



University of Maryland College Park
Traditional Report AY 2018-19
Maryland



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

163286

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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Maryland

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SALUTATION

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List of Programs

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

(\$205(a)(C))

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

35

Program Requirements

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

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

☒ Yes

☐ No

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

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

Element	Admission	Completion
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Prior Experience with Children/Youth (entry); Foundational Competencies/MCEE (...)	☒ Yes ☐ No	☒ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

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

Candidates are required to have prior experience with children/youth as a condition for admission. They are required to receive favorable evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators (dispositions assessment) for both admission and program completion. Candidates also participate in a yearlong internship in a Professional Development School. All four of our partner school districts require fingerprinting and a background check as a prerequisite for the internship. As a result, by the time of program completion, all teacher candidates have been fingerprinted and have completed a criminal background check. Finally, all teacher candidates complete edTPA as a requirement for program completion. All edTPAs are officially scored.

Postgraduate Requirements

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

☒ Yes

☐ No

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

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

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Prior Experience with Children/Youth (entry); FC/MCEE Dispositions (entry/exit); e...	☒ Yes ☐ No	☒ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

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

Candidates are required to receive favorable evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators (dispositions assessment) for both admission and program completion. Candidates also participate in a yearlong internship in a Professional Development School. All four of our partner school districts require fingerprinting and a background check as a prerequisite for the internship. As a result, by the time of program completion, all teacher candidates have been fingerprinted and have completed a criminal background check. Finally, all teacher candidates complete edTPA as a requirement for program completion. All edTPAs are officially scored.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	250
Number of clock hours required for student teaching	650

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

☐ Yes

☒ No

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

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

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	51
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	343
Number of students in supervised clinical experience during this academic year	690

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

The average number of clock hours required for the yearlong internship is 650. MD requires a 100-day internship experience. Using a 6.5 hour day as a guideline, the total hours for the internship is 650 hours. A number of our teacher preparation programs surpass the 650 hours state requirement, and all of the programs require additional clinical experiences prior to the capstone teaching internship. The average number of clock hours of supervised field experience required prior to the student teaching portion of the yearlong internship differs by program area; however, most of the certification areas have been increasing the required hours of clinical experience for program completion. The average number of hours for the secondary/middle school programs is 130 clock hours, and for the PreK-12 programs, the average is 161 hours. The average number of hours for the elementary, special education, and early childhood/early childhood special education programs is 448 (457 for elementary, 263 for special education, and 625 for early childhood/early childhood special education). The master’s level programs typically require 520 hours of fieldwork prior to the intensive student teaching portion of the yearlong internship.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	519
Subset of Program Completers	218

Gender	Total Enrolled	Subset of Program Completers
Male	108	43
Female	411	175
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	72	32
Black or African American	42	16
Hispanic/Latino of any race	66	26
Native Hawaiian or Other Pacific Islander	0	0
White	302	132

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	26	10
No Race/Ethnicity Reported	11	2

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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

What are CIP Codes?

☐

No teachers prepared in academic year 2018-19

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	41
13.1202	Teacher Education - Elementary Education	79

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	9
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	22
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	2
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	6
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2018-19

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	41
13.1202	Teacher Education - Elementary Education	79
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	9
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	22
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	2
13.1322	Teacher Education - Biology	9
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	6
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	1
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	3
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	12
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	4
27	Mathematics and Statistics	7
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	4
45	Social Sciences	5
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	11
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	13

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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

Program Assurances

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

Yes

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

PREPARATION RESPONDS TO THE IDENTIFIED NEEDS OF THE LOCAL EDUCATIONAL AGENCIES OR STATES WHERE THE PROGRAM COMPLETERS ARE LIKELY TO TEACH, BASED ON PAST HIRING AND RECRUITMENT TRENDS. RESPONSIVENESS TO STATE WORKFORCE NEEDS: The College is working to increase the number of teachers prepared in high demand subject areas and to be more responsive to work force needs. In response to changing demands from our public school partners, we have shifted our portfolio of educator preparation options to include a greater focus on certification-only, add-on endorsement, and continuing professional development programs. We are in the process of transitioning to a teacher education enrollment management plan that includes more rigorous selective admission criteria aligned with new accreditation standards and recently proposed MD program approval guidelines, targets for overall teacher production (with an emphasis on the state's critical shortage areas), and innovative teacher preparation models that focus on retaining graduates to teach in Maryland. In addition to expanding the alternatives for teacher preparation, several programs within the College are undertaking significant curriculum transformations to better prepare candidates for the complex

challenge demands of high-need public school classrooms. A few examples follow: The revised undergraduate education program incorporates more extensive clinical experiences, which span five semesters and culminate in a Teaching Residency during the final year where the professional education courses are taught on site, in high-need classrooms. Terrapin Teachers is another example of an innovative teacher preparation initiative. This program, which is a collaborative effort between the College of Education and College of Computer, Mathematical, and Natural Sciences, emphasizes inquiry and project-based instruction, and incorporates early, frequent, and intensive field experiences supervised by master teachers. In addition to being a rigorous comprehensive program for secondary math and science majors, Terrapin Teachers has proven to be an excellent recruitment avenue for bringing people into the middle school math and science major at the undergraduate level. The campus recently granted general education approval for the Terrapin Teachers Step 1 and Step 2 courses. These classes received a "Scholarship in Practice" designation. This particular general education category is in high demand across the campus, and we are predicting that more students will consider registering for the Terrapin Teachers coursework as a result. Once enrolled, we hope that a portion of the students will get excited about working with children and youth and consider pursuing a career in teaching. While intended to encourage candidates to complete their certification as undergraduates, these early Terrapin Teachers field experiences also have been a valuable recruitment tool for encouraging people to pursue certification through the Masters-level (MCERT) program. Finally, we recently implemented a new computer science education major. In addition, we are strengthening our partnership with the School of Agriculture to place renewed attention on the agriculture education program. As will be noted in later sections of this report, the TESOL faculty has been working diligently to devise outreach cohort programs that are responsive to local school district needs, and that will prepare in-service teachers to qualify for an add-on endorsement in ESOL. In addition to the recently instituted 26-month, 30 credit Master's program, which includes both face-to-face and online components to accommodate teachers' work schedules during the academic year, the faculty has created a 12-credit TESOL Post-Baccalaureate Certificate, which leads to the add-on ESOL endorsement. An especially noteworthy feature of the TESOL PBC relates to the fact that the faculty has negotiated with the local school system to develop an MOU requiring all teacher participants to seek the add-on ESOL endorsement at the conclusion of the program. Major curriculum transformations also have occurred in the special education and early childhood program areas. We replaced the stand-alone early childhood education major with a new, blended program leading to dual certification in early childhood and special education; and, the special education program has phased out its five year BS/M.Ed. program in favor of a streamlined, four-year curriculum in elementary/middle special education that leads to both generic and severe disabilities special education certification. The faculty hopes that the shortened curriculum will be more attractive to prospective students. Also significant, faculty in the Elementary and Special Education programs have collaborated on the development of a dual certification track within the elementary/middle special education program, which the campus recently approved. The faculty has begun recruiting freshman and sophomores for this track in 2019-2020. School district partners are supportive of this effort and have shared their views that candidates with these type of credentials are in high demand. The curriculum revisions described above are significant and substantive. They should strengthen the quality of our educator preparation; and, when fully implemented, should lead to increased enrollments in key critical shortage fields. As we transition to these new models, there may be a short-term decline in the number of program completers for some areas, which may require the College to reconsider some of its program targets during this period.

