathematics, Algebra I (5 years). Charlotte-Mecklenburg Schools, 9th grade Algebra I & Geometry (1 year). Assistant Principal (4 years). Principal (4 years). Exec Director/ Principal Supervisor (2 years). Director of Learning (1 year). Assistant Superintendent (2 years). 20 years full-time K-12 educator.
   - James McHenry ES (Lanham); Second Grade Science and Social Studies; Full-time since 1991 (minus 1.5 years)
   - Thomas Johnson, 6th grade WCGI- Social Studies; 12 years

6. **How do you perceive your training at Bowie State University (BSU) being related to your teaching or work in the field of education? In particular, which aspects of your teacher education training prepared you to be highly successful?**
   - Internship, practicums, and the courses prepared me to be successful in the field of education.
   - It has been very beneficial.
   - I believe that the elementary education program did a great job of preparing me for teaching and the introductory special education classes.

- The field experience, professional development and support system that the education department provided has equipped us in preparation to provide quality education despite of any given situation.
- All the classes prepared me for teaching. The hands on experience that I was able to participate in I use in my everyday practice.
- Culturally relevant pedagogy, mathematics content knowledge
- The teacher education training I received at BSU prepared me to be a well rounded educator. In particular the IEP and RIT process.
- Not extensive enough
- Bowie State University has prepared me for my career. From making relationships to the conceptual framework. In every class from EDUC 101 to my methods course I have gained information, skills, and processes needed to be an effective teacher. Bowie State University, College of Ed, has also provided me opportunities to grow as a person through making connections with my students, parents, and community, to my professionalism inside and outside the classroom, to understand the importance of being a leader and being the best teacher that I can be so that my students receive the best education possible.
- The professors at Bowie State University, College of Ed, really took me under their wings and showed me what it means to be an effective teacher. Patient, kind, hardworking, enthusiastic, consistent, and so much more!
- Now there are times where I get discouraged in my career field because of the unknown and unique challenged that come my way but I know and I can say that BSU college of ed has helped me develop the vision that I have now.
- The BSU doctoral program strongly prepared me for the role of school leader and central office leadership. The aspects of the program that supported this transition into leadership included specific courses including Urban Education, Human Resources & Human Capital, and Strategic Planning.
- Bowie State University gave me the "new knowledge" about Special Education.
- I went for grad school, my undergrad training at Bowie was Psychology. That has helped me with understanding my students and what they are going through. It helps me to develop a deeper connection with them and it helps me empathize with them.

7. **What elements of BSU's teacher education programs were essential to your success as an educator?**
   - The courses fully encompassed the many roles and knowledge that an educator needs and acquires.
   - Learning how to be a culturally responsive educator
   - Professor / Student Office Hours, on site work practicum, year long internship
   - The support system and resources that were made available for us were essential to our success as educators.
   - The field experience and being able to work in classrooms was essential to me. I was able to use what I was learning to work with the students.
   - Mathematics content knowledge, student-teaching practicum experiences, culturally relevant instructional learning
   - Essential to my success was the platforms that we had to use for presentations. This developed my ability to use the many platforms we currently have to use in distance learning
   - Internship
   - Relationship building
     - FFT -Special education IEP components
     - Culturally responsive teaching
     - Trauma-informed teaching
     - Technology integrated in the classroom
     - Using data to drive instruction
     - Making connections with home/school/community
     - Learning to read, reading to learn
     - Effective Research
     - Attending off-campus events (teacher awards, conferences, alumni gala's)
     - SOOOOOOOO MUCH MORE
   - The most essential component of the doctoral program was the mentorship from professors. While the content was rich in each of the courses, the support from the professors played a tremendous role in my matriculation. The professors stretched my thinking which supported me in transferring the theoretical ideas into practicality in my professional role.
   - I really thought that knowing what is going to be expected in the real world was most essential.
   - The resources I received from other teachers.

8. **Describe how your professional practices (teaching methodologies) improved due to your college of education training?**
   - My teaching methodologies improved due to constant reflection and growth over the maiming years and two degrees from Bowie State.
   - Bowie State was very clear on how an educator is to perform to their best of their abilities.
   - Kinesthetic learning, inquiry based learning, game based learning, direct instruction (essential in special education), and student centered learning.
   - I learned different teaching strategies through the fieldwork and internship which I am able to apply in my classroom now. Every professor has provided opportunities that allow us to collaborate effectively which also helped me to practice the same with my students, their families, and colleagues.
   - It made me think more about what I actually want to do with my career. I am able to use what I learn in my practice. The cultural responsiveness groups that I participated really open my eyes to how I teach my students.
   - Building authentic relationships with students which allowed me to engage students in mathematics content learning.
   - My practices improved because I moved from basic teacher knowledge to a blend of scientific practice and teacher knowledge.
   - I have a better understanding of lesson planning
   - I have vision , awareness , and understand the process of effective instruction.
   - My professional practices were strengthened due directly to the support received from my professors. Their knowledge directly impacted me in developing a framework for principals and school leaders.
   - I believe I can think better "on my feet" when dealing with the needs of my students.
   - I have been able to use resources provided by other teachers in my classes.

9. **What would you like to know about teaching and learning that you perceived as a missing link in your training at BSU?**
   - More work with IEPS's strategies, supports and the IEP process.
   - Having to teach virtually
   - Strategies and methods of differentiated to teach students with special needs, IEP Writing, Deeper look into eligibility assessments. These

classes tended to be online and I felt as though the content and emphasis on these points were skimmed over or neglected

- I think the missing link that I wish I had more training on is the IEP Writing process
- Digital/virtual learning, how to engage families/community. Teacher leadership practices.
- The missing link in my BSU training is teaching reading to ESOL and struggling readers.
- Special Education!
- Managing a caseload of (7+ students) verses one student with an IEP
- I would like to see more emphasis in the program around managing micro/macro politics of a school system. Specifically, how to manage School Boards.
- I have not noticed anything that is missing yet.
- N/A

10. Reflect on your teacher preparation programs. Describe some specific aspects of the program that made you realize you had made the correct decision to be an educator.

- The wonderful colleagues (fellow students at Bowie) and professors that I had a joy collaborating and working with.
- I am just glad I chose Bowie State.
- Sociocultural Awareness Relationship building Student impact/progression Community impact
- The education program has instill to all of us that our career is not just a job but also an opportunity to make a difference in the life of the future leaders. It made me realize the weight of the responsibility but also encouraged me to grab this opportunity to also give back to my community somehow.
- I knew I made the right decision when it cam to student teaching and working with the children.
- The phase 1 classes made me prepared and able to see how I can make a difference.
- Receiving direct support from my student-teacher supervisor. Methods courses directly aligning to practical experiences.
- What made realize that I made the correct decision to be an educator was the passion of my professors. Their passion for teaching and learning made me want to be like them.
- When my ESOL students, finally started to understand new concepts.

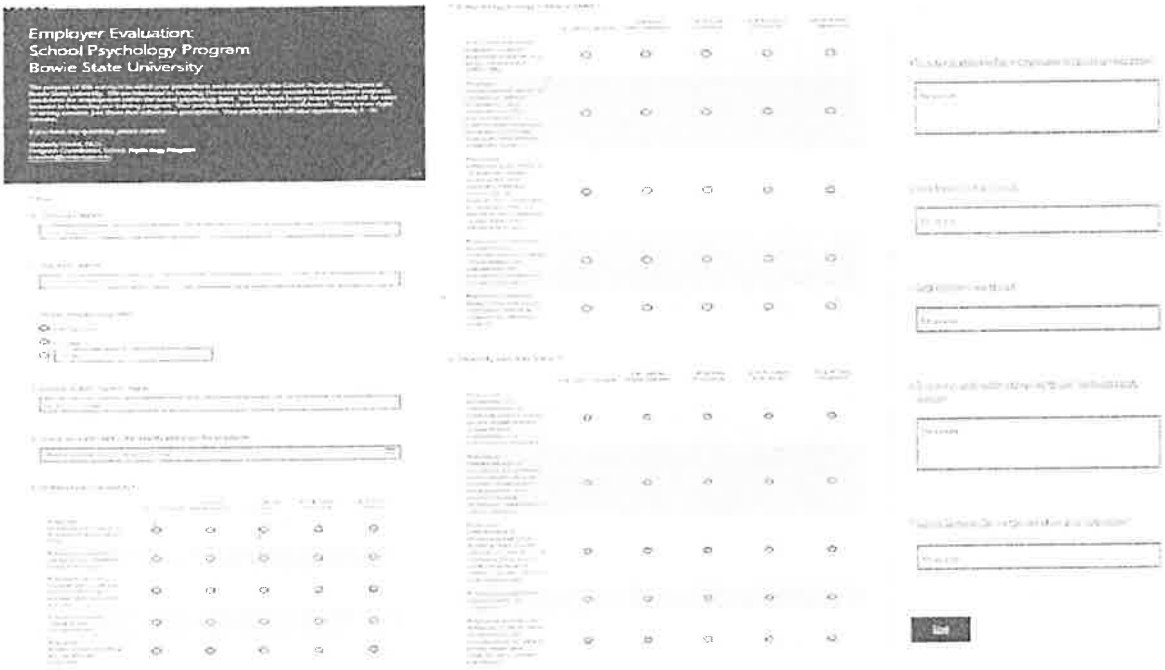
- It wasn't a decision. This is a calling. This is my purpose.
- When I see a student "get it" or I come up with a "great way" to get knowledge out I know I'm where I'm suppose to be.
- Since I went to Bowie for grad, I am not sure if it helped me realize that this was the correct decision for me. It did show me that dedication is important.

SPSY Exhibit 17a Updated Employer Survey Findings

BSU School Psychology Program

Employer Survey Results Summary

During the fall of 2020, a Program Completer consent tool was sent to XX program completers using Microsoft Survey to obtain their permission to contact their employers for feedback on their work as a school psychologist. Five program completers responded and all of the respondents gave their permission to contact one or two supervisors/ employer representatives. Six employers were sent the Employer Evaluation Tool with the following questions:

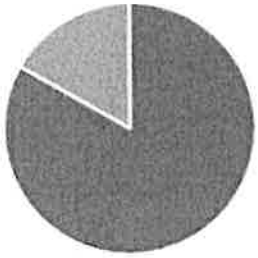


We received ratings and feedback from all six employers and the data revealed very promising positive feedback. Specifically, the respondents were five (5) site supervisors and one principal, as can be seen in the figure below. The focal candidates worked in these school districts for an average of approximately three years in their school or school district with a range of 1-6 years.

3. Please indicate your title

More Details

Site Supervisor	5
Principal	1
Other	0



For the professional disposition domain, 68% of respondents felt that the program completers **exceeded** standards in their interpersonal skills, resilience, and resourcefulness while 32% felt that the candidates met expectations. In terms of these professional dispositions including punctuality and general organization skills, the respondents reported that our program completers met or exceeded these standards.

In terms of the school psychology practical skills, 83% of respondents reported that the candidates **exceeded** standards in effectively engaging in team planning and MTSS with 27% reporting that our candidates met the standards. Approximately 67% of employers felt that our program graduates **exceeded** the behavioral/ social emotional consultation intervention, assessment, and counseling standards in their job performance while 34% felt that they met standards. There was a 50% split among employer ratings of our program completers' academic consultation and intervention skills. Half of the employers reported that the candidates **exceeded** the standards and the other half reported that our completers met the standards. Thus, academic consultation and intervention would be considered a growth target for our program. While this feedback is largely positive, these trends have highlighted some key areas for improvement and growth in our training program.

In the domain of diversity and advocacy, 100% of the employers rated our candidates as **exceeds** standards in two areas: embracing diversity and culturally responsive assessment. Thus, there is overwhelming support for our program completers embracing all forms of diversity and demonstrating cultural responsiveness in their data collection, assessment and evaluation. Also within this area, 83% of the employers reported that our candidates **exceed** expectations in building rapport with students. With 17% indicating that our candidates met standards in this

area. 67% of raters reported that our candidates **exceeded** standards in addressing diversity and/or social justice issues during consultation, evaluation, and intervention activities, with 33% reporting that they met standards in this area. Half of the employers reported that candidates **demonstrate** sensitivity to diverse communities with regard to consultation and intervention, while half felt that our program completers met standards. Therefore, demonstrating cultural sensitivity in the consultation process would be considered a program growth target based upon these findings.

