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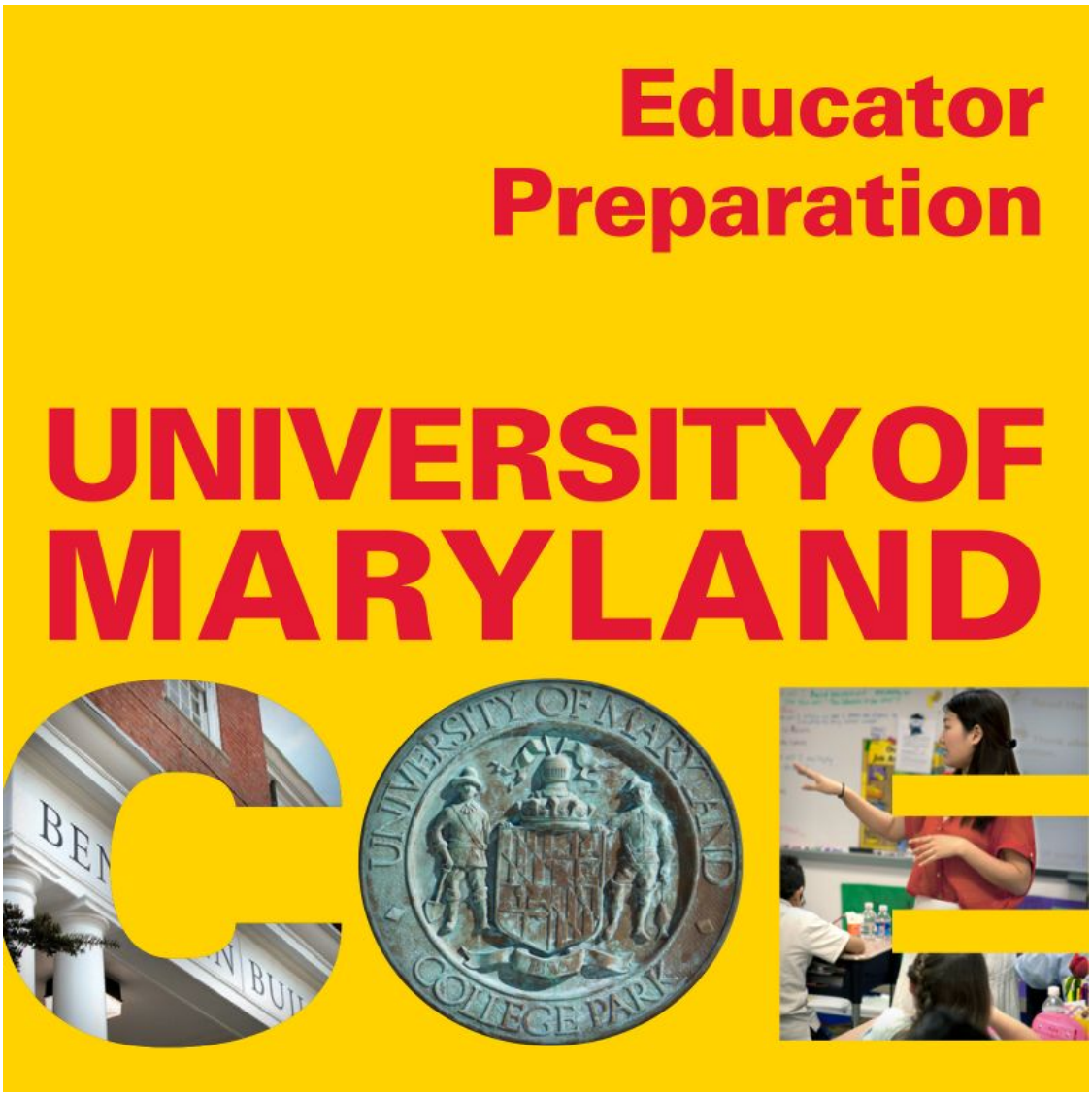


Message from the Dean

At the University of Maryland College of Education, educator preparation is being reimagined. We are dedicated to innovation in curriculum, the development of equity-minded educators, digital learning, and community partnerships that strengthen our ability to prepare effective educators for today's classrooms.

The pandemic has heightened the importance of these efforts. The national pivot to remote education has revealed and widened disparities in access to high-quality learning opportunities. Educators' ability to adapt, address inequities, teach remotely, and work collaboratively has never been more important to student success...

[Dean's Message]

Jade Wexler, Ph.D.
Associate Professor

Dr. Wexler's scholarship focuses on improving literacy instruction for adolescents with reading difficulties and disabilities through innovative teacher professional development and coaching.