TRAINING TO MEET IDENTIFIED NEEDS OF LOCAL EDUCATIONAL AGENCIES/STATE: Professional Development School (PDS) Coordinators have attended Maryland State Department of Education (MSDE) sponsored math and literacy Common Core workshops as well as conferences focused on C3, the Social Studies complement to Common Core. The methods instructors have incorporated the Common Core standards, Student Learning Objectives (SLO) process, and IEP requirements in their course work and lesson plan templates; and, the College has instituted the edTPA performance assessment, which parallels the SLO process and aligns to the Common Core and Danielson Framework for Teaching (FFT). As of fall 2017, all edTPA portfolios are being submitted to the Pearson platform for official scoring. The College also has been collaborating with school district partners to revise the Performance Based Assessment instrument used to monitor candidate performance during the yearlong internship to align it with the Danielson FFT Clusters. School district mentor teachers have been integrally involved in this process and have provided extensive feedback to ensure the assessment instrument addresses district priorities. Candidates are immersed in PDS sites and are exposed to the Maryland College and Career Ready Standards (i.e., Common Core) and to the national standards associated with their disciplinary area on an ongoing basis, which prepares them to teach in any MD school system. Practicing teachers and administrators are guest lecturers in seminars and classes, which affords the interns an opportunity to learn instructional strategies and testing requirements relevant to the local education agency. The representation of UMD faculty members on the PDS School Improvement Teams broadens awareness of instructional issues in our PDSs, which in turn results in content infused in our courses relevant to that which is happening in the PDS. UMD faculty members and administrators have close collaborations and working relationships with mentors, coordinators, and administrators in PDS sites. They collaborate with mentors in the development of syllabi for methods courses. Ongoing meetings with mentor teachers afford the faculty the opportunity to identify needs of local schools and to use this information to guide curriculum/course planning. Additionally, candidates are encouraged to base their action research/inquiry and student impact projects around issues related to the various school improvement plans and SLOs. Finally, the College has expanded the role of its P12 partners on the governance committees related to educator preparation. School districts have a greater voice in the design, implementation, and evaluation of program curricula and assessments. The College's Educator Preparation Committee, which includes voting representation from each of four partner school districts, is co-chaired by a tenure-track faculty member and a school system representative. This committee is actively engaged in the process of reviewing and revising all key unit-wide assessments to ensure alignment with school district priorities and teacher evaluation systems. Local school district personnel also have been integrally involved in our edTPA implementation. P12 representatives have served as local evaluators for edTPA; and with the College's recent transition to submit all edTPAs for official scoring, the role of P12 personnel has shifted to becoming edTPA resubmission coaches for individuals who are unsuccessful on edTPA on their first attempt.

PROSPECTIVE SPECIAL EDUCATION TEACHERS RECEIVE COURSEWORK IN CORE ACADEMIC SUBJECTS: When the faculty made the decision to blend the Early Childhood Special Education Program with the Early Childhood Program to create a cross department, combined Early Childhood/Early Childhood Special Education BS program that results in eligibility for dual certification, there was no longer a need to have an Early Childhood Special Education stand-alone program. As a result, this program strand was eliminated, leaving a single, age-based specialization at the undergraduate level. The Elementary/Middle BS-Only Special Education program contains a strong foundation of academic course work, including more than 30 credits in the liberal arts and sciences. As noted elsewhere in this report, the Special Education faculty collaborated with representatives from the Elementary Education program to add a second track to the Elementary/Middle Special Education program. This new track, which will qualify candidates for a dual certification in elementary/middle special education and elementary education, includes additional mathematics and science course work, which will strengthen the academic preparation of these pre-service candidates.

GENERAL EDUCATION TEACHERS RECEIVE TRAINING IN PROVIDING INSTRUCTION TO CHILDREN WITH DISABILITIES: Development of joint general education and special education teacher candidate placements and field supervision is a primary goal for the College. We have been reviewing our existing PDS sites to focus on schools that

model co-teaching between general education and special education. It is important to note that many of our candidates work with co-teachers in special education classes. Our teacher preparation programs emphasize the Principles of Universal Design for Learning (UDL), and candidates' competencies related to teaching students with disabilities effectively and strategically are assessed formatively and summatively on the Performance Based Assessment (PBA), which is the internship assessment; and edTPA (Teacher Performance Assessment). Candidates are asked to focus on three students, including at least one individual with special needs in the edTPA by analyzing their learning and determining how these students might receive instructional accommodations. Further, regardless of their program, all interns are required to attend all IEP meetings that their teachers attend unless specifically asked by parents to exclude the intern. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting. Multiple sections of the Introduction to Special Education course are offered every semester, including winter and summer extended sessions, ensuring seat access for all general education majors. In the revised elementary education program, undergraduates are required to take a special education course, Teaching Students with Disabilities in the Elementary Classroom, prior to their internship and residency experiences. In this course, teacher candidates examine the legal requirements that shape the process for identifying children with disabilities and for determining appropriate accommodations. Secondary and middle-level undergraduate teacher education candidates are required to complete a course on Inclusion, Diversity, and Professionalism. This course addresses basic terms and concepts in educating students with disabilities and English Learners (ELs). It helps candidates become familiar with and apply instructional techniques for the inclusion of students with disabilities in mainstream classrooms and for promoting content and language development among ELs. In addition to the Inclusion, Diversity, and Professionalism course, the Social Studies program invites special educators into its spring Undergraduate and MCERT seminars to address Special Education legal mandates, accommodations, and co-teaching. In fall 2018, the faculty revised the Master's Certification program (MCERT – secondary, PreK-12, and middle levels) to better prepare preservice teachers by enhancing coursework focused on supporting the diversity of student learners in public school classrooms. The faculty revised and expanded the diversity course sequence in the curriculum in order to bring coherence across the diversity courses, reduce redundancy of information, and provide ample time for students to develop deep understanding. The three-course Embracing Diversity sequence focuses on Social and Cultural Foundations of Education, Teaching Exceptional Learners, and Teaching English Learners. The modified program will prepare PreK-12, middle level, and secondary teacher candidates with the 21st Century pedagogical skills that will enable them to adapt their instructional practices to meet the academic needs of all students—those who are gifted, average, or struggling learners, children with learning disabilities and children for whom English is not their first language. Finally, as discussed above, early childhood teacher education candidates' preparation related to children with disabilities will be significantly enhanced because of the recent transition to a blended program that leads to dual certification in early childhood/special education. Similarly, the addition of a second program track to the Bachelor's degree in elementary/middle special education will allow candidates who wish to teach elementary education an option to pursue a program leading to dual certification in special education.