There were three open ended questions about specific suggestions for improving the program and any overall strengths and growth targets. There was also a question about how we could improve the employer rating tool. The qualitative feedback suggested that program could be improved by supporting completers' interviewing skills, as it was noted that interviewing was a growth target for BSU candidates in general. Furthermore, it was suggested that candidates should receive training in addressing professional grooming skills with their students. With regard to overall strengths, program completers were described as exceptional in all areas and very thorough with strong assessment and collaboration skills. Key growth targets included responding effectively to adversity and resistance, especially in settings in which the candidates are not comfortable. Also, it was noted that there could be improvements in the candidates' abilities to offer solutions when raising concerns and persevere through frustrations from interactions with "difficult" staff members. Some suggested improvements for this rating tool included clarifying the focus of questions #10 and #11 to identify whether the questions are asking about overall strengths and growth targets of the program or of the candidate. In sum, these findings have shed light on several areas for continuous improvement. While we currently utilize an intensive mock interview process with our practicum students, this feedback suggests more practice and training is needed in this area.

Report: Survey Results - Compiled Results Report Generated by Taskstream - Advancing Educational Excellence
Form: Bowie State University College of Education Teacher Employer Survey
Report Generated: Thursday, December 10, 2020
Survey Cases : CASE#1: **Survey Launch:** Bowie State Univeristy College of Education T 3 individual(s) of 18 total responded to this survey launch (16.

Planning and Preparation (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Demonstrates knowledge of content subject matter and pedagogy	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates knowledge of student differences and diversity	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates knowledge of instructional goals, county and state standards	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Demonstrates knowledge of resources	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Selects appropriate instructional goals/objectives/standards	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Uses multiple means of assessment based on specific goals/outcomes/standards to monitor learner progress	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	18	0.00%	0.00%	11.11%	44.44%	44.44%	4.33	4	4,5	0.67

Classroom Environment (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Exhibits mutual respect to support the learning environment	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Facilitates student engagement	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates understanding of content to create appropriate adaptations for diverse learners	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Demonstrates ability to monitor and respond appropriately to student behavior	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Uses appropriate and varied materials and instructional resources	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	15	0.00%	0.00%	6.67%	46.67%	46.67%	4.4	4	4,5	0.61

Instruction (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Communicates/implements consistent procedures and expectations for appropriate behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates a variety of questioning strategies to facilitate learning	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82

Uses varied and appropriate instructional strategies to motivate and engage diverse learners	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5	5	0.94
Uses learner assessment data to inform instruction	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Differentiates instruction using developmentally effective approaches	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	15	0.00%	0.00%	26.67%	26.67%	46.67%	4.2	4	5	0.83

Professional Responsibilities (Required Element)

Reference Label: Professional Responsibilties

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Uses self-reflection to guide practice and enhance professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Maintains accurate records	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Builds family and community relationships	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Is immersed in school opportunities	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5	5	0.94
Seeks and responds appropriately to feedback from mentor teacher, supervisor, and administrators, and uses opportunities for professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Maintains an appropriate level of professionalism and ethical behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Total	18	0.00%	0.00%	5.56%	44.44%	50.00%	4.44	4.5	5	0.6

Impact on Student Growth (Required Element)

Reference Label: Student Growth

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Limited 3 = Developing 4 = Proficient 5 = Exemplary

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Please rate and comment on the teacher's impact on student growth	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82

Please select no more than five of the following descriptors that most accurately represent the dispositional strengths of recent Bowie State University graduates in your school. (Required Element)

Reference Label: Dispositions

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Cooperation	3	100.00%
Professional Attitude	3	100.00%
Acceptable Role Model	0	0.00%
Initiative/Personal Motivation	1	33.33%
Time Management	0	0.00%
Professional Judgment	3	100.00%
Problem Solving Skills	1	33.33%
Emotional Composure	1	33.33%
Intrapersonal Skills	3	100.00%

Overall, how would you describe the preparation and performance of Bowie State University teacher graduates, in general, in your school? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

Response(s)			
respondent1	Acceptable Role Model	10/16/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
	Initiative/Personal Motivation	8:46 AM (EST)	
	Emotional Composure		
	Time Management		
respondent2	Overall, the teacher graduated are well prepared, communicative, organized, understanding of diverse cultures and participatory.	10/18/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
		11:54 PM (EST)	
respondent3	I have been fortunate to hire BSU graduates as both full time staff members and substitute teachers. I take a very active role in helping to prepare them for the realities of teaching in todays classrooms. In general, I would say that most BSU teacher candidates graduate adequately prepared for all of the responsibilities of a classroom teacher.	10/19/2020	**Survey Launch:** Bowie State Univeristy College of Education
		8:19 AM (EST)	

On the basis of the preparation and performance of Bowie State University graduates, how likely are you to employ other Bowie teacher graduates? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

spondent1	Very likely	10/16/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
		8:46 AM (EST)	
respondent2	Very likely	10/18/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
		11:54 PM (EST)	
respondent3	On the basis of preparation and performance, I am highly likely to recommend other BSU graduate for hire and even fill vacancies at my own school location with BSU teacher candidates should the opportunity arise. I am more likely to hire BSU candidates that completed their practicum and internship experience in my school location.	10/19/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
		8:19 AM (EST)	

What is your current position at the school? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

respondent1	Principal	10/16/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020
		8:46 AM (EST)	
respondent2	Principal	10/18/2020	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall

		11:54 PM (EST)	2020
respondent3	Principal	10/19/2020 8:19 AM (EST)	**Survey Launch:** Bowie State Univeristy College of Education Teacher Employer Survey - Fall 2020

Initial Program Employer Survey Results

Form: Bowie State University College of Education Teacher Employer Survey

Report Generated: Monday, April 05, 2021

Survey Cases : **Survey Launch:** Bowie State University College of Education Teacher Employer Survey – Fall 2020

Planning and Preparation

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Demonstrates knowledge of content subject matter and pedagogy	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Demonstrates knowledge of student differences and diversity	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Demonstrates knowledge of instructional goals, county and state standards	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Demonstrates knowledge of resources	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Selects appropriate instructional goals/objectives/standards	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Uses multiple means of assessment based on specific goals/outcomes/standards to monitor learner progress	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Total	**18**	**0.00%**	**0.00%**	**11.11%**	**44.44%**	**44.44%**	**4.33**	**4.00**	**4,5**	**0.67**

Classroom Environment

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Exhibits mutual respect to support the learning environment	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Facilitates student engagement	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Demonstrates understanding of content to create appropriate adaptations for diverse learners	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Demonstrates ability to monitor and respond appropriately to student behavior	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Uses appropriate and varied materials and instructional	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82

resources										
Total	**15**	**0.00%**	**0.00%**	**6.67%**	**46.67%**	**46.67%**	**4.40**	**4.00**	**4,5**	**0.61**

Instruction

Form Element Type: Rating Scale
Total Individual Response(s): 3 Individual Response(s)
Response Legend: 1 = Insufficient Evidence **2 =** Unprepared **3 =** Somewhat Prepared **4 =** Prepared **5 =** Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Communicates/implements consistent procedures and expectations for appropriate behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Demonstrates a variety of questioning strategies to facilitate learning	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Uses varied and appropriate instructional strategies to motivate and engage diverse learners	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5.00	5	0.94
Uses learner assessment data to inform instruction	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Differentiates instruction using developmentally effective approaches	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Total	**15**	**0.00%**	**0.00%**	**26.67%**	**26.67%**	**46.67%**	**4.20**	**4.00**	**5**	**0.83**

Professional Responsibilities

Reference Label: Professional Responsibilities
Form Element Type: Rating Scale
Total Individual Response(s): 3 Individual Response(s)
Response Legend: 1 = Insufficient Evidence **2 =** Unprepared **3 =** Somewhat Prepared **4 =** Prepared **5 =** Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Uses self-reflection to guide practice and enhance professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Maintains accurate records	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Builds family and community relationships	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Is immersed in school opportunities	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5.00	5	0.94
Seeks and responds appropriately to feedback from mentor teacher, supervisor, and administrators, and uses opportunities for professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4.00	4	0.47
Maintains an appropriate level of professionalism and ethical behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5.00	5	0.47
Total	**18**	**0.00%**	**0.00%**	**5.56%**	**44.44%**	**50.00%**	**4.44**	**4.50**	**5**	**0.60**

Impact on Student Growth

Reference Label: Student Growth
Form Element Type: Rating Scale
Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Limited 3 = Developing 4 = Proficient 5 = Exemplary

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Please rate and comment on the teacher's impact on student growth	3	0.00%	0.00%	33.33%	33.33%	33.33%	4.00	4.00	3,4,5	0.82
Total	**3**	**0.00%**	**0.00%**	**33.33%**	**33.33%**	**33.33%**	**4.00**	**4.00**	**3,4,5**	**0.82**

*** Please select no more than five of the following descriptors that most accurately represent the dispositional strengths of recent Bowie State University graduates in your school.**
Reference Label: Dispositions
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Cooperation	3	100.00%	
Professional Attitude	3	100.00%	
Acceptable Role Model	0	0.00%	
Initiative/Personal Motivation	1	33.33%	
Time Management	0	0.00%	
Professional Judgment	3	100.00%	
Problem Solving Skills	1	33.33%	
Emotional Composure	1	33.33%	
Intrapersonal Skills	3	100.00%	

*** Overall, how would you describe the preparation and performance of Bowie State University teacher graduates, in general, in your school?**
Reference Label: Preparation and Performance
Form Element Type: Open Ended Response
Total Individual Response(s): 3 Individual Response(s)

Response(s)

This is an open-ended response question.

*** On the basis of the preparation and performance of Bowie State University graduates, how likely are you to employ other Bowie teacher graduates?**
Reference Label: Employment Future Graduates
Form Element Type: Open Ended Response
Total Individual Response(s): 3 Individual Response(s)

Response(s)

This is an open-ended response question.

*** What is your current position at the school?**
Reference Label: Current Position
Form Element Type: Open Ended Response
Total Individual Response(s): 3 Individual Response(s)

Response(s)

This is an open-ended response question.

Employer Survey Results Summary

During the fall of 2020, a Program Completer consent tool was sent to 23 program completers

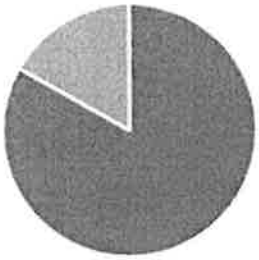
using Microsoft Survey to obtain their permission to contact their employers for feedback on their work as a school psychologist. Five program completers responded and all of the respondents gave their permission to contact one or two supervisors/ employer representatives. Six employers were sent the Employer Evaluation Tool with the following questions:

We received ratings and feedback from all six employers and the data revealed very promising positive feedback. Specifically, the respondents were five (5) site supervisors and one principal, as can be seen in the figure below. The focal candidates worked in these school districts for an average of approximately three years in their school or school district with a range of 1-6 years.

3. Please indicate your title

More Details

Site Supervisor	5
Principal	1
Other	0



For the professional disposition domain, 68% of respondents felt that the program completers **exceeded** standards in their interpersonal skills, resilience, and resourcefulness while 32% felt that the candidates met expectations. In terms of these professional dispositions including punctuality and general organization skills, the respondents reported that our program completers met or exceeded these standards.

In terms of the school psychology practical skills, 83% of respondents reported that the candidates **exceeded** standards in effectively engaging in team planning and MTSS with 27% reporting that our candidates met the standards. Approximately 67% of employers felt that our program graduates **exceeded** the behavioral/ social emotional consultation intervention, assessment, and counseling standards in their job performance while 34% felt that they met standards. There was a 50% split among employer ratings of our program completers' academic consultation and intervention skills. Half of the employers reported that the candidates **exceeded** the standards and the other half reported that our completers met the standards. Thus, academic consultation and intervention would be considered a growth target for our program. While this feedback is largely positive, these trends have highlighted some key areas for improvement and growth in our training program.