As principal investigator of Project CALI (Content Area Literacy Instruction), funded by the U.S. Department of Education Institute of Education Sciences (IES), Dr. Wexler and her colleagues at University of Connecticut and Vanderbilt University developed and evaluated a middle school co-teaching and literacy professional development model designed to improve collaboration between general (content-area) and special education teachers and enhance reading achievement and content-area knowledge of students with disabilities...

More on Dr. Wexler's research

Shenika Hankerson, Ph.D.
Assistant Professor

Dr. Hankerson's research focuses on African American-language speaking students and how to increase their success in writing. Her work centers anti-racist pedagogy and Afro-centric curricula, including lessons that embody African American historical and cultural backgrounds, inclusive content, and support for writing that blends academic and African American language dialect.

Dr. Hankerson also leads the Research Institute for Scholars in Education (RISE) program, a $1.1M IES grant-funded project, which trains undergraduate students from underrepresented populations for doctoral study. Designed to increase diversity in education research, students in the RISE program...

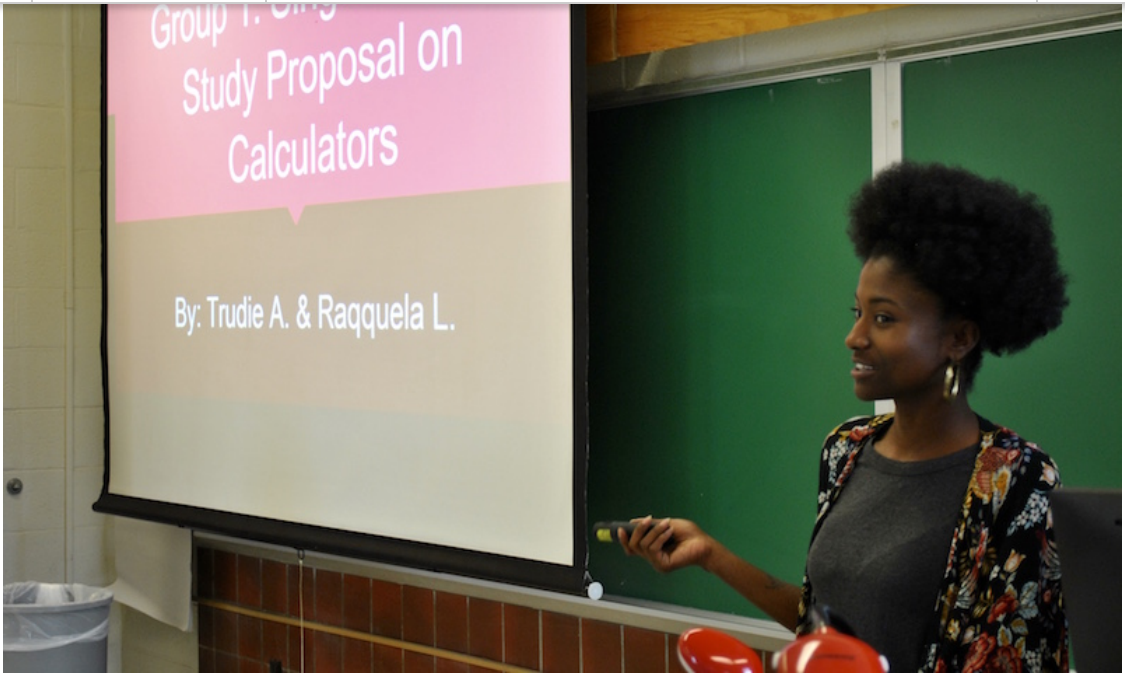
More on Dr. Hankerson's research

Beatriz Quintos, Ph.D.
Assistant Clinical Professor

Projections suggest that multilingual students will make up 40% of all K-12 students by 2030. Because of language and cultural mismatches and scarcity of school resources, many multilingual students are in severe need of expanded learning opportunities. A new $2.5M National Science Foundation grant led by Dr. Quintos is supporting UMD-led research on how family-school collaborations that build on the strengths of multilingual families and teachers might improve math learning for multilingual students.

"We want teachers to be aware that multilingual students should be positioned as having assets," said Dr. Quintos.

More on Dr. Quintos' research



A RISE student presents in 2018. Led by Dr. Hankerson, the IES-funded training project prepares students from underrepresented backgrounds for doctoral study. Photo: Audrey Hill

Digital Learning

Sarah McGrew, Ph.D.
Assistant Professor

Dr. McGrew researches educational responses to the spread of online misinformation. Her research focuses on young people's *civic online reasoning*—how they search for and evaluate online information on contentious social and political topics—and how schools can better support students to learn effective evaluation strategies. As part of this work, Dr. McGrew studies how best to support teachers to learn online reasoning themselves and design lessons for their students...

Diane Jass Ketelhut