PROVIDING INSTRUCTION TO LIMITED ENGLISH PROFICIENT STUDENTS, CHILDREN FROM LOW-INCOME FAMILIES, AND CHILDREN/YOUTH IN URBAN SETTINGS: The State of Maryland modified its program approval process for teacher preparation to include Guidelines for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools. Our educator preparation programs have been making curricular modifications to incorporate these guidelines into the instructional and field-based components of teacher preparation. Candidates are prepared to teach ESOL students through coursework and seminar sessions, as well as field experiences. Several courses (e.g., TLPL 452, Bases for English Language Instruction) incorporate current theory and best practice on bilingual and bi-literacy issues and integrate textbooks and activities based on the Sheltered Instruction Observation Protocol (SIOP) Model. Secondary and middle-level education teacher candidates are placed in professional development school settings in which they plan instruction, teach, and assess collaboratively with mentor teachers, reading specialists, special education professionals, and TESOL professionals to create optimal learning experiences for all students. The Teaching Residency portion of the revised elementary education program includes rotations that require candidates to shadow an EL teacher; and, a unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language. The final literacy course in the elementary education program, Culturally Responsive Language Instruction in Elementary Classrooms, is delivered in a hybrid fashion: traditional campus-based lecture, on-line modules, and course work in the field. School-based professional learning communities, which are composed of the interns, the instructor, and when possible, the mentors, observe interns during instruction and reflect on the successes and challenges related to those instructional segments. Especially noteworthy, the Elementary Education program recently added an Area of Emphasis in TESOL to strengthen this aspect of teacher preparation. Many of the courses in the special education program relate to diversity and fostering cultural understanding, safety and emotional well-being, positive social interactions, family issues, and active engagement of individuals with exceptional learning needs. For example, in EDSP 210 – Introduction to Special Education, students are introduced to the needs of children with disabilities who are also ELs. They are given an overview of ESOL services and the importance of non-discriminatory assessments when determining a child's eligibility for special education services. EDSP 416/616, EDSP 443, and EDSP 484/684, which focus on Reading and Writing in Special Education, incorporate discussions of English learners (ELs) throughout each class period. Readings and discussion focus on the identification of students who are ELs in special education and ESOL, accommodating the language needs of students who are ELs with multisensory / multidimensional instruction, and evaluating EL students with reading and writing assessments that take into account language differences. In EDSP 411 - Universal Design for Learning (UDL), critical information is included on assistive technology, accommodations, and modifications to be incorporated in lesson planning and instruction to meet the needs of diverse students in the classroom, including students who are English Learners. Lastly, early field placement experiences allow candidates to observe children from diverse backgrounds in classroom settings, plan targeted lessons, and tutor children in a local Title I school. These experiences ensure that candidates begin thinking about diverse student needs upon entry into the program and continue planning for those needs throughout the program experience. edTPA, which is one of the Unit's key assessments, provides clear evidence of a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. This assessment requires that candidates plan for diverse students, including (but not limited to) racially, ethnically, and linguistically diverse students. edTPA emphasizes teaching academic language, including vocabulary and language functions, to ensure all students have access to the language they need to succeed in schools. edTPA language and requirements have been incorporated into lesson plan protocols and rubrics across all of the teacher preparation programs. Finally, the University of Maryland is located in a highly diverse, urban metropolitan area, and our candidates' early field experiences and internships are in these diverse schools. Many of these schools are Title I schools. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. Equity issues and the teachers' role in making tracking/placement decisions are addressed in coursework and field experiences/internships. Our programs encourage inquiry and reflection, teaching for understanding, embracing diversity and building democratic learning communities - the core tenets of successful teaching and learning.

Annual Goals: Mathematics

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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- [Quantifiable Goals](#)

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Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒

Yes
- ☐

No

2. Describe your goal.

During the 2018-19 year (fall, spring, summer reporting period), we expected to graduate 15 completers with a mathematics secondary/middle certification. Eleven people completed the secondary education mathematics program, and four individuals completed the middle school mathematics and science program. The goal was met.

3. Did your program meet the goal?

- ☒

Yes
- ☐

No

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

UMD utilizes a multiple pathways approach to educator preparation. In response to local school district priorities, we have shifted our portfolio of teacher preparation options to include a greater focus on certification-only, add-on endorsement, and continuing professional development programs. These program offerings play a significant role in our overall teacher production for the STEM areas and complement our undergraduate STEM-based teacher preparation offerings. The College continues to maintain a commitment to pre-service teacher preparation, as reflected in our UTeach replication. At the undergraduate level, all secondary STEM-based teacher preparation programs have now shifted to the U-Teach model. The first regular cohort of teacher education candidates participating in the Terrapin Teachers program (n=17) graduated from the program in 2017-18. In an effort to increase the number of traditional teacher education program completers in STEM, the faculty has initiated a number of measures, including obtaining general education approval for the introductory Terrapin Teachers courses to attract campus majors to careers in STEM teaching; collaborating with Montgomery County Public Schools to create a paid internship model for STEM candidates in the one-year Master's Certification program; and expanding the number of scholarships earmarked for individuals pursuing a teaching credential in critical shortage fields, including mathematics and science.

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

As with other teacher preparation programs at the state and national levels, UMD has witnessed a decline in teacher education enrollments. In addition to the initiatives discussed above, we are collaborating with key program stakeholders to increase the number of individuals pursuing a career in teacher education, with an emphasis on critical shortage areas. For example, we are partnering with Prince George's Community College and Prince George's County Public Schools (PGCPS) to implement an Early Middle College program leading to middle school mathematics and science teacher certification, early childhood/early childhood special education certification, and elementary/special education teacher certification. The first cohort of students began this Teacher Academy in fall 2017 and is expected to matriculate at UMD with their Associate of Arts degree in fall 2021. The aim is to place these students in internships in PGCPS and to use these placements to actively recruit the candidates into teaching positions in the district. Terrapin Teachers recently formed a partnership with Montgomery College and Prince George's Community College, the two major community colleges in the Baltimore-Washington metropolitan area. Partnership activities include expanding TLPL101 (Step 1) to the community colleges, recruiting a diverse population into teaching STEM, and streamlining the transfer process. As an extension of UMD's Terrapin Teachers work, we have launched two new initiatives, including the institution of a shared, jointly funded Master Teacher role; and the paid internship positions for Master's level STEM candidates in UMD's teacher preparation program. The Master Teacher not only serves as a bridge between the Terrapin Teachers program and the public high school, but also provides ongoing support and mentoring to the paid interns and contributes to Professional Development School (PDS) partnership development. The aim is to build a new pipeline and support structure for recruiting and retaining STEM teachers into high need schools. Given the nature of some of these initiatives, it will be a few years before we see a direct increase in STEM teacher production. However, the faculty expects these programmatic revisions ultimately to enhance the pipeline into teacher education and increase the number of individuals pursuing STEM teacher certification. Finally, the College recently hired a recruiter, who is now working with local school systems to assess staffing needs and recruit prospective educators into our professional preparation programs. This person is working in collaboration with a newly established College of Education Recruitment Advisory Board to develop and implement a comprehensive recruitment plan to meet enrollment goals, increase applicant conversion rates, attract new market segments, and direct all recruitment programs and activities. Specific emphasis is being placed on increasing the diversity of our teacher candidate pool and increasing program enrollments in critical shortage areas, such as STEM, TESOL, and special education.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

During the 2019-20 year (fall, spring, summer reporting period), 9 secondary mathematics teacher candidates and 15 middle school mathematics and science teacher candidates are scheduled to complete the traditional teacher certification programs. An additional 7 students are expected to complete the add-on endorsement program in mathematics for practicing school teachers in Montgomery County Public Schools (MCPS). In total, across all program pathways, we anticipate 31 people completing a program of study with eligibility for a certification (middle level or secondary) in mathematics. There also are an additional 17 individuals expected to complete the M.Ed. Teacher Leadership: Special Studies in STEM Education program during the 2019-20 year. (NOTE: These projections may be impacted by the recent COVID-19 pandemic.)

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

During the 2020-2021 year (fall, spring, summer reporting period), we anticipate preparing approximately 23 mathematics traditional teacher education program completers (secondary/middle levels), including 8 secondary mathematics candidates and 15 individuals in the middle school program (14 middle school math and science and 1 middle school mathematics). An additional 21 students enrolled in the add-on endorsement program in mathematics for practicing school teachers in Montgomery County Public Schools (MCPS) are expected to complete the program of study during the 2020-2021 year. Assuming these individuals successfully complete the curriculum requirements, we anticipate up to 44 people completing a program of study with eligibility for a certification (middle level or secondary) in mathematics. Assuming a modest amount of attrition, we expect approximately 35-40 program completers who will be eligible for a mathematics certification (secondary/middle levels) across all program pathways. (NOTE: These projections may be impacted by the recent COVID-19 pandemic.)