In the domain of diversity and advocacy, 100% of the employers rated our candidates as **exceeds** standards in two areas: embracing diversity and culturally responsive assessment. Thus, there is overwhelming support for our program completers embracing all forms of diversity and demonstrating cultural responsiveness in their data collection, assessment and evaluation. Also within this area, 83% of the employers reported that our candidates **exceed** expectations in building rapport with students. With 17% indicating that our candidates met standards in this

area. 67% of raters reported that our candidates **exceeded** standards in addressing diversity and/or social justice issues during consultation, evaluation, and intervention activities, with 33% reporting that they met standards in this area. Half of the employers reported that candidates **demonstrate** sensitivity to diverse communities with regard to consultation and intervention, while half felt that our program completers met standards. Therefore, demonstrating cultural sensitivity in the consultation process would be considered a program growth target based upon these findings.

There were three open ended questions about specific suggestions for improving the program and any overall strengths and growth targets. There was also a question about how we could improve the employer rating tool. The qualitative feedback suggested that program could be improved by supporting completers' interviewing skills, as it was noted that interviewing was a growth target for BSU candidates in general. Furthermore, it was suggested that candidates should receive training in addressing professional grooming skills with their students. With regard to overall strengths, program completers were described as exceptional in all areas and very thorough with strong assessment and collaboration skills. Key growth targets included responding effectively to adversity and resistance, especially in settings in which the candidates are not comfortable. Also, it was noted that there could be improvements in the candidates' abilities to offer solutions when raising concerns and persevere through frustrations from interactions with "difficult" staff members. Some suggested improvements for this rating tool included clarifying the focus of questions #10 and #11 to identify whether the questions are asking about overall strengths and growth targets of the program or of the candidate. In sum, these findings have shed light on several areas for continuous improvement. While we currently utilize an intensive mock interview process with our practicum students, this feedback suggests more practice and training is needed in this area.

Employment Milestones (Initial and Advanced Programs)

Completer Ouzts – Graduate of Bowie State University Bachelor of Science Secondary Education English Track Program

- Classroom Teacher
- Recognized by PG Country School Principal as Outstanding Teacher

Completer Wine – Graduate of Bowie State University Bachelor of Science Elementary Education programand Master of Elementary Education Program

- From Classroom Instructor
- Instruction Lead
- Mentor Teacher
- PRD Coordinator
- National Board
- Public School Administration

Completer Farmer – Graduate of Bowie State University Master of Reading Education Program andEducational Leadership Doctoral Candidate

- Classroom Teacher
- Teacher Reading Specialists
- Assistant Principal
- Principal

Completer Brunson – Graduate of Bowie State University Doctor of Education in Educational Leadership Program

- Principal
- Vice Chair for Elementary Principals Leader Technology Competencies
- Central Office Special Education Supervisor

Completer Walker - Graduate of Bowie State University Doctor of Education in Educational LeadershipProgram

- Administrator for Public Schools in Baltimore, MD
- Washington, D.C.
- Atlanta, GA
- Principal PG County Schools

Completer Garraway - Graduate of Bowie State University Doctor of Education in Educational LeadershipProgram

- Adjunct Professor at several universities
- Assistant Professor for Early Childhood Education at University of Maryland College Park

Completer Gloster - Graduate of Bowie State University Doctor of Education in Educational Leadership Program

- Teacher
- School Leadership
- Executive Director of School Support, Nashville, TN
- Assistant Superintendent, York, PA Schools

Completer McClain - Graduate of Bowie State University Doctor of Education in Educational Leadership Program

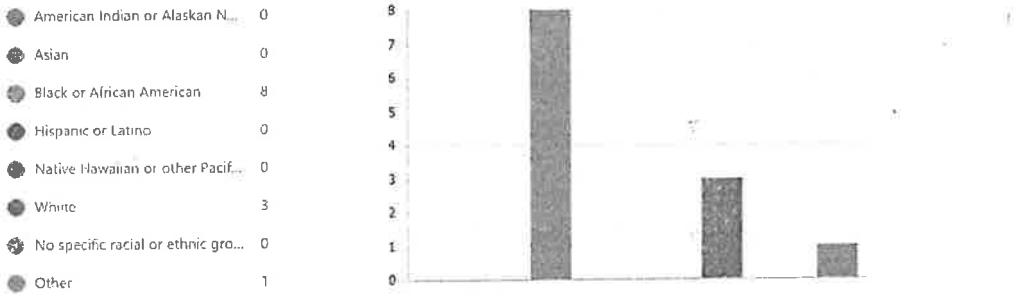
- Montgomery County Public Schools Administration

Graduate Reading Program Survey

In evaluating the Graduate Reading Program, a survey was provided to candidates who graduated from the program between 2014 through 2020. Thirty graduates were contacted through email using the personal email addresses provided when graduates attended the program. Twelve responses were provided for a 40% return. Email addresses for some of the graduates were not available. The link for the full survey is presented here: Graduate Reading Program Survey however, I will provide some specific information through narrative.

The first question inquired information about racial or ethnic diversity in order to provide information about the diversity of candidates within the program. The data is provided in Graph 1. As a Historically Black University, the majority of students are African American although there are a number of White candidates who matriculate through the program as well as additional students from racial or ethnic groups within the areas indicated on the graph.

Graph 1: Racial or Ethnic Group



The survey also inquired about the academic year of graduation. As indicated, students who graduated between 2014 and Spring of 2020 were included in the request to complete the survey. The majority of responses have come from the most recent group of graduates as noted within Graph 2. Since surveys were sent to the last known email addresses, there is a possibility that graduates from earlier semesters may no longer have email addresses that were on file when they joined the program which could be one explanation for the lower return rate. It may also have influenced the impact on the number of literacy positions that graduates applied for and received.

We also wanted to know about the length of time spent within the program. Most graduates claimed that it took two years to complete all course work. See Table 1. We provide a cohort structure that encourages students to complete in two years although some graduates must slow down for personal reasons.

Graph 2: Year of Graduation

Table 1: Completion Time

1	anonymous	2 years
2	anonymous	2 years
3	anonymous	3 years
4	anonymous	2 academic years
5	anonymous	2 years.
6	anonymous	2.5 years
7	anonymous	As a part of the initial BSU/PGCPS Reading cohort the program took me exactly 2 years.
8	anonymous	2 years
9	anonymous	2 years and one additional semester I took at course in the Fall of 2017; however, I did not return in the Spring of 2018. I applied for readmission in the Fall of 2018 and remained enrolled until my date of graduation which was Spring 2020.
10	anonymous	2 years
11	anonymous	I completed this program in about 1 1/2 years

The survey also provided a question related to ways in which the program assisted graduates in their current positions. Overall, graduates indicated that the program helped them to strengthen and deepen their knowledge in order that literacy content and pedagogy could be integrated into their classrooms. Table 2 provides feedback to that question.

Table 2

1	anonymous	It allowed me to reflect on my reading instruction in my actual classroom. I have added to and/or tweaked my approach.
2	anonymous	It helped quite a bit. It helped me to confirm that keeping a literate environment is important to a classroom. I learned how to coach other teachers even if I got the resistance during the program also.
3	anonymous	It gave me more hands on coaching skills and professional development planning for my staff. I also gained more assessment literacy since we analyzed the variety of literacy assessments students might take.
4	anonymous	This program gave me an inside look into the history of reading instruction and allowed me to see the best way to teach literacy today.
5	anonymous	The program prepared me to work with the diverse learners I have in the school I teach for. This program helped me learn about different quality types of literature that I should be reading with my students and have available for students to read in the classroom. I have also learned different strategies to use to work with my diverse learners.
6	anonymous	Overall, the foundational theoretical thinking that we conducted throughout the program supported my understanding of how to best present reading instruction. I value the exposure to literary resources, texts, and overall depth of research to challenge my instructional practice.
7	anonymous	The program provided me with the knowledge and tools on how to assist more kids. I was also able to build my own confidence with assisting the struggling reader.
8	anonymous	I gained knowledge and experience of working and supporting a teacher in the intermediate grade while fulfilling the requirements of the Literacy Coach Cycle. I'm addition, I gained as well as shared a lot of information from Literacy meetings and/or discussions with colleagues in the cohort as well as the district in which I service students.
9	anonymous	I did interview to become the reading ILT (instructional lead teacher) in my building. The program prepared me to answer interview questions about reading practices, pacing of observations, providing constructive feedback, etc. The textbooks used throughout this program are great guides that I used to improve my instruction for all readers.
10	anonymous	In this program I was tasked with conducting variou which not only strengthened me as a leader but pro hosted professional developments, created action te learned about book tastings. There were many othe able to walk away with but most importantly I was t apply them. All of my professors modeled how to te my students and proper ways to support them.
11	anonymous	How to pick out culturally relevant books for studen

The survey also probed to see if graduates felt the need or would have liked more assistance within the program. Some of the stand-out responses included more information about: learners with special needs, struggling writers, new literacies and technology, and more information about APA. Although these areas are integrated into courses, we need to consider strengthening these areas. Table 3 presents the results.

Table 3

1	anonymous	No
2	anonymous	Teaching or coaching reading virtually
3	anonymous	A SPED course might be a good option. The statistics class needs to be focused on statistics specifically for those in education. Therefore, it would be helpful towards the thesis.
4	anonymous	More info on how to help struggling writers
5	anonymous	Maybe consider focusing on the 21st century learner's recent need to navigate new/technological literacy online.
6	anonymous	I think the courses in my program have prepared me to be an effective reading specialist.
7	anonymous	While APA instructional suggestions were presented throughout the program, possibly incorporating workshops or other writing resources may be helpful.
8	anonymous	N\A
9	anonymous	How to analyze reading test data in order to structure instruction to improve students reading achievement
10	anonymous	I think that all of the courses were great and much needed. If I could make a suggestion it would be to have more research based classes from the beginning. Have students work on their research question and the process from day one.
11	anonymous	Study of the intervention programs actually used often in elementary and middle school. Yes could be a semester long class. I'm being asked to implement reading intervention programs that I've never heard of that are actual very common.

We are also curious about candidates seeking a position as a reading specialist or coach and if so when or if not, why not. It appears that the students graduating most recently have not ventured into reading specialists or coaches' positions (Graph 3) and several of the comments indicate that graduates wanted a little more time in the classroom to practice the literacy skills and information gleaned from the program. There were also candidates who joined the reading program as a way in which to enhance their skills as literacy instructors and some of the candidates plan to move into leadership positions as a literacy specialist or coach at a later time. Graph 3 indicates the current positions of the teachers who responded and Table 4 provides responses to this question.

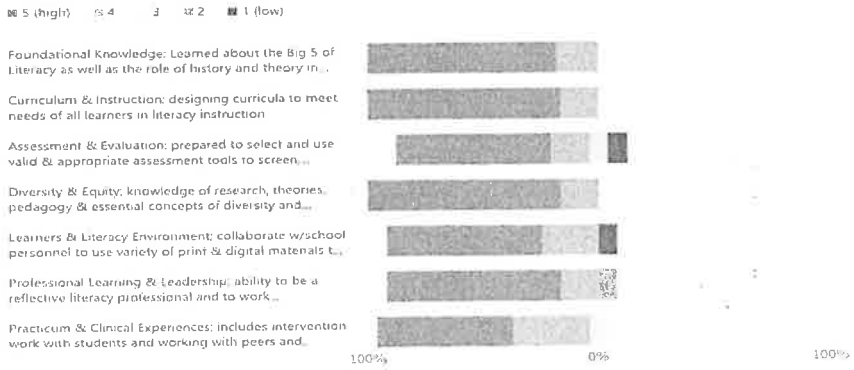
Graph 3: Present Position

Table 4: Plans as a Reading Specialist or Coach

1	anonymous	No
2	anonymous	Yes, in the next 2-3 years.
3	anonymous	I have tried but they are not looking for reading specialist in my county. I wish there was more help in this area
4	anonymous	Yes as soon as positions open in my district.
5	anonymous	I would be interested in serving as a coach/specialist, however, I truly enjoy building relationships with students in the classroom and pouring into the whole student. This seems more enjoyable than more than working with teachers who are not always willing to apply the best practices specialists/coaches suggest. I also see the specialist/coach as a person who is always in meetings, and who sometimes receive administrative duties outside of their expertise because they are teacher leaders. I am also wondering how a coach/specialist continues to evaluate students in this new virtual learning environment.
6	anonymous	Yes. This is my fifth year of teaching, and I plan to see a specialist or coach position in the future after having more teaching experience.
7	anonymous	I currently enjoying utilizing my newly acquired knowledge to refine my classroom teaching craft. I enjoy conducting small aspects of authentic action research process with my students. I do plan to consider additional positions in the future.
8	anonymous	yes 1-2 years.
9	anonymous	Yes, my plan is to work with students in the intermediate grades for a year or two in an effort to gain personal knowledge and understanding of how Literacy standards are aligned for the primary and intermediate grades so that I can support teachers and students in grades Pre-K through 5 or 6 effectively.
10	anonymous	My next step is to become an assistant principal. I am currently taking courses to receive my certification in school leadership. However, I will still be able to use my reading degree to assist low readers by being a mentor teacher, coach and offering my services to students whenever needed.
11	anonymous	Yes, I do plan on seeking a position as a reading coach or specialist. My projected timeline for pursuing this position will most likely be next school year.

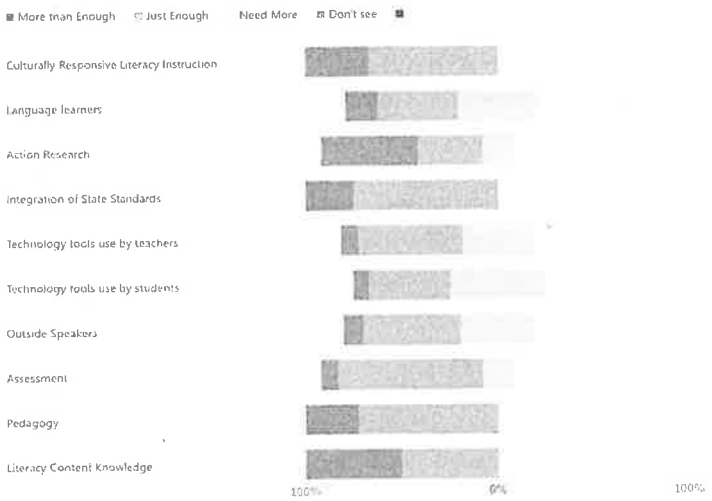
The survey asked about graduates' perceptions in meeting the International Literacy Association Standards. Most rated high or the next highest on the 7 standards (Graph 4) however we also recognized some areas that need a little more work. We have revised areas in the program, and this may have been a response from an earlier graduate however, we realize that we need to examine the areas more closely related to assessment and evaluation, learners and literacy environment as well as professional learning and leadership and make adjustments where needed.

Graph 4: ILA Standards



Seeking more specific information, we asked about several topics/areas that we intentionally embed more specific information. These areas included: culturally responsive literacy instruction; language learners; action research; integration of state standards; technology tools use by teachers; technology tools use by students; outside speakers; assessment; pedagogy; and literacy content knowledge. Most of the areas were deemed "more than enough" or "just enough" however, we see that there was a request for more information with a focus on language learners, action research, technology tool use by both teachers and students, more outside speakers, and a little more information on assessment. Please see Graph 5 for further detail.

Graph 5: Topics in Program



Overall, graduates appear satisfied with the program and when asked if they might recommend the program to a colleague, all respondents indicated that they would do so. See Graph 6.

Graph 6: Recommend BSU Reading Program

The link for the survey has been included as we also provided a few more questions related to online programming as well as interest in a doctoral program focused on literacy. These surveys can provide us with information that will be helpful in future planning. Graduate Reading Program Survey

Forms
BSU Graduate Reading Program Survey-Saved
Send and collect responses to your form.

Questions
Responses
12
BSU Graduate Reading Program Survey
Survey for Graduates
1.Please indicate racial/ethnic group

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- Whiite
- No specific racial or ethnic group

2.I graduated from the BSU Reading Program in the academic year of:

- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

3.I am currently:

- classroom teacher
- lead teacher
- reading specialist

- reading coach
-

4.In what ways, if any, did the Masters of Reading program assist you with your current position? You may use bullet points to respond.

5.Are there areas of additional emphasis that you think could be added to the program? Or other courses that might be helpful to add?

6.If not in the position of a specialist or coach, do you plan to seek that position? If so, when? If not, why?

7.In what ways did the program prepare you with the knowledge needed to become a specialist, coach, or provide more intensive reading instruction within your classroom?

8.What new pedagogical methods or ideas did you gain from the program?

9.Please explain and indicate what you found most helpful and/or what you might like to see included in the practicums (EDUC 646 and EDUC 749).

10.How many years and/or months did you take to complete the program?

11.For each of the ILA standards, please provide a response between 5-1 with 5 the highest level. This should indicate how you think the program prepared you for these standards. (the ILA website has additional info regarding these standards.

	5 (high)	4	3	2	1 (low)
Foundational Knowledge: Learned about the Big 5 of Literacy as well as the role of history and theory in literacy					
Curriculum & Instruction: designing curricula to meet needs of all learners in literacy instruction					
Assessment & Evaluation: prepared to select and use valid & appropriate assessment tools to screen, diagnose and measure student literacy achievement; assist teachers with the use; advocate for appropriate literacy practices					
Diversity & Equity; knowledge of research, theories, pedagogy & essential concepts of diversity and equity; create classrooms that are inclusive & affirming					
Learners & Literacy Environment; collaborate w/school personnel to use variety of print & digital materials to engage and motivate learners; integrate digital technologies; foster a literacy-rich climate.					

	5 (high)	4	3	2	1 (low)
Professional Learning & Leadership: ability to be a reflective literacy professional and to work collaboratively with colleagues; demonstrate leadership and facilitation skills; advocate on behalf of teachers, students, families & communities.	○	○	○	○	○
Practicum & Clinical Experiences; includes intervention work with students and working with peers and experienced colleagues; has experiences in school-based settings; received supervision to include observation and ongoing feedback by qualified supervisors.	○	○	○	○	○

12.Please elaborate on any of the items in #11 that you think might be helpful.

13.I completed the program in this format:

○ mostly face-to-face (every meeting)

○ mostly hybrid (face-to-face and online work)

○ mostly hybrid (meeting online only with no face to -face)

14.If given the choice, I would like to have access to courses that are:

○ face-to-face each week in a designated classroom

○ hybrid (every other week face to face in a designated classroom))

○ blended (online with some online synchronous meetings and/or paired meetings)

○ online with lots of resources and detailed explanation of assignments and a few paired or small group meetings but mostly asynchronous instruction

15.My thoughts on the integration of these topics/areas in the program:

	More than Enough	Just Enough	Need More	Don't see	
Culturally Responsive Literacy Instruction	○	○	○	○	○
Language learners	○	○	○	○	○
Action Research	○	○	○	○	○
Integration of State Standards	○	○	○	○	○
Technology tools use by teachers	○	○	○	○	○
Technology tools use by students	○	○	○	○	○
Outside Speakers	○	○	○	○	○
Assessment	○	○	○	○	○
Pedagogy	○	○	○	○	○
Literacy Content Knowledge	○	○	○	○	○

16.I have an interest in pursing a doctorate. (If yes, please respond to the next question)

- Yes
- No

17.If a doctorate were offered, I would be interested in: (rank according to interest with #1 as most interest)

18.I would recommend the program to a colleague:

- Definitely
- Very probably
- Probably not
- Definitely not

Initial Programs Survey Results

Form: Bowie State University Teacher Education Alumni Survey - 2019-2020 Graduates

Report Generated: Monday, April 05, 2021 (Currently still collecting data at the time the report was generated)

Survey Cases : **Survey Launch:** Bowie State University Teacher Education Alumni Survey-2019-2020 Graduates

Bowie State University College of Education Teacher Education Alumni Survey

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

Reference Label: Knowledge
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the content/subject matter/disciplines.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Create learning experiences that make the content/subject matters/disciplines meaningful for students.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Understand how students learn, construct knowledge, and how students develop.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Be aware of how students differ in their approaches to learning and the ability to create instructional opportunities that are adapted to diverse students.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Total	**8**	**100.00%**	**0.00%**	**0.00%**	**0.00%**	**1.00**	**1.00**	**1**	**0.00**

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

Reference Label: Planning and Preparation
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Provide learning opportunities that support the intellectual, social, and personal development of the students.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Total	**6**	**83.33%**	**16.67%**	**0.00%**	**0.00%**	**1.17**	**1.00**	**1**	**0.37**

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

Reference Label: Instruction, Assessment, and Evaluation
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction on the classroom.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Communicate student achievement and progress to students, parents, and other school professionals.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Reflect on teaching practice through careful examination of classroom evaluation and assessment.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Total	**8**	**62.50%**	**37.50%**	**0.00%**	**0.00%**	**1.38**	**1.00**	**1**	**0.48**

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:
Reference Label: Managing the Environment
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Understand individual and group motivation and behaviors to create learning environments that encourages positive social interaction, active engagement in learning, and self-motivation.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Manage classroom resources effectively.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Total	**4**	**50.00%**	**50.00%**	**0.00%**	**0.00%**	**1.50**	**1.50**	**1,2**	**0.50**

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:
Reference Label: Technology
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Demonstrate an understanding of the capabilities of technology and its' impact on education.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Integrate technology into the teaching and learning process.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Demonstrate appropriate moral, legal, ethical, and political judgements in professional decisions.	2	50.00%	0.00%	50.00%	0.00%	2.00	2.00	1,3	1.00
Total	**6**	**50.00%**	**33.33%**	**16.67%**	**0.00%**	**1.67**	**1.50**	**1**	**0.75**

In your opinion, how well did your teacher preparation program at Bowie State prepare you to:
Reference Label: Professionalism
Form Element Type: Rating Scale
Total Individual Response(s): 2 Individual Response(s)
Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Reflect on and evaluate the outcome of their choice and action on others (students, parents, and other professionals) in the learning community.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Seek opportunities for professional growth and responsibility.	2	50.00%	50.00%	0.00%	0.00%	1.50	1.50	1,2	0.50
Collaborate with school colleagues, parents, and professionals in the larger community to support students' learning and well-being.	2	100.00%	0.00%	0.00%	0.00%	1.00	1.00	1	0.00
Total	6	66.67%	33.33%	0.00%	0.00%	1.33	1.00	1	0.47

How many years has it been since you last attended Bowie State University?

Form Element Type: Multiple Answers Possible
Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Less than one year	1	50.00%	
1 to 2 years	1	50.00%	
3 to 5 years	0	0.00%	
Over 5 years	0	0.00%	

Which program did you earn your Bowie State University degree in?

Form Element Type: One Answer Possible
Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Bachelor of Science in Elementary Education	1	50.00%	
Bachelor of Science in Early Childhood/Special Education	1	50.00%	
Bachelor of Science in Secondary Education (Biology, English, Mathematics, or History)	0	0.00%	
Master of Arts in Teaching (Biology, English, Mathematics, History, or Other)	0	0.00%	

Which of the following best describes your current teaching status?

Form Element Type: Multiple Answers Possible
Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Employed as a full-time teacher	2	100.00%	
Employed as a part-time teacher	0	0.00%	
Employed as a substitute teacher	0	0.00%	
Not currently employed as a teacher	0	0.00%	

What is the name of the school, city/town, and state you currently teach in or have taught since graduating from Bowie State University? If you are a substitute teacher, please indicate where you work most often.

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)
This is an open-ended response question.

What grade(s) do you currently teach or have taught since graduating from Bowie State University?

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)

This is an open-ended response question.

If you are not currently working in the field of education, did any of these reasons play a part in your decision to leave the education field? (Check all that apply)

Form Element Type: Multiple Answers Possible
Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Attending graduate school	0	0.00%	
Family Obligations	0	0.00%	
Temporary leave of absence	0	0.00%	
There was a lack of opportunity for advancement	0	0.00%	
My employer did not provide the mentoring or additional training I needed	0	0.00%	
My career interests changed	0	0.00%	
I wanted a better salary	0	0.00%	
Demands of the job led to burnout	0	0.00%	
I had unrealistic expectations about what an educator career would be like	0	0.00%	
Lack of status	0	0.00%	
Other	2	100.00%	

What is the greatest challenge you faced as a teacher?