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

During the 2018-19 year (fall, spring, summer reporting period), we expected to graduate 19 completers with a science/computer science secondary/middle certification. Thirteen secondary science/computer science traditional teacher education candidates (9 biology, 1 chemistry, 1 physics, and 2 computer science) completed their program of study. There also were 6 candidates who completed the traditional middle school teacher certification programs (2 middle school science, and 4 middle school math and science). Collectively, across all program areas, 19 individuals completed the program with eligibility for a certification (middle level or secondary) in science/computer science. The goal was met.

3. Did your program meet the goal?

☒ Yes

☐ No

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

See comments under the mathematics section of this report. Terrapin Teachers (TT) expanded the Shared Master Teacher model. High school computer science teachers will split their time between their schools, teaching introductory courses in the TT and teaching courses for majors and non-majors in the UMD computer science department. The Montgomery County Public Schools (MCPS) partnership includes two high schools: Northwood High School and Paint Branch High School. Both high schools have a diverse student population and have been trying to build their computer science curricula over the last few years. The computer science teachers were hired to develop and strengthen this curriculum at their schools, expand the computer science offerings (including Advanced Placement classes), and inspire students from underrepresented groups to consider a career in computer science. The goal is that the shared master teachers will help to create a pipeline of diverse and well-prepared students to UMD's computer science program.

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

See comments under the mathematics section of this report.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

During the 2019-20 year (fall, spring, summer reporting period), we anticipate approximately 26 science traditional teacher education program completers (secondary/middle levels), including 9 secondary science (1 agriculture, 5 biology, 2 chemistry, 1 Earth space science) and 17 individuals in the middle school program (15 middle school math and science and 2 middle school science). NOTE: Two of the nine secondary science teacher candidates (1 biology, 1 chemistry) are still pending Praxis due to testing disruptions associated with COVID-19, which could delay their program completion.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

During the 2020-2021 year (fall, spring, summer reporting period), we anticipate preparing up to 33 science/computer science traditional teacher education program completers (secondary/middle levels), including: 18 secondary science/computer science (3 agriculture, 7 biology, 4 chemistry, 3 physics, and 1 computer science) and 15 individuals in the middle school program (14 middle school math and science and 1 middle school science). Assuming a modest amount of attrition, we expect approximately 25 to 30 traditional program completers who will be eligible for a science/computer science certification (secondary/middle levels). NOTE: These projections may be impacted by the recent COVID-19 pandemic.

Annual Goals: Special Education

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

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Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

There were 44 teacher candidates enrolled in the traditional teacher preparation programs, including 19 elementary special education and 25 early childhood/early childhood special education candidates. Assuming a modest amount of program attrition, the program expected to graduate a target of 40 new special education teachers. Ultimately, 17 elementary special education and 23 early childhood/early childhood special education candidates completed the program. The goal was met.

3. Did your program meet the goal?

☒ Yes

☐ No

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

The previous five-year programs have been replaced with four-year programs, which allow candidates to enter the field of special education a year sooner. Further, the program has expanded its offering of special education and disability-related undergraduate courses to non-education majors as a platform to recruit potential special education teacher candidates. These courses include both introductory level courses and i-series (general education course) offerings throughout the university. The classes are offered during regular semester (Fall and Spring) as well as during the Spring and Summer terms in order to reach a wider audience and accommodate varying student needs. The department also recently instituted a new minor in Disability Studies, which is expected to attract additional arts and sciences majors into teaching. Also noteworthy, the special education program recently received approval to expand its program certification options. Candidates will now have the option to enroll in the existing program (Generic Special Education with a Severe Disabilities Endorsement) or a dual certification track (Generic Special Education and Elementary General Education). We anticipate the second track will increase the number of candidates who enter our programs of study. The new program options are being carefully advertised through brochures, website updates, professional networks, student organizations, and collaboration with the College of Education Office of Student Services. Lastly, the Teacher Preparation Committee members for the special education program engage in targeted recruitment efforts at College and University events, as well as in introductory courses in topics related to special education (e.g., disability studies). The department is expanding its special education course offerings to other education majors to increase their capacity to teach students with disabilities, and to act as a recruitment opportunity for candidates to enroll in a streamlined special education master's program. The faculty is working closely with the new recruitment coordinator to disseminate program information to local school system partners, community colleges, and student matriculating from high school. One major initiative is ensuring diverse pools of candidates learn about the program design, scholarship opportunities, and benefits of entering the field.

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

The faculty is continuing to expand its offerings for in-service teachers who are seeking an additional certification in Special Education: The Outreach M.Ed. in Special Education Focus Autism Spectrum Disorders program prepares individuals to apply for and obtain a severe disabilities special education certification. The department recently admitted 20 graduate students to this program. Although this cohort is not expected to graduate until 2022, this program track is expected to increase the production of special education teachers significantly in the near future. UMD also is expanding development of cohort-based programs that meet specific school district needs and that will ensure a steady flow of student enrollments that reflect the diversity of Maryland's P12 population. The College is collaborating with Prince George's County Public Schools (PGCPS) and Prince George's Community College (PGCC) to develop an Early College program that leads to an Associate of Arts degree in Middle School Mathematics and Science, Early Childhood/Early Childhood Special Education, and Elementary Education/Special Education. In addition, the College has been collaborating with Montgomery County Public Schools (MCPS) to design programs to help district para-professionals transition into teaching careers. The faculty plans to build upon the long-standing success of the Creative Initiatives in Teacher Education (CITE) program, which prepares para-educators to earn their teacher certification in elementary education. The College plans not only to increase the number of individuals who will be able to transition from being a paraprofessional to a fully certified elementary teacher, but also to increase the number of MCPS teachers who meet the qualifications to obtain an additional endorsement in special education or Teaching English to Speakers of Other Languages.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

During the 2019-20 year (fall, spring, summer reporting period), we anticipate approximately 32 students will complete a program leading to special education certification, including 10 special education majors who will qualify for a certification in elementary special education and severe disabilities; and 22 students who will complete the dual major leading to certification in both early childhood and early childhood special education. (NOTE: These projections may be impacted by the recent COVID-19 pandemic - i.e., one candidate still has not been able to take the Praxis II licensure exams due to the closure of the ETS Testing Centers.) NOTE: It is an "off-year" for the off-campus program intended for in-service teachers seeking an additional certification in Special Education: Severe Disabilities (Autism focus). Consequently, we expect only one individual in this program to graduate with a Master's degree in 2019-20 with eligibility for certification in severe disabilities.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

During the 2019-20 year (fall, spring, summer reporting period), we anticipate approximately 34 students will complete a program leading to special education certification, including 10 special education majors who will qualify for a certification in elementary special education and severe disabilities; and 24 students who will complete the dual major leading to certification in both early childhood and early childhood special education. (NOTE: These projections may be impacted by the recent COVID-19 pandemic.) As noted earlier, the faculty is continuing to expand its offerings for in-service teachers who are seeking an additional certification in Special Education: Severe Disabilities. The department recently admitted 20 graduate students to the Outreach M.Ed. in Special Education Focus Autism Spectrum Disorders program. Graduation for this cohort will not be until 2022, but moving forward, this program track is expected to increase the production of special education teachers significantly.

Annual Goals: Instruction of Limited English Proficient Students

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

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Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

During the 2018-2019 year, 5 individuals were expected to complete the one-year Master's Certification program, and one person was scheduled to graduate from the 2-Year TESOL traditional teacher preparation route. We also anticipated 27 individuals would complete the TESOL Post-Baccalaureate Certification (PBC) track and obtain their add-on ESOL endorsement at the conclusion of the program. When these program completers are added to the individuals in the traditional program pathways, the number of new ESOL teacher certifications was expected to be 33 completers for the 2018-19 year (assuming all individuals successfully completed the curricular requirements). Ultimately, one PBC person did not complete the program. Consequently, a total of 32 individuals completed a program of study leading to eligibility for TESOL certification in 2018-2019.