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)

This is an open-ended response question.

What did you find most valuable about Bowie State University's teacher education program?

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)

This is an open-ended response question.

What did you find least valuable about Bowie State University's teacher education program?

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)

This is an open-ended response question.

Do you have any additional information or comments on the Bowie State University teacher education program?

Form Element Type: Open Ended Response
Total Individual Response(s): 2 Individual Response(s)

Response(s)

This is an open-ended response question.

What is your gender?

Form Element Type: One Answer Possible
Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Female	1	50.00%	

Male	1	50.00%	
Prefer Not to Answer	0	0.00%	

What is your current age range?

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph (0% 20% 40% 60% 80% 100%)
Under 25	0	0.00%	
25 to 30	1	50.00%	
31 to 45	1	50.00%	
46 to 60	0	0.00%	
Over 60	0	0.00%	

What is your ethnicity/race?

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph (0% 20% 40% 60% 80% 100%)
American Indian/Alaskan Native	0	0.00%	
Asian/Pacific Islander	0	0.00%	
African American/Black	2	100.00%	
Hispanic	0	0.00%	
White	0	0.00%	
Two Races	0	0.00%	
Other	0	0.00%	
Prefer Not to Answer	0	0.00%	

What is your current annual salary range?

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

Response(s)	Count	Percent	Graph (0% 20% 40% 60% 80% 100%)
Under $20,000	0	0.00%	
$20,000 - $34,999	0	0.00%	
$35,000 - $49,999	0	0.00%	
$50,000 - $64,999	1	50.00%	
$65.000 or more	1	50.00%	

Advanced Program Survey Results

Form: Bowie State University Graduate Program Alumni Survey Spring 2021

Report Generated: Monday, April 05, 2021 (Data still being collected as the time the report was generated)

Survey Cases : **Survey Launch:** Bowie State University Graduate Program Alumni Survey Spring 2021

Dear Respondent,

1. In which program did you earn your Bowie State University degree?

Reference Label: 1. In which program did you earn your Bowie State University degree in?
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Master of Education in Elementary Education	0	0.00%	
Master of Education in Secondary Education	0	0.00%	
Master of Education in Reading Education	0	0.00%	
Master of Education in Special Education	0	0.00%	
Master of Education in Elementary and Secondary School Administration	1	33.33%	
Master of Arts and Certificate of Advanced Study in School Psychology	0	0.00%	
Doctor of Education in Educational Leadership	2	66.67%	

How many years has it been since you last attended Bowie State University?

Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Less than one year	2	66.67%	
1 to 2 years	1	33.33%	
3 to 5 years	0	0.00%	
Over 5 years	0	0.00%	

If you were to start college again, would Bowie State University be your first choice?

Reference Label: If you were to college again, would you enroll at Bowie State University?
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Definitely Yes	2	66.67%	
Probably Yes	1	33.33%	
Probably Not	0	0.00%	
Definitely Not	0	0.00%	

Would you recommend Bowie State University to others?

Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%

Definitely Yes	2	66.67%	
Probably Yes	1	33.33%	
Probably Not	0	0.00%	
Definitely Not	0	0.00%	

How often do you use skills or knowledge learned at Bowie State University in your daily work?
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Often	3	100.00%	
Occasionally	0	0.00%	
Never	0	0.00%	

How satisfied are you with the overall educational experience you had at Bowie State University?
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Very Dissatisfied	0	0.00%	
Dissatisfied	0	0.00%	
Satisfied	1	33.33%	
Very Satisfied	2	66.67%	

How satisfied are you, in the following areas, with the impact Bowie State University has had on your professional and academic growth?
Reference Label: How satisfied are you
Form Element Type: Rating Scale
Total Individual Response(s): 3 Individual Response(s)
Response Legend: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Writing effectively in your field	3	0.00%	0.00%	66.67%	33.33%	3.33	3.00	3	0.47
Working cooperatively in a group	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47
Communicating effectively in your field	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47
Critically analyzing research literature and/or technical writing from your field	3	0.00%	0.00%	66.67%	33.33%	3.33	3.00	3	0.47
Preparing for further education in your field	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47
Learning independently	3	0.00%	0.00%	0.00%	100.00%	4.00	4.00	4	0.00
Understanding different philosophies and cultures	3	0.00%	0.00%	100.00%	0.00%	3.00	3.00	3	0.00
Understanding the interaction of society and environment	3	0.00%	0.00%	66.67%	33.33%	3.33	3.00	3	0.47
Applying research to problems in your field	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47
Recognizing your responsibilities, rights, and privileges as a professional	3	0.00%	0.00%	66.67%	33.33%	3.33	3.00	3	0.47
Applying principles and methods to problems in your field	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47
Defining and solving problems in your field	3	0.00%	0.00%	33.33%	66.67%	3.67	4.00	4	0.47

Total	**36**	**0.00%**	**0.00%**	**47.22%**	**52.78%**	**3.53**	**4.00**	**4**	**0.50**

Are you currently employed in your Bowie State University earned degree/field of study?

Reference Label: Are you currently employed in your Bowie State University
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Yes	2	66.67%	
No	1	33.33%	

If you are not currently employed in your Bowie State University earned degree/field of study, choose the best response below.

Reference Label: If you are not currently employed in your Bowie State University
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 1 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
I could not find a job in my major field	0	0.00%	
I developed new career interests after leaving Bowie State University	0	0.00%	
The jobs in my field did not pay well	0	0.00%	
The jobs in my field offered few opportunities for advancement	0	0.00%	
I am currently seeking new job opportunities	1	100.00%	
I am a full-time student	0	0.00%	
I am presently unemployed	0	0.00%	

Please provide the following information about your present employer (school/company name, city/town, and state):

Reference Label: What is the name of the school/company, city/town, and state of your employer since graduating from Bowie State University?
Form Element Type: Open Ended Response
Total Individual Response(s): 3 Individual Response(s)

Response(s)
This is an open-ended response question.

Please indicate whether you were a full-time or part time student at Bowie State University.

Reference Label: Please indicate whether you were a full-time or part time student
Form Element Type: One Answer Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Full-Time	0	0.00%	
Part-Time	3	100.00%	

What is your gender?

Form Element Type: One Answer Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Female	3	100.00%	
Male	0	0.00%	
Prefer Not to Answer	0	0.00%	

What is your current age range?

Form Element Type: One Answer Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Under 25	0	0.00%	
25 to 30	0	0.00%	
31 to 45	2	66.67%	
46 to 60	1	33.33%	
Over 60	0	0.00%	

What was your age when you graduated from Bowie State University?
Form Element Type: One Answer Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Under 25	0	0.00%	
25 to 30	0	0.00%	
31 to 45	2	66.67%	
46 to 60	1	33.33%	
Over 60	0	0.00%	

What is your ethnicity/race?
Form Element Type: Multiple Answers Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
American Indian/Alaskan Native	0	0.00%	
Asian/Pacific Islander	0	0.00%	
African American/Black	3	100.00%	
Hispanic	0	0.00%	
White	0	0.00%	
Two Races	0	0.00%	
Other	0	0.00%	
Prefer Not to Answer	0	0.00%	

What is your current annual salary range?
Form Element Type: One Answer Possible
Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent	Graph 0% 20% 40% 60% 80% 100%
Under $20,000	0	0.00%	
$20,000 - $34,999	0	0.00%	
$35,000 - $49,999	0	0.00%	
$50,000 - $64,999	0	0.00%	
$65.000 or more	3	100.00%	

Please provide any additional comments or information you wish to share about your academic experiences at Bowie State University.
Reference Label: Please provide any additional comments
Form Element Type: Open Ended Response
Total Individual Response(s): 3 Individual Response(s)

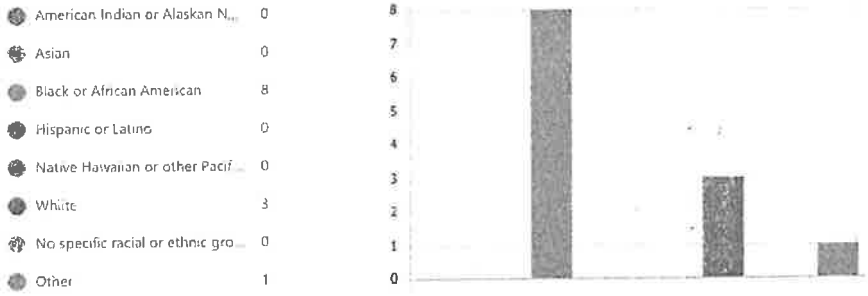
Response(s)
This is an open-ended response question.

Reading Program Survey; November 2020 (Advanced Programs)

In evaluating the Graduate Reading Program, a survey was provided to candidates who graduated from the program between 2014 through 2020. Thirty graduates were contacted through email using the personal email addresses provided when graduates attended the program. Twelve responses were provided for a 40% return. Email addresses for some of the graduates were not available. The link for the full survey is presented here: Graduate Reading Program Survey however, I will provide some specific information through narrative.

The first question inquired information about racial or ethnic diversity in order to provide information about the diversity of candidates within the program. The data is provided in Graph 1. As a Historically Black University, the majority of students are African American although there are a number of White candidates who matriculate through the program as well as additional students from racial or ethnic groups within the areas indicated on the graph.

Graph 1: Racial or Ethnic Group



The survey also inquired about the academic year of graduation. As indicated, students who graduated between 2014 and Spring of 2020 were included in the request to complete the survey. The majority of responses have come from the most recent group of graduates as noted within Graph 2. Since surveys were sent to the last known email addresses, there is a possibility that graduates from earlier semesters may no longer have email addresses that were on file when they joined the program which could be one explanation for the lower return rate. It may also have influenced the impact on the number of literacy positions that graduates applied for and received.

We also wanted to know about the length of time spent within the program. Most graduates claimed that it took two years to complete all course work. See Table 1. We provide a cohort structure that encourages students to complete in two years although some graduates must slow down for personal reasons.

Graph 2: Year of Graduation

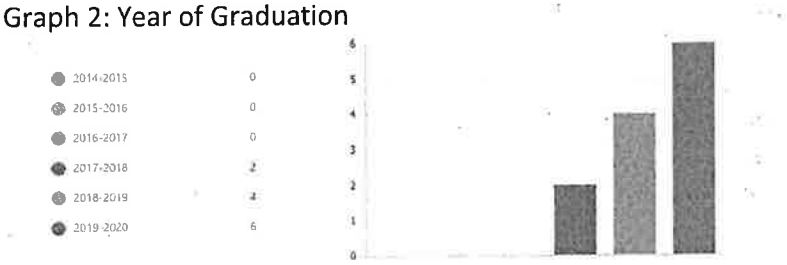


Table 1: Completion Time

1	anonymous	2 years
2	anonymous	2 years
3	anonymous	3 years
4	anonymous	2 academic years
5	anonymous	2 years
6	anonymous	2.5 years
7	anonymous	As a part of the initial BSU/PGCPS Reading cohort the program took me exactly 2 years
8	anonymous	2 years
9	anonymous	2 years and one additional semester I took at course in the Fall of 2017; however, I did not return in the Spring of 2018. I applied for readmission in the Fall of 2018 and remained enrolled until my date of graduation which was Spring 2020.
10	anonymous	2 years
11	anonymous	I completed this program in about 1 1/2 years

The survey also provided a question related to ways in which the program assisted graduates in their current positions. Overall, graduates indicated that the program helped them to strengthen and deepen their knowledge in order that literacy content and pedagogy could be integrated into their classrooms. Table 2 provides feedback to that question.

Table 2

1	anonymous	It allowed me to reflect on my reading instruction in my actual classroom. I have added to and/or bypassed my approach.
2	anonymous	It helped quite a bit. It helped me to confirm that keeping a literate environment is important to a classroom. I learned how to coach other teachers even if I got the experience during the program alone.
3	anonymous	It gave me more hands on coaching skills and professional development planning for my staff. I also gained more assessment literacy since we analyzed the variety of literacy assessments students might take.
4	anonymous	This program gave me an inside look into the history of reading instruction and allowed me to see the best way to teach literacy today.
5	anonymous	The program prepared me to work with the diverse learners I have in the school I teach for. This program helped me learn about different quality types of literature that I should be reading with my students and have available for students to read in the classroom. I have also learned different strategies to use to work with my diverse learners.
6	anonymous	Overall, the foundations, theories, thinking that we conducted throughout the program supported my understanding of how to best present reading instruction. I value the exposure to literary resources, texts, and overall depth of research to challenge my instructional practices.
7	anonymous	The program provided me with the knowledge and tools on how to coach teachers. I was also able to build my own confidence with assisting the struggling readers.
8	anonymous	I gained knowledge and experience of working and supporting a teacher in the intermediate grade while fulfilling the requirements of the Literacy Coach Cycle. I'm addition, I gained as well as shared a lot of information from Literacy meetings and/or discussions with colleagues in the cohort as well as the district in which I service students.
9	anonymous	I did interviews to become the reading I.T (instructional lead teacher) in my building. The program prepared me to answer interview questions about reading practices, pacing of observations, providing constructive feedback, etc. The textbooks used throughout this program are great guides that I used to improve my instruction for all readers.
10	anonymous	In this program I was tasked with conducting various assignments which not only strengthened me as a leader but professionally I hosted professional developments, created action research, and learned about book tastings. There were many other tools that I was able to walk away with but most importantly I was taught how to apply them. All of my professors modeled how to teach reading to my students and proper ways to support them.
11	anonymous	How to pick out culturally relevant books for students.

The survey also probed to see if graduates felt the need or would have liked more assistance within the program. Some of the stand-out responses included more information about: learners with special needs, struggling writers, new literacies and technology, and more information about APA. Although these areas are integrated into courses, we need to consider strengthening these areas. Table 3 presents the results.

Table 3

1	anonymous	No
2	anonymous	Teaching or coaching reading virtually.
3	anonymous	A SPED course might be a good option. The statistics class needs to be focused on statistics specifically for those in education. Therefore, it would be helpful towards the thesis.
4	anonymous	More info on how to help struggling writers.
5	anonymous	Maybe consider focusing on the 21st century learner's recent need to navigate new/technological literacy online.
6	anonymous	I think the courses in my program have prepared me to be an effective reading specialist
7	anonymous	While APA instructional suggestions were presented throughout the program, possibly incorporating workshops or other writing resources may be helpful.
8	anonymous	N\A
9	anonymous	How to analyze reading test data in order to structure instruction to improve students reading achievement
10	anonymous	I think that all of the courses were great and much needed. If I could make a suggestion it would be to have more research based classes from the beginning. Have students work on their research question and the process from day one.
11	anonymous	Study of the intervention programs actually used often in elementary and middle school. Yes could be a semester long class. I'm being asked to implement reading intervention programs that I've never heard of that are actual very common.

We are also curious about candidates seeking a position as a reading specialist or coach and if so when or if not, why not. It appears that the students graduating most recently have not ventured into reading specialists or coaches' positions (Graph 3) and several of the comments indicate that graduates wanted a little more time in the classroom to practice the literacy skills and information gleaned from the program. There were also candidates who joined the reading program as a way in which to enhance their skills as literacy instructors and some of the candidates plan to move into leadership positions as a literacy specialist or coach at a later time. Graph 3 indicates the current positions of the teachers who responded and Table 4 provides responses to this question.

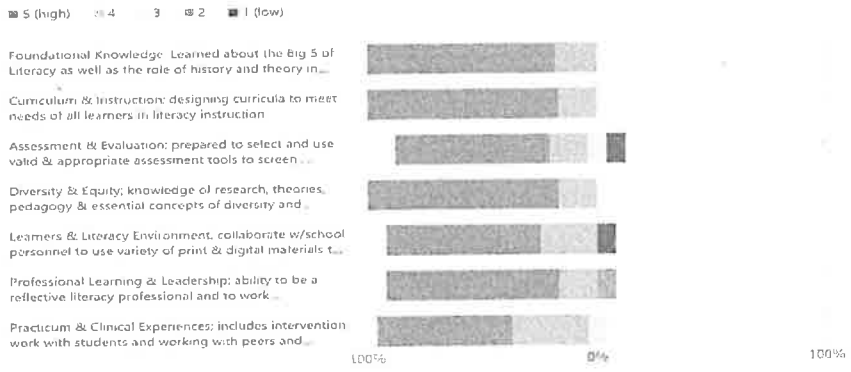
Graph 3: Present Position

Table 4: Plans as a Reading Specialist or Coach

1	anonymous	No
2	anonymous	Yes, in the next 2-3 years.
3	anonymous	I have tried but they are not looking for reading specialist in my county. I wish there was more help in this area.
4	anonymous	Yes as soon as positions open in my district.
5	anonymous	I would be interested in serving as a coach/specialist, however, I truly enjoy building relationships with students in the classroom and pouring into the whole student. This seems more enjoyable than more than working with teachers who are not always willing to apply the best practices specialists/coaches suggest. I also see the specialist/coach as a person who is always in meetings, and who sometimes receive administrative duties outside of their expertise because they are teacher leaders. I am also wondering how a coach/specialist continues to evaluate students in this new virtual learning environment.
6	anonymous	Yes. This is my fifth year of teaching, and I plan to seek a specialist or coach position in the future after having more teaching experience.
7	anonymous	I currently enjoying utilizing my newly acquired knowledge to refine my classroom teaching craft. I enjoy conducting small aspects of authentic action research process with my students. I do plan to consider additional positions in the future.
8	anonymous	yes 1-2 years
9	anonymous	Yes, my plan is to work with students in the intermediate grades for a year or two in an effort to gain personal knowledge and understanding of how Literacy standards are aligned for the primary and intermediate grades so that I can support teachers and students in grades Pre-K through 5 or 6 effectively.
10	anonymous	My next step is to become an assistant principal. I am currently taking courses to receive my certification in school leadership. However, I will still be able to use my reading degree to assist low readers by being a mentor teacher, coach and offering my services to students whenever needed.
11	anonymous	Yes, I do plan on seeking a position as a reading coach or specialist. My projected timeline for pursuing this position will most likely be next school year.

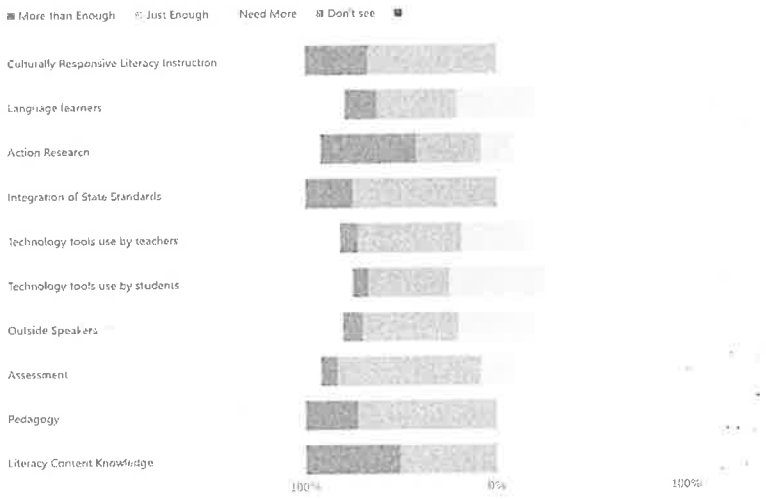
The survey asked about graduates' perceptions in meeting the International Literacy Association Standards. Most rated high or the next highest on the 7 standards (Graph 4) however we also recognized some areas that need a little more work. We have revised areas in the program, and this may have been a response from an earlier graduate however, we realize that we need to examine the areas more closely related to assessment and evaluation, learners and literacy environment as well as professional learning and leadership and make adjustments where needed.

Graph 4: ILA Standards



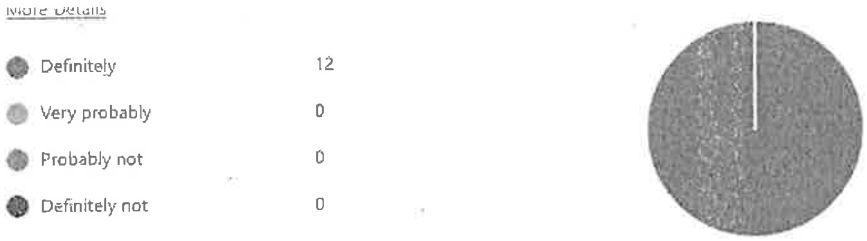
Seeking more specific information, we asked about several topics/areas that we intentionally embed more specific information. These areas included: culturally responsive literacy instruction; language learners; action research; integration of state standards; technology tools use by teachers; technology tools use by students; outside speakers; assessment; pedagogy; and literacy content knowledge. Most of the areas were deemed "more than enough" or "just enough" however, we see that there was a request for more information with a focus on language learners, action research, technology tool use by both teachers and students, more outside speakers, and a little more information on assessment. Please see Graph 5 for further detail.

Graph 5: Topics in Program



Overall, graduates appear satisfied with the program and when asked if they might recommend the program to a colleague, all respondents indicated that they would do so. See Graph 6.

Graph 6: Recommend BSU Reading Program



The link for the survey has been included as we also provided a few more questions related to online programming as well as interest in a doctoral program focused on literacy. These surveys can provide us with information that will be helpful in future planning. Graduate Reading Program Survey

Forms
BSU Graduate Reading Program Survey-Saved
Send and collect responses to your form.

Questions
Responses
12
BSU Graduate Reading Program Survey
Survey for Graduates
1.Please indicate racial/ethnic group

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- No specific racial or ethnic group

2.I graduated from the BSU Reading Program in the academic year of:

- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

3.I am currently:

- classroom teacher
- lead teacher
- reading specialist

○ reading coach

○ _____

4. In what ways, if any, did the Masters of Reading program assist you with your current position? You may use bullet points to respond.

5. Are there areas of additional emphasis that you think could be added to the program? Or other courses that might be helpful to add?

6. If not in the position of a specialist or coach, do you plan to seek that position? If so, when? If not, why?

7. In what ways did the program prepare you with the knowledge needed to become a specialist, coach, or provide more intensive reading instruction within your classroom?

8. What new pedagogical methods or ideas did you gain from the program?

9. Please explain and indicate what you found most helpful and/or what you might like to see included in the practicums (EDUC 646 and EDUC 749).

10. How many years and/or months did you take to complete the program?

11. For each of the ILA standards, please provide a response between 5-1 with 5 the highest level. This should indicate how you think the program prepared you for these standards. (the ILA website has additional info regarding these standards.