3. Did your program meet the goal?

☐ Yes

☒ No

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

The total number of completers was decreased by one person, who did not complete the PBC. Strategies to Achieve Goal: Overall, pre-service numbers in teacher education are down nationwide. However, the number of in-service teachers now needing further education to work with English learners is increasing rapidly due to the Every Student Succeeds Act (ESSA), which is why the numbers in the TESOL PBC programs are on the rise. In spite of the tremendous growth at the PBC level, the TESOL faculty is committed to increasing the numbers in the traditional TESOL programs. For example, the faculty just reduced the number of credit hours for the degree for both the on-campus and off-campus programs to make them more competitive with other institutions. Additionally, the Department recently hired a new Assistant Clinical Professor to coordinate all components of the pre-service TESOL programs. This individual will spend a large portion of time focused on recruitment, not only from outside the university but also from within, including trying to increase the TESOL Minor numbers since that is a direct pipeline to the TESOL Master's Certification Program.

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

The College recently hired a recruiter, who will be assisting all of the teacher education programs, but especially those in the critical shortage areas, such as TESOL, to increase the number of applicants to the program and increase the production of teachers. This individual is working closely with the newly hired TESOL faculty member to target scholarships to TESOL applicants, with the aim of increasing overall yield. The College also recently changed its admissions policy to allow candidates with a 3.0 GPA to be admitted to the program without submitting an assessment of basic skills. The faculty believes the elimination of this testing requirement and its associated costs will help to entice more people to apply to the program.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

☒ Yes
☐ No

8. Describe your goal.

During the 2019-20 year (fall, spring, summer reporting period), 6 individuals are expected to complete the one-year Master's Certification program and 2-Year TESOL traditional teacher preparation routes. We also anticipate 24 individuals to complete the TESOL Post-Baccalaureate Certification (PBC) track and obtain their add-on ESOL endorsement at the conclusion of the program. When these program completers are added to the individuals in the traditional program pathways, the number of new ESOL teacher certifications should total 30 completers for the 2019-20 year (assuming all individuals successfully complete the curricular requirements). NOTE: These projections may be impacted by the recent COVID-19 pandemic - i.e., some candidates have still not been able to take the Praxis II licensure exams due to the closure of the ETS Testing Centers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

☒ Yes
☐ No

10. Describe your goal.

During the 2020-2021 year, 8 individuals are expected to complete the one-year Master's Certification program and 2-Year TESOL traditional teacher preparation routes. We also anticipate 28 individuals to complete the TESOL Post-Baccalaureate Certification (PBC) track and obtain their add-on ESOL endorsement at the conclusion of the program. When these program completers are added to the individuals in the traditional program pathways, the number of new ESOL teacher certifications should total 36 completers for the 2020-2021 year (assuming all individuals successfully complete the curricular requirements). NOTE: These projections may be impacted by the recent COVID-19 pandemic.

Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	14	171	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	10	196	10	100
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5651 -COMPUTER SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	118	166	112	95
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	60	169	59	98
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	91	166	90	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	75	173	75	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	118	180	118	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	60	179	60	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	88	179	88	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	76	183	76	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	117	170	112	96
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	60	170	60	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	88	171	86	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	75	173	74	99
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	26	179	26	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	22	177	22	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	33	181	33	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	25	180	25	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	11	172	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	23	176	23	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	80	175	79	99
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	87	176	87	100
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) Other enrolled students	35	171	34	97
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2018-19	50	173	50	100
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) Other enrolled students	34	174	29	85
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2018-19	50	174	50	100
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) Other enrolled students	35	177	33	94
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2018-19	50	181	50	100
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	43	171	38	88
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	50	170	50	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	19	181	19	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	15	183	15	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	15	181	15	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	11	181	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	2				
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	6				
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	5				
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2016-17	1				
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) Other enrolled students	1				
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2017-18	7				
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	7				
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1				
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1				
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	2				
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1				
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1				
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1				
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	11	172	11	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	182	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	13	178	13	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	18	179	18	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	19	185	19	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	7			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	19	170	19	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	22	170	22	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	12	177	12	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	10	178	10	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	48	183	48	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	47	182	47	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	47	179	47	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	14	179	14	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	61	183	61	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	54	181	54	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	48	181	48	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	23	175	23	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	22	176	22	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	33	176	33	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	25	178	25	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	43	182	43	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	77	181	77	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	80	181	80	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	87	182	87	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	41	178	41	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	40	179	40	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	49	179	49	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	47	179	47	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	21	174	21	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	22	170	22	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	19	171	19	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	13	174	13	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			

Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	216	215	100
All program completers, 2017-18	262	257	98
All program completers, 2016-17	255	254	100

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

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

Middle States, NCATE

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

Interns complete a variety of assignments that require them to integrate technology into curriculum and instruction. Candidates consult a variety of digital resources throughout their coursework and internship to develop and implement instructional activities. In the yearlong internship, interns are expected to master the technology that is available in the classroom setting, which varies according to county, school within county, and teacher/classroom within a school. Examples could include augmentative or alternative communication devices (e.g., iPad or Dynovox), visualizers, Smartboards or Promethean Boards, clickers, MS PowerPoint or Prezi presentations, digital behavior management systems (e.g., Dojo points), MS Excel spreadsheets and graphs, as well as other digital-based data management systems. Candidates gain practice with many of these technologies through coursework and workshops, including such grade-monitoring and communication systems as SchoolMax in Prince George's County Public Schools (PGCPS) and the Google Classroom Suite. Most classrooms in the College of Education have SmartBoards, and a full-time Learning Technology Specialist is available to provide training and support to faculty. NOTE: In August 2019, Epson interactive projectors replaced SMARTBoards in all general purpose classrooms in the Benjamin building. In addition, dry-erase white boards were placed around the classrooms for collaborative lessons. The Epson interactive projectors provide instructors with the ability to manipulate the desktop computer similar to a large tablet with your finger or pen. In addition, the Epson interactive boards provide the ability to annotate the board with digital markers, offering greater student engagement. Candidates submit artifacts to demonstrate their use of technology in the classroom and their proficiency on the International Society for Technology in Education (ISTE)