	5 (high)	4	3	2	1 (low)
Foundational Knowledge: Learned about the Big 5 of Literacy as well as the role of history and theory in literacy	○	○	○	○	○
Curriculum & Instruction: designing curricula to meet needs of all learners in literacy instruction	○	○	○	○	○
Assessment & Evaluation: prepared to select and use valid & appropriate assessment tools to screen, diagnose and measure student literacy achievement; assist teachers with the use; advocate for appropriate literacy practices	○	○	○	○	○
Diversity & Equity; knowledge of research, theories, pedagogy & essential concepts of diversity and equity; create classrooms that are inclusive & affirming	○	○	○	○	○
Learners & Literacy Environment; collaborate w/school personnel to use variety of print & digital materials to engage and motivate learners; integrate digital technologies; foster a literacy-rich climate.	○	○	○	○	○

	5 (high)	4	3	2	1 (low)
Professional Learning & Leadership: ability to be a reflective literacy professional and to work collaboratively with colleagues; demonstrate leadership and facilitation skills; advocate on behalf of teachers, students, families & communities.	○	○	○	○	○
Practicum & Clinical Experiences; includes intervention work with students and working with peers and experienced colleagues; has experiences in school-based settings; received supervision to include observation and ongoing feedback by qualified supervisors.	○	○	○	○	○

12. Please elaborate on any of the items in #11 that you think might be helpful.

13. I completed the program in this format:

○ mostly face-to-face (every meeting)

○ mostly hybrid (face-to-face and online work)

○ mostly hybrid (meeting online only with no face to -face)

14. If given the choice, I would like to have access to courses that are:

○ face-to-face each week in a designated classroom

○ hybrid (every other week face to face in a designated classroom))

○ blended (online with some online synchronous meetings and/or paired meetings)

○ online with lots of resources and detailed explanation of assignments and a few paired or small group meetings but mostly asynchronous instruction

15. My thoughts on the integration of these topics/areas in the program:

	More than Enough	Just Enough	Need More	Don't see	
Culturally Responsive Literacy Instruction	○	○	○	○	○
Language learners	○	○	○	○	○
Action Research	○	○	○	○	○
Integration of State Standards	○	○	○	○	○
Technology tools use by teachers	○	○	○	○	○
Technology tools use by students	○	○	○	○	○
Outside Speakers	○	○	○	○	○
Assessment	○	○	○	○	○
Pedagogy	○	○	○	○	○
Literacy Content Knowledge	○	○	○	○	○

16. I have an interest in pursuing a doctorate. (If yes, please respond to the next question)

- Y
- e
- s

- N
- o

17. If a doctorate were offered, I would be interested in: (rank according to interest with #1 asmost interest)
18. I would recommend the program to a

- colleague:Definitely
- Very
- probably
- Probably
- not
- Definitely
- not

Completer Survey, Overview of Findings, and Data

Thank you for taking a few minutes to complete the EPP School Psychology program employee survey. The following questions will be used to help us evaluate and improve our School Psychology program at this EPP. The survey should take approximately 10-15 minutes of your time. We would appreciate your honest feedback. Questions about this survey can be directed to:

School Psychology Employee Survey-Second Round (Advanced Progams)

Completed in May 2020 by Program Graduates who worked for the first time through the2019-2020 school year

Instructions: Please complete the following questions. *Thank, you in advance for your participation!*

A. Please complete the following:

1) Your Name: _____

2) Employer Name: _____

3) Name of School System/Organization: _____

4) Position/Role in the organization: _____

4) How long have you been employed?

5). How long have you worked at your current organization?

B. Please highlight a rating for each of the items be low.

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Nn-Applicable

How often do you use the following skills **in your workplace**? See Section E to make additional comments.

Area	Rating				
6. Use of data to help schools make informed decisions.	1	2	3	4	N/A
7. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
8. Assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.	1	2	3	4	N/A
11. Assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
12. Participate in Family-School-Community collaborations/partnerships	1	2	3	4	N/A
13. Implement diversity and social justice issues in practice.	1	2	3	4	N/A

14. Use research and program evaluation skills in practice.	1	2	3	4	N/A
15. Use Legal, Ethical, & Professional training in practice.	1	2	3	4	N/A

C. Please highlight a rating for each of the items be low.

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

How **satisfied** are you with the **training you received** in the following area s? Provide additional comments in **Section E.**

Area	**Rating**				
16. Use of data to help schools make informed decisions.	1	2	3	4	N/A
17. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
18. Ability to assist school personnel in developingacademic support or interventions.	1	2	3	4	N/A
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.	1	2	3	4	N/A
21. Ability to assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
22. The importance of establishing Family-School-Community relationships.	1	2	3	4	N/A
23. Consideration of diversity and social justice issues in practice.	1	2	3	4	N/A
24. Use of research and program evaluation support.	1	2	3	4	N/A
25. Understanding of Legal, Ethical, & Professional Practice.	1	2	3	4	N/A

D. Place check marks next to all that apply.

26. Please share any milestones or recognitions you have received since you started your work.

a. State Certification	_____	e. Second/Advanced Degree	_____
b. NASP Certification	_____	f. Doctorate Degree	_____
c. Full-Time Certification	_____	g. Special Award	_____
d. *Tenure/Permanent Status	_____	h. Other:_____	_____

*In Maryland tenure is granted after 3 satisfactory years of service.

E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP SchoolPsychology program.

Overview of Findings

In June 2019, seven (7) candidates completed the MA/CAS program in School Psychology. Each of the program completers were able to gain employment (six in school systems in Maryland and one in California). Each of the program completers were asked to complete an employee survey in May 2020. The employee survey was the same survey sent to program completers in May 2019. Most of the questions are aligned to the 10 domains of practice outlined by the National Association of School Psychologists. After tabulating the scores and reviewing the comments, the results are as follows:

Strengths

Most of the program completers indicate that they are satisfied with the training they received in most of the key domains of practice (i.e., data based decision making, consultation and collaboration, work on academic interventions, family-school communication, considerations for diversity and social justice, research and program evaluation as well as legal, ethical and professional practice)

Challenges and areas of growth to explore

Based on the review of the data comments, program completers indicated the need to have more trainingand clinical experiences that would enable them to provide more support in the social-emotional- behavioral areas (i.e., complete functional behavior assessments, complete behavior intervention plans, write better IEP goals, and provide more counseling services). The data also suggests more training in approaches to working at the system's level would be helpful.

Program faculty are committed to collaborating with various stakeholders to expand training and clinical experiences in these areas. Some of the ideas we have already considered were to revise and add additional courses to the program of study, provide focused workshops on selected topics, and request support for additional personnel (e.g., adjunct and part-time field-based field placement coordinator/instructor).

See Data Summary Below

Employee Survey- Second Round 2019-2020: Level of Relevancy in the Workplace

How often do you use the following skills **in your workplace?**

1-Not at all **2-Somewhat** **3-Often** **4-Very Often** **N/A Non-Applicable**

A	B	C	D	E	F	G	H	I
Subject N=7	**001**	**002**	**003**	**004**	**005**	**006**	**007**	**Mean**
Time Working as employees.	***9 mo.***	***9mo.***	***9 mo.***	***9mo.***	***9mo.***	***9mo.***	***9mo.***	
Item #								
6.	3	3	4	4	4	4	4	3.71
7.	4	2	4	4	3	3	4	3.43
8.	4	2	3	2	2	2	3	2.57
9.	3	2	4	2	4	4	4	3.29
10.	2	2	2	2	2	2	2	2
11.	2	2	2	2	3	2	3	2.29
12.	3	1	3	3	4	2	3	2.71
13.	**3**	**2**	**3**	**2**	**4**	3	**4**	3
14.	3	2	3	3	3	3	3	2.86
15.	3	3	4	4	4	4	4	3.71

Item 13: Use of training in diversity in practice. Seven (7) out of seven (7) surveys were returned.

Employee Survey-Level of Satisfaction in Training

How **satisfied** are you with the **training you received** in the following areas?

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

A	B	C	D	E	F	G	H	
Subject N=7	**001**	**002**	**003**	**004**	**005**	**006**	**007**	**Mean**
Item #								
16.	2	3	3	4	2	4	4	3.14
17.	3	3	4	3	3	3	4	3.29
18.	3	3	4	3	3	3	2	3
19.	2	3	3	3	2	3	2	2.57
20.	2	3	3	2	2	3	2	2.43
21.	omitted	3	3	2	2	3	2	2.5
22.	3	3	3	3	4	4	4	3.43
23.	4	4	4	4	4	4	4	4
24.	3	3	4	3	3	4	4	3.43
25.	3	3	4	3	4	4	4	3.57
26.								
26a	X	X	X	X	X	X	X	
26b	X	X			X	X	X	
26c	FT	FT	FT	FT	FT	FT	FT	
26d								
26e								
26f								
26g								
26h	X							

*Rater indicated that certification in her district is awarded at the end of the first year. **FT Full-Time-Private Practice Item 23-Satisfaction with training in diversity. Note: #004 is in a state that does not accept the NCSP.

List of Items 6-15

6. Use of data to help schools make informed decisions.
7. Use of consultation and collaboration in school activities.
8. Assist school personnel in developing academic support or interventions.

9. Assist school personnel in developing social, emotional and behavioral supports and interventions.

10. Assist schools in assessing, developing, and/ or implement school- wide practices that promote learning.
11. Assist schools in implementing Preventive and Responsive Services.
12. Participate in Family-School-Community collaborations/partnerships
13. Implement diversity and social justice issues in practice.
14. Use research and program evaluation skills in practice.
15. Use Legal, Ethical, & Professional training in practice.

List of Items 16-26h

16. Use of data to help schools make informed decisions.
17. Use of consultation and collaboration in school activities.
18. Ability to assist school personnel in developing academic support or interventions.

19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.

20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.
21. Ability to assist schools in implementing Preventive and Responsive Services.
22. The importance of establishing Family-School-Community relationships.
23. Consideration of diversity and social justice issues in practice.
24. Use of research and program evaluation support.
25. Understanding of Legal, Ethical, & Professional Practice.

26a State Certified
26b NCSP

26c Full-Time certification/employment
26d Tenure/Permanent Status
26e Second/Advanced Degree
26f Doctoral Degree
26g Special Award
26h Other

Comments. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

001

The areas that I indicated two's for are areas that I don't really provide that much support for because our admin does the collection of data andhas created a group that looks at how we can use the data we get from Swiss to help us implement new and different strategies to help engage our students. I am a part of that group, but I do not facilitate or collect that data.

As for question 19, I felt that we didn't focus too much on how to provide students who have emotional disability support or interventions that would be a match for certain behaviors or diagnosis. I think for the school that I am at and me, I would have benefited from that a little more just because the school I am at has an ED program, and I work with those kiddos often and their teachers. Also, we might have gone over it too,and maybe I overlooked that part in my studies.

Question 20; I am also part of a committee that looks at this together, and we decide on how we plan to implement new practices and how we plan on engaging our students. I gave a two for this because I do not do this solely by myself, and it is a team effort, and the collection of data comes from Swiss, and we use this to help us make an informed decision for the best of our students.

004
I believe a strength of the BSU School Psychology Program is the focus on cultural diversity and social justice. I felt that I was properly prepared in areas of evaluation and consultation. I think I had a solid understanding of developing academic and behavioral interventions. I think the program provided me with a good foundation that I am continuing to build on. I think there should be more training in Counseling andSocial Skills. I also think the program would benefit from having clinics or labs to practice administering assessments.

005
I think students would benefit from assessment case studies that would allow them to analyze data (background information, school history, assessment data (cognitive and educational) and make a determination based upon the data using IDEA/COMAR regulations and review it in class. I also think it would be beneficial for students to be familiar with academic assessments because they will be using the data to assist with determinations. I would suggest more classes that focus on counseling, and social and emotional interventions.

006
The area that I am struggling in is on making social and emotional goals.

007
I enjoyed my time in the School Psychology Program at BSU. Now that I am in the field, I wish there was more time spent on FBA's/BIP's andon counseling. I find that in my schools, behaviors and the social emotional needs are what is most required from our positions,

SPSY Exhibit 16 Completer Survey, Overview of Findings, and Data

Thank you for taking a few minutes to complete the EPP School Psychology program employee survey. The following questions will be used to help us evaluate and improve our School Psychology program at this EPP. The survey should take approximately 10-15 minutes of your time. We would appreciate your honest feedback. Questions about this survey can be directed to:

School Psychology Employee Survey-Second Round

Completed in May 2020 by Program Graduates who worked for the first time through the 2019-2020 school year

Instructions: Please complete the following questions. *Thank, you in advance for your participation!*

A. Please complete the following:

1) Your Name: _____

2) Employer Name: _____

3) Name of School System/Organization: _____

4) Position/Role in the organization: _____

4) How long have you been employed? _____(years/months)

5). How long have you worked at your current organization? _____(years/months)

B. Please highlight a rating for each of the items below.

1-Not at all **2-Somewhat** **3-Often** **4-Very Often** **N/A Non-Applicable**

How often do you use the following skills **in your workplace**? See Section E to make additional comments.

Area	Rating				
6. Use of data to help schools make informed decisions.	1	2	3	4	N/A
7. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
8. Assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.	1	2	3	4	N/A
11. Assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
12. Participate in Family-School-Community collaborations/partnerships	1	2	3	4	N/A
13. Implement diversity and social justice issues in practice.	1	2	3	4	N/A

14. Use research and program evaluation skills in practice.	1	2	3	4	N/A
15. Use Legal, Ethical, & Professional training in practice.	1	2	3	4	N/A

C. Please highlight a rating for each of the items below.

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

How **satisfied** are you with the **training you received** in the following areas? Provide additional comments in **Section E.**

Area	Rating				
16. Use of data to help schools make informed decisions.	1	2	3	4	N/A
17. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
18. Ability to assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.	1	2	3	4	N/A
21. Ability to assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
22. The importance of establishing Family-School-Community relationships.	1	2	3	4	N/A
23. Consideration of diversity and social justice issues in practice.	1	2	3	4	N/A
24. Use of research and program evaluation support.	1	2	3	4	N/A
25. Understanding of Legal, Ethical, & Professional Practice.	1	2	3	4	N/A

D. Place check marks next to all that apply.

26. Please share any milestones or recognitions you have received since you started your work.

a. State Certification _____
b. NASP Certification _____
c. Full-Time Certification _____
d. *Tenure/Permanent Status _____
e. Second/Advanced Degree _____
f. Doctorate Degree _____
g. Special Award _____
h. Other:_____ _____

*In Maryland tenure is granted after 3 satisfactory years of service.

E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

Overview of Findings

In June 2019, seven (7) candidates completed the MA/CAS program in School Psychology. Each of the program completers were able to gain employment (six in school systems in Maryland and one in California). Each of the program completers were asked to complete an employee survey in May 2020. The employee survey was the same survey sent to program completers in May 2019. Most of the questions are aligned to the 10 domains of practice outlined by the National Association of School Psychologists. After tabulating the scores and reviewing the comments, the results are as follows:

Strengths

Most of the program completers indicate that they are satisfied with the training they received in most of the key domains of practice (i.e., data based decision making, consultation and collaboration, work on academic interventions, family-school communication, considerations for diversity and social justice, research and program evaluation as well as legal, ethical and professional practice)

Challenges and areas of growth to explore

Based on the review of the data comments, program completers indicated the need to have more training and clinical experiences that would enable them to provide more support in the social-emotional-behavioral areas (i.e., complete functional behavior assessments, complete behavior intervention plans, write better IEP goals, and provide more counseling services). The data also suggests more training in approaches to working at the system's level would be helpful.

Program faculty are committed to collaborating with various stakeholders to expand training and clinical experiences in these areas. Some of the ideas we have already considered were to revise and add additional courses to the program of study, provide focused workshops on selected topics, and request support for additional personnel (e.g., adjunct and part-time field-based field placement coordinator/instructor).

See Data Summary Below

Employee Survey- Second Round 2019-2020: Level of Relevancy in the Workplace

How often do you use the following skills **in your workplace**?

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Non-Applicable

A	B	C	D	E	F	G	H	I
Subject N=7	**001**	**002**	**003**	**004**	**005**	**006**	**007**	**Mean**
Time Working as employees.	***9 mo.***	***9mo.***	***9 mo.***	***9mo.***	***9mo.***	***9mo.***	***9mo.***	
Item #								
6.	3	3	4	4	4	4	4	3.71
7.	4	2	4	4	3	3	4	3.43
8.	4	2	3	2	2	2	3	2.57
9.	3	2	4	2	4	4	4	3.29
10.	2	2	2	2	2	2	2	2
11.	2	2	2	2	3	2	3	2.29
12.	3	1	3	3	4	2	3	2.71
13.	3	2	3	2	4	3	4	3
14.	3	2	3	3	3	3	3	2.86
15.	3	3	4	4	4	4	4	3.71

Item 13: Use of training in diversity in practice. Seven (7) out of seven (7) surveys were returned.

Employee Survey-Level of Satisfaction in Training

How **satisfied** are you with the **training you received** in the following areas?

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

A	B	C	D	E	F	G	H	
Subject N=7	**001**	**002**	**003**	**004**	**005**	**006**	**007**	**Mean**
Item #								
16.	2	3	3	4	2	4	4	3.14
17.	3	3	4	3	3	3	4	3.29
18.	3	3	4	3	3	3	2	3
19.	2	3	3	3	2	3	2	2.57
20.	2	3	3	2	2	3	2	2.43
21.	omitted	3	3	2	2	3	2	2.5
22.	3	3	3	3	4	4	4	3.43
23.	4	4	4	4	4	4	4	4
24.	3	3	4	3	3	4	4	3.43
25.	3	3	4	3	4	4	4	3.57
26.								
26a	X	X	X	X	X	X	X	
26b	X	X			X	X	X	
26c	FT	FT	FT	FT	FT	FT	FT	
26d								
26e								
26f								
26g								
26h		X						

*Rater indicated that certification in her district is awarded at the end of the first year. **FT Full-Time-Private Practice Item 23-Satisfaction with training in diversity. Note: #004 is in a state that does not accept the NCSP.

List of Items 6-15

6. Use of data to help schools make informed decisions.
7. Use of consultation and collaboration in school activities.
8. Assist school personnel in developing academic support or interventions.

9. Assist school personnel in developing social, emotional and behavioral supports and interventions.

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12. Participate in Family-School-Community collaborations/partnerships
13. Implement diversity and social justice issues in practice.
14. Use research and program evaluation skills in practice.
15. Use Legal, Ethical, & Professional training in practice.

List of Items 16-26h

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24. Use of research and program evaluation support.
25. Understanding of Legal, Ethical, & Professional Practice.

26a State Certified
26b NCSP

26c Full-Time certification/employment
26d Tenure/Permanent Status
26e Second/Advanced Degree
26f Doctoral Degree
26g Special Award
26h Other

Comments. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

001

The areas that I indicated two's for are areas that I don't really provide that much support for because our admin does the collection of data and has created a group that looks at how we can use the data we get from Swiss to help us implement new and different strategies to help engage our students. I am a part of that group, but I do not facilitate or collect that data.

As for question 19, I felt that we didn't focus too much on how to provide students who have emotional disability support or interventions that would be a match for certain behaviors or diagnosis. I think for the school that I am at and me, I would have benefited from that a little more just because the school I am at has an ED program, and I work with those kiddos often and their teachers. Also, we might have gone over it too, and maybe I overlooked that part in my studies.

Question 20; I am also part of a committee that looks at this together, and we decide on how we plan to implement new practices and how we plan on engaging our students. I gave a two for this because I do not do this solely by myself, and it is a team effort, and the collection of data comes from Swiss, and we use this to help us make an informed decision for the best of our students.

004
I believe a strength of the BSU School Psychology Program is the focus on cultural diversity and social justice. I felt that I was properly prepared in areas of evaluation and consultation. I think I had a solid understanding of developing academic and behavioral interventions. I think the program provided me with a good foundation that I am continuing to build on. I think there should be more training in Counseling and Social Skills. I also think the program would benefit from having clinics or labs to practice administering assessments.

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I think students would benefit from assessment case studies that would allow them to analyze data (background information, school history, assessment data (cognitive and educational) and make a determination based upon the data using IDEA/COMAR regulations and review it in class. I also think it would be beneficial for students to be familiar with academic assessments because they will be using the data to assist with determinations. I would suggest more classes that focus on counseling, and social and emotional interventions.

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The area that I am struggling in is on making social and emotional goals.

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I enjoyed my time in the School Psychology Program at BSU. Now that I am in the field, I wish there was more time spent on FBA's/BIP's and on counseling. I find that in my schools, behaviors and the social emotional needs are what is most required from our positions,

College of Education Graduation Rates
Reporting Measures for 2019-2020 Annual Report

Initial Certification Programs (6-year graduation rate of first-time, full-time, degree-seeking students who initially majored in and graduated from initial program) (Fall 2013 IPEDS Cohort)

Elementary Education –	10% (1/10)
Early Childhood Education	27% (3/11)

Advanced Programs – (Graduate Programs – new graduate students who graduate from original program within 4 years) (Fall 2016 New Graduate Student Cohort)

Elementary Education	100% (1/1)
Elementary and Secondary School Admin	33% (2/6)
Reading Education	71% (5/7)
Secondary Education –	0% (0/1)
School Counseling	33% (2/6)
School Psychology	100% (6/6)
Educational Leadership	0% (0/5)
Master Level Initial Certification Programs	
Special Education	50% (1/2)
MAT	75% (3/4)

Prepared by: OPAA March 31, 2021

Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

Title II Reporting Services	HEOA - Title II 2019 - 2020 Academic Year
Institution Name	BOWIE STATE UNIVERSITY
Institution Code	5401
State	Maryland

April 5, 2021

				Statewide		
Group	Number Taking Assessment[1]	Number Passing Assessment[2]	Institutional Pass Rate	Number Taking Assessment[1]	Number Passing Assessment[2]	Statewide Pass Rate
All program completers, 2019-20	27	16	59%	1455	1302	89%
All program completers, 2018-19	58	57	98%	1598	1561	98%
All program completers, 2017-18				1701	1678	99%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

[1] Number of completers taking one or more assessments within their area of specialization.

[2] Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

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Advanced Programs Licensure Data
CAEP Component Outcomes Measures

School Psychologists Praxis Subject Assessment

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2019-2020	147	6	6	161.50	6	100%
2018-2019	147	7	7	166.00	7	100%
2017-2018	147	3	3	166.67	3	100%
2016-2017	147	1	1	163.00	1	100%
2015-2016	147	4	4	166.75	4	100%
2014-2015	147	6	6	159.16	6	100%
2013-2014	161	5	5	171.00	5	100%
2012-2013	161	4	4	173.50	4	100%
2011-2012	161	2	2	172.50	2	100%

School Leaders Licensure Assessment (SLLA) Praxis Subject Assessment

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2019-2020	165	No scores reported				
2018-2019	165	1	1	164.00	0	0%
2017-2018	165	4	4	165.75	3	75%
2016-2017	165	2	2	177.00	2	100%
2015-2016	165	1	1	175.50	1	100%
2014-2015	165	3	3	175.50	2	67%
2013-2014	165	No scores reported				
2012-2013	165	2	2	173.00	2	100%
2011-2012	165	2	2	173.50	2	100%

Employment Milestones (Initial and Advanced Programs)

Completer Ouzts – Graduate of Bowie State University Bachelor of Science Secondary Education English Track Program

- Classroom Teacher
- Recognized by PG Country School Principal as Outstanding Teacher

Completer Wine – Graduate of Bowie State University Bachelor of Science Elementary Education programand Master of Elementary Education Program

- From Classroom Instructor
- Instruction Lead
- Mentor Teacher
- PRD Coordinator
- National Board
- Public School Administration

Completer Farmer – Graduate of Bowie State University Master of Reading Education Program andEducational Leadership Doctoral Candidate

- Classroom Teacher
- Teacher Reading Specialists
- Assistant Principal
- Principal

Completer Brunson – Graduate of Bowie State University Doctor of Education in Educational Leadership Program

- Principal
- Vice Chair for Elementary Principals Leader Technology Competencies
- Central Office Special Education Supervisor

Completer Walker - Graduate of Bowie State University Doctor of Education in Educational LeadershipProgram

- Administrator for Public Schools in Baltimore, MD
- Washington, D.C.
- Atlanta, GA
- Principal PG County Schools

Completer Garraway - Graduate of Bowie State University Doctor of Education in Educational LeadershipProgram

- Adjunct Professor at several universities
- Assistant Professor for Early Childhood Education at University of Maryland College Park

Completer Gloster - Graduate of Bowie State University Doctor of Education in Educational Leadership Program

- Teacher
- School Leadership
- Executive Director of School Support, Nashville, TN
- Assistant Superintendent, York, PA Schools

Completer McClain - Graduate of Bowie State University Doctor of Education in Educational Leadership Program

- Montgomery County Public Schools Administration

8 – Student Loans Default Rates

Initial and Advanced Programs

Loan Default Rate – Bowie State University's EPP measures the percentages of loans that have been charged off after a prolonged period of missed payments through the federally reported Loan Default Rate for the institution. The loan default rates for initial and advanced programs are presented in the table below.

2018

Three-year Official Cohort Default Rates

Fiscal Year	**2017**	**2016**	**2015**
Default rate	14.7%	14.1%	11.8%
Number in default	244	243	191
Number in repayment	1,650	1,714	1,606