standards. Candidates are required to design, implement, and assess learning experiences that incorporate the use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration. Evidence of their ability to effectively integrate technology is assessed quarterly in the Performance Based Assessment and is required to be present in the ISTE exit portfolio. For example, math education majors are required to use the ISTE portfolio to show how they use math-specific technology (e.g., GeoGebra, graphing calculator, etc.) in the teaching and learning of mathematics. Social Studies majors examine a geography focused website to identify how various technology resources could be used to build students' geographical thinking skills. Social studies candidates engage in a Tech Show and Share experience, where they select a general or content-specific online resource, tool, or platform to research and present the implications for instruction to their classmates. TESOL majors use ELMS to collaborate with classmates, exchange ideas for lesson plans, and to engage in discussions about their teaching together. Throughout their coursework and internship experience, they are required to write and implement lesson plans in which they incorporate technology as a tool to support student learning and provide a rationale for how the use of technology in those lessons scaffold students in ways that other means would not allow. Additionally, TESOL candidates are expected to complete a Tech Tips presentation during each semester of the Seminar course. For this presentation, teacher candidates select a technology resource to explore and present to their peers (e.g., Thinglink, Nearpod, Flipgrid). They are required to provide an overview of the resource, demonstrating how it can be used, identifying the pros/cons, and contributing concrete ideas for using the resource in the classroom. The end goal of this particular activity is for candidates to collectively build a toolbox of resources that they can draw on during their internship and subsequent years of teaching in order to enhance instruction for their diverse learners. Teacher candidates in the secondary science and middle school teacher preparation programs are introduced to the Technological and Pedagogical Content Knowledge (TPACK) framework, and asked to examine a variety of technological resources and locate their use within a three-component Venn diagram that emphasizes the overlap of content, pedagogy, and technology. The middle school program has also used two programs, LessonSketch and Anotemos, another platform, which allow candidates to watch videos and animations of classroom interactions and tag them to identify moments of students' mathematical and scientific thinking. LessonSketch also allows candidates to create their own animations of classroom interactions, proposing responses to students' ideas or practice other aspects of planning, instruction, and assessment. Anotemos allows the instructor to view all students' tags, which can then be used to structure discussions. The revised elementary education program incorporates a central focus on digital learning and has recently added a course on Digital Learning Tools and Communities to prepare candidates to explore the digital tools that enhance elementary-aged students' learning in core-subject learning communities. This course has been incorporated into the interns' full-time residency during the final semester of the senior year. The revised elementary education program incorporates a central focus on digital learning and has recently added a course on Digital Learning Tools and Communities to prepare candidates to explore the digital tools that enhance elementary-aged students' learning in core-subject learning communities. This course has been incorporated into the interns' full-time residency during the final semester of the senior year. In the spring semester of the junior year, (TLPL 361-Principles and Methods of Teaching), elementary education candidates create a professional teaching website that contains lesson plans, field observations and reflections on practice. The website is a major course requirement (40%) and is shared with peers, mentors and supervisors. Candidates continue to add material to this professional website in their senior year residency. Ultimately, this professional website informs the final ISTE portfolio, a graduation requirement for all CoE candidates. The faculty in the social studies and English Education programs likewise revised their undergraduate programs to add a digital learning course to the curriculum, and it is being implemented in the program as of the 2019-2020 year. The social studies MCERT program implemented a Civic Online reasoning seminar called, Beyond Like: Teaching for Civic Engagement in a Digital Age, focused on citizenship in the context of social media. The decision was made to embed this content into the undergraduate program for the 2019-2020 academic year. Art and technology have a natural attraction in the art curriculum because both can be implemented in creative ways. In addition to the above mentioned technologies, art teacher candidates and their students create and save their own artwork safely in a digital portfolio, and/or share artwork online (e.g., on Artsonia, Facebook, Flickr, etc.). They visit interactive art websites (e.g., animation, drawing and painting sites such as MoMA Art Lab); use a 'Visualizer' for demonstrations; visit museums around the world; and even use a live cam to show a topic in a lesson plan (e.g., <https://aqua.org/webcams> National Aquarium). Music education candidates are expected to use music technology in the creation and delivery of instructional materials for fieldwork and peer teaching. These technologies include, but are not limited to, music notation software such as Sibelius, Finale, and/or Dorico for the creation of music arrangements and compositions, digital audio workstation software such as Garage Band, Logic, or Adobe Audition for the creation of recorded music, and the use of video editing software such as iMovie, Final Cut Pro, or Adobe Premiere, for the creation of video content. To leverage technology and enhance their teaching practices during the yearlong internship, interns apply the theories and practices related to effective use of technology from their EC/ECSE courses directly into local classrooms. For example, EC/ECSE methods courses in science, math, literacy, and social studies require students to use the Maryland College and Career-Ready Standards which include expectations and standards for the use of technology. Each field placement classroom uses a Promethean Board and notebooks where the interns learn how to select and use the most appropriate digital and online resources and tools to support young children's learning while following safe, ethical practices in accordance with school district policies and the College of Education's Foundational Competencies/MCEE. To meet NAEYC and CEC performance-based assessment standards related to family engagement, interns send electronic communications to families using apps such as Classroom Dojo or Google Translate. Since interns are being prepared to work with students with and without disabilities in the classroom, they are expected to use UDL instructional design principles to develop digital learning environments and apply assistive technology resources to accommodate each learner's needs. Lastly, emanating from the 2014 Maryland Conference on Academic and Professional Writing in an Age of Accountability, Shirley Logan and Wayne Slater published in December 2018 an edited volume titled **ACADEMIC AND PROFESSIONAL WRITING IN AN AGE OF ACCOUNTABILITY**. This volume includes an entire section on Digital Perspectives: Chapter 10: What Do Humans Do Best? Developing Communicative Humans in the Changing Socio-Cyborgian Landscape; Chapter 11: From Topoi to Tweets: What Ancient Rhetoricians Can Teach Digital Natives; Chapter 12: Text, Design, Code: Digital Rhetoric in Academic and Professional Writing; and 13: A Beauty for Informing Digital Bodies. Both the conference and the book were sponsored by every college, including the College of Education, at the University of Maryland and University System of Maryland; and include the best thinkers and researchers in written and digital communication in the U.S.. All of the courses in the English Education Program have been informed by this work and its relationship with the number one ranked writing program in the U.S. situated in our Department of English. Regardless of their certification area, all candidates are required to use ELMS (a web-based learning management system), and LiveText (an electronic portfolio, assessment, and accreditation system). Many course assignments are completed and/or submitted through ELMS, and edTPA portfolios and ISTE portfolios, along with other assessments, are submitted and managed through LiveText. Candidates prepare and practice using technology to collect, manage, and analyze data to improve teaching and learning in several ways. Many candidates gain experience in this area through data analysis workshops and through the use of electronic grading and data management systems (e.g., Schoolmax), as well as digital IEP development and management systems at their school placements. Candidates use these systems to submit grades, plan lessons, assist with IEP

development, and analyze trends to inform instruction; these data are discussed in school-based meetings and workshops. Interns are also required to collect and analyze pre-test/post-test data for seminar and methods course assignments. Candidates regularly use video of their own teaching and of expert teaching to analyze and reflect on teaching practice. Additionally, some programs are using Avatars (www.mursion.com) to do simulation lessons in front of their peers and to receive feedback prior to implementing lessons at their internship sites. For example, in the middle school program, teacher candidates practice the “core practices” of leading discussions and eliciting, interpreting, and responding to student’ thinking by trying out discussion questions in mathematics or science with the Avatars. In addition to serving as practice for candidates, this also serves as a valuable assessment for instructors, who can then consult with supervisors about students' strengths and areas for growth as the interns transition into their internship. In the English Education program, candidates have begun using the Avatars each semester for practice in teaching their students poetry analysis; and social studies teacher candidates are using the Avatar lab to engage in parent/teacher conference simulations. All interns must collect and analyze video footage of their teaching for edTPA. edTPA also requires interns to collect and analyze data on students' prior knowledge, learning, and performance. Much of these data are managed and analyzed electronically, via online grading systems, Excel graphing, Excel spreadsheets, and other software. Finally, throughout the College, instructors emphasize the Principles of Universal Design for Learning (UDL) and integration of technology in instruction through e-texts, different types of software, and assistive technology.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

General education teacher candidates' internships take place in inclusive classrooms. Candidates' experience and ability to work with special services personnel is evaluated quarterly on the Performance Based Assessment (PBA). Evidence of accommodation and differentiation are included and evaluated in each candidate's exit portfolio and/or edTPA. The edTPA addresses a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. It requires that candidates plan for diverse students, including (but not limited to) racially, ethnically, and linguistically diverse students. Specific components of edTPA assess candidates' ability to teach to a range of learners from those struggling to gifted and talented. Not only must candidates plan for the teaching of a diverse student population, but also they are assessed on how they implement those plans, and how they assess student learning. Included in those plans, instruction, and assessment are ways in which the candidates modified or supported accommodations for exceptional needs students. In addition to the College-wide focus on edTPA, all of our teacher preparation programs emphasize the Principles of Universal Design for Learning (UDL). Many courses address differentiation, special needs, and diverse learners, and there are several required courses that prepare candidates to teach students with disabilities. Secondary and middle level interns in the undergraduate program take an Inclusion, Diversity, and Professionalism course in Secondary Education as part of the yearlong internship experience. This course addresses basic terms and concepts in educating students with disabilities and English Learners (ELs). It helps candidates become familiar with and apply instructional techniques for the inclusion of students with disabilities in mainstream classrooms and for promoting content and language development among ELs. The faculty in the social studies and English education programs made a curriculum change to move the diversity course to the fall of the senior year. This change was made to better prepare candidates for meeting diverse students' academic needs at the start of the yearlong internship. (The course had been scheduled to be taken at the end of the internship experience making it more challenging for interns to apply what was learned.) Social Studies education expands beyond the required Diverse Learner course, by running a spring seminar devoted to Special Education instruction in the Social Studies classroom. Special Educators, some of which are dual certified in Special Education and Social Studies, come in to work with candidates on planning lessons in a co-taught classroom and differentiating instruction to meet the needs of students in their classroom who have an IEP or 504. Social Studies also has the interns carefully consider the diverse educational setting of their placement site by completing a Community Exploration assignment where they spend time in the community surrounding their school to assess what more they might learn about their students as a result. In the required course, Teaching Students with Disabilities in the Elementary Classroom, elementary education majors examine the legal requirements that shape the process for identifying children with disabilities and for determining appropriate accommodations. Additionally, the Teaching Residency portion of the revised elementary education program includes rotations that require candidates to co-teach with a special educator and to shadow an EL teacher. TESOL interns are required to take TLPL656, Teaching Culturally and Linguistically Diverse Exceptional Learners. In this course, teacher candidates learn techniques to differentiate second language learning needs from high- and /or low-incidence special needs commonly found within the special education spectrum. They also learn how to prepare for accommodations, modifications, and instruction of second language learners who have high- and/or low-incidence special needs as well as complete a case study on an English learner with alternative abilities and needs. The World Language program has incorporated field experiences in immersion schools, in Spanish, French, and Chinese languages in diverse school settings to better prepare teacher candidates to differentiate instruction for Heritage learners, gifted, and at-risk students. Revisions have occurred in the courses and in the teaching internship seminars to incorporate tasks that require interns to collaborate with school specialists (e.g., reading, special needs, media and ESL). The interns collaborate with the specialists to develop lesson plans that will be implemented in the classroom to teach diverse student populations, including English Learners [EL], Heritage Learners, gifted students, and students with special needs in regular classrooms. The faculty also brings special education experts from the school districts into the World Language Methods classes to share good practices with the teacher candidates. Art Education interns are required to take EDSP 470, Introduction to Special Education. In this course, teacher candidates gain a better understanding of the various types of exceptional children and their developmental, cognitive and/or physical needs. The content of this course serves as a foundation in each of the Art Education courses so candidates learn how to plan, prepare, and assess for the necessary accommodations and/or modifications not only required for the many different types of lessons, projects, techniques, materials, etc. but also for the different grade levels - PreK-12. Finally, the MCERT program recently instituted an Embracing Diversity Course sequence, which includes a class on Teaching Exceptional Learners. Specifically covered in this course are the abilities and needs of students with disabilities and those identified as gifted and talented. Other key topics include collaborative teaming, co-teaching, differentiation, building relationships with parents, the referral process, modifying curriculum, individual education plans (IEP), behavior management techniques, and state and federal legislation regarding exceptional students.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

As a requirement of the yearlong internship, the interns in all certification areas attend School Instructional Team meetings, IEP meetings, and parent conferences, first as observers and then as active participants in the second semester. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting.

c. Effectively teach students who are limited English proficient.

The State of Maryland modified its program approval process for teacher preparation to include Guidelines for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools. Our educator preparation programs have been making curricular modifications to incorporate these guidelines into the instructional and field-based components of teacher preparation. Candidates are prepared to teach ESOL students through coursework and seminar sessions, as well as field experiences. Several courses (e.g., TLPL 452, Bases for English Language Instruction) incorporate current theory and best practice on bilingual and bi-literacy issues and integrate textbooks and activities based on the Sheltered Instruction Observation Protocol (SIOP) Model. Secondary and middle-level education teacher candidates are placed in professional development school settings in which they plan instruction, teach, and assess collaboratively with mentor teachers, reading specialists, special education professionals, and TESOL professionals to create optimal learning experiences for all students. A unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language; the program includes five semesters of field placements in a variety of early learning settings. The Teaching Residency portion of the revised elementary education program includes rotations that require candidates to shadow an EL teacher. The final literacy course in the elementary education program, Culturally Responsive Language Instruction in Elementary Classrooms, is delivered in a hybrid fashion: traditional campus-based lecture, on-line modules, and course work in the field. School-based professional learning communities, which are composed of the interns, the instructor, and when possible, the mentors, observe interns during instruction and reflect on the successes and challenges related to those instructional segments. Especially noteworthy, the Elementary Education program recently added an Area of Emphasis in TESOL to strengthen this aspect of teacher preparation. This area of emphasis includes five courses that provides a foundation in second language learning and pedagogy, cross-cultural issues and understanding, and curricular and pedagogical issues which support reading and writing in a second language context. Most recently, the elementary education program instructors conducted a self-study of culturally relevant practices that are featured within the required professional pathway. Two books were selected to support this exploration, *These Kids are Out of Control* (Milner) and *Culturally Responsive Teaching and the Brain* (Hammond). At monthly program meetings, instructors highlighted examples of culturally responsive pedagogy from their syllabi and present to the group at large - e.g., close reading, an instructional routine in which students critically examine a text, the importance of relationship building, pulling in those who feel left out, with the use of specific and intentional coaching of social/emotional competencies. Teacher candidates across all programs are required to complete edTPA, one of the Unit's key assessments, which provides clear evidence of a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. This assessment requires that candidates plan for diverse students, including (but not limited to) racially, ethnically, and linguistically diverse students. edTPA emphasizes teaching academic language, including vocabulary and language functions, to ensure all students have access to the language they need to succeed in schools. edTPA language and requirements have been incorporated into lesson plan protocols and rubrics across all of the teacher preparation programs. Finally, the University of Maryland is located in a highly diverse, urban metropolitan area, and our candidates' early field experiences and internships are in these diverse schools. Many of these schools are Title I schools. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. Equity issues and the teachers' role in making tracking/placement decisions are addressed in coursework and field experiences/internships. Our programs encourage inquiry and reflection, teaching for understanding, embracing diversity and building democratic learning communities - the core tenets of successful teaching and learning.

2. Does your program prepare special education teachers?

- ☒ Yes
☐ No

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

a. Teach students with disabilities effectively

Both programs that lead to certification in special education are aligned to the Council for Exceptional Children Standards and include multiple clinical experiences with children with disabilities. Early childhood teacher education candidates' preparation related to children with disabilities has been significantly enhanced because of the transition to a blended program that leads to dual certification in early childhood/special education. A unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language. As a requirement of the yearlong internship, the interns in all certification areas attend School Instructional Team meetings, IEP meetings, and parent conferences, first as observers and then as active participants in the second semester. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting. The Elementary/Middle Special Education Teacher Preparation is designed to prepare professionals to work with students with disabilities in Grades 1 through 8 and to collaborate with their families and other educational personnel. Teacher candidates in the program develop skills to: Assess the

academic and social strengths and limitations of elementary and middle school aged students with disabilities; Plan individualized educational lessons/instruction and support services that promote inclusive experiences and independent performance; Individualize, implement, and evaluate evidenced based instructional methods; Organize learning environments designed to meet individual needs; Foster participation in the general education curriculum; Use universal design for learning, accommodations, modifications, and assistive technology to support educational outcomes; Collaborate with general educators, support professionals (e.g., speech, occupational, physical therapists), students, and their families; and, Advocate for services and educational opportunities for elementary and middle school students with disabilities.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

As a requirement of the yearlong internship, the interns in all certification areas attend School Instructional Team meetings, IEP meetings, and parent conferences, first as observers and then as active participants in the second semester. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting. Candidates in the elementary/middle special education program are exposed and trained in the IEP process across multiple courses and practicum experiences in the program. In EDSP 210 – Introduction to Special Education, candidates learn about the six provisions of IDEA and how the IEP process supports those provisions. Candidates are exposed to the basic structure of an IEP, as defined by IDEA and supported by relevant court cases (e.g., Rowley, PARC, and Mills). They learn about key stakeholders involved in the IEP process, and how those roles evolve across different age bands. In EDSP 451 – Curriculum and Instruction: Elementary Special Education, candidates receive a more in-depth explanation of the IEP process. Using Maryland IEP documentation, candidates learn how to write effective Present Level of Academic Achievement and Functional Performance (PLAAFP) statements, and Specific Measurable, Attainable, Relevant, and Time-bound (SMART) IEP goals and objectives. They apply this knowledge through a series of assignments designed to align with course content about effective practices for students with disabilities while using Maryland IEP paperwork and materials. In EDSP 487/687 - Family Partnerships in Special Education, candidates learn how IDEA and relevant case law shaped the current IEP process and families' participation across different age bands. A highlight of the course is a series of class interviews of IEP stakeholders. These speakers include: (a) a licensed attorney who specializes in special education advocacy, (b) parents of a child with disabilities, and (c) a panel of school-based IEP team members, which include a general education teacher, special education teacher, administrator, and related service provider. Candidates also engage in a series of activities related to their students' IEPs from their Internship placement. Candidates receive regular access to their students' IEPs in order to: (a) make appropriate accommodations and modifications as outlined in the IEP, (b) design appropriate lessons that align with students' IEP goals, and (c) collect data related to students IEP goals. Candidates also complete a series of course projects that relate to students' IEPs. They examine students' IEPs to select appropriate skills in which to teach and collect data in order to reflect on the efficacy of their instructional practices as part of the Reflective Teaching Project (Fall Semester) and edTPA (Spring Semester). It should also be noted that student IEPs are used to develop an action research project, which incorporates single subject design to measure the efficacy of an evidence-based practice in mastering an IEP goal or objective (Spring Semester). Finally, candidates write a mock IEP for a student of their choosing to practice their IEP-writing skills. In addition to these activities, candidates are encouraged and often have the opportunity to attend and/or participate in annual IEP meetings with their Mentor Teacher.

c. Effectively teach students who are limited English proficient.

Many of the courses in the special education program relate to diversity and fostering cultural understanding, safety and emotional well-being, positive social interactions, family issues, and active engagement of individuals with exceptional learning needs. For example, in EDSP 210 – Introduction to Special Education, students are introduced to the needs of children with disabilities who are also ELs. They are given an overview of ESOL services and the importance of non-discriminatory assessments when determining a child's eligibility for special education services. EDSP 416/616, EDSP 443, and EDSP 484/684, which focus on Reading and Writing in Special Education, incorporate discussions of English learners (ELs) throughout each class period. Readings and discussion focus on the identification of students who are ELs in special education and ESOL, accommodating the language needs of students who are ELs with multisensory / multidimensional instruction, and evaluating EL students with reading and writing assessments that take into account language differences. In EDSP 411 - Universal Design for Learning (UDL), critical information is included on assistive technology, accommodations, and modifications to be incorporated in lesson planning and instruction to meet the needs of diverse students in the classroom, including students who are English Learners. edTPA, which is one of the Unit's key assessments, provides clear evidence of a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. This assessment requires that candidates plan for diverse students, including (but not limited to) racially, ethnically, and linguistically diverse students. edTPA emphasizes teaching academic language, including vocabulary and language functions, to ensure all students have access to the language they need to succeed in schools. edTPA language and requirements have been incorporated into lesson plan protocols and rubrics across all of the teacher preparation programs. As noted earlier, a unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language. Lastly, the University of Maryland is located in a highly diverse, urban metropolitan area, and our candidates' early field experiences and internships are in these diverse schools. Many of these schools are Title I schools. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. Equity issues and the teachers' role in making tracking/placement decisions are addressed in coursework and field experiences/internships. Our programs encourage inquiry and reflection, teaching for understanding, embracing diversity and building democratic learning communities - the core tenets of successful teaching and learning.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

It is important to note that UMD offers multiple pathways for teacher certification. The annual targets that have been established reflect ALL pathways leading to certification (both traditional and alternative preparation program models, as well as add-on endorsements leading to teacher certification). The utilization of a multiple pathways approach to teacher preparation is a direct response to school district priorities and needs. ADDITIONAL INFORMATION RELATED TO SECTION I: List of Programs: The 35 programs include three Elementary Education programs: Bachelor's degree, one-year Master's Certification program, and a Creative Initiatives in Teacher Education master's program leading to elementary education certification for paraprofessionals. The Early Childhood program is a bachelor's level dual certification program in early childhood and early childhood special education. Enrollment: These enrollments include individuals already admitted to UMD who actually went through the formal selective admissions review process (which, for undergraduates, typically occurs during the end of the sophomore/beginning of junior year) and who were granted full admission to the professional teacher education program. It excludes pre-service education majors who have not yet formally applied/been admitted to the professional teacher preparation program. Completers: Test scores for two individuals included in the 2018-2019 cohort are not reflected in the Title II Summary Data. Academic Major: We counted the person who complete a major/degree in GVPT as both social sciences and public administration/social service. The individual who completed a major/degree in GEOG is included in the figure for the social science category. Program Requirements: We reported the number of cooperating/mentor teachers who provided daily supervision to the candidates enrolled in the yearlong internship. (In the past, the Maryland State Department of Education instructed EPPs to exclude these people from the figures for individuals supervising interns. However, based on the inclusion of this additional field in this year's report and the specific reference to cooperating teachers, we reported the number of mentor teachers who worked with our interns in their clinical internship in this section of the document.) ADDITIONAL INFORMATION RELATED TO SECTION III: SUMMARY PASS RATES 2017-18 cohort: A small number of UMD's program completers (predominantly ESOL) initially attempted, but did not pass the Praxis CORE. They subsequently passed the GRE or SAT to fulfill MD's Basic Skills Assessment Requirement. In speaking with a representative from MSDE, who reached out to ETS on our behalf, we subsequently learned the scores from SAT and GRE tests are not included in the calculation of Title II pass rates because these assessments were not designed to test the knowledge of beginning teachers. While SAT and GRE tests are often used as waivers or exemptions from taking basic skills tests for program entry or initial licensure, they are not considered part of federal pass rate reporting on the quality of teacher preparation. As a result, instead of having a 100% summary pass rate for the licensure exams, the 2017-18 cohort of UMD program completers had a 98% pass rate. It is important to note, however, ALL of UMD's teacher education completers ultimately met the State of Maryland's qualifying scores for the Basic Skills Assessment.

Supporting Files

[Contextual Information for UMD Title II Report May 2020](#)

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Kathy Angeletti, Ph.D.

TITLE:

Assistant Dean & Executive Director of Teacher Education

Certification of review of submission

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

NAME OF REVIEWER:

Jennifer King Rice, Ph.D.

TITLE:

Dean, College of Education, University of Maryland College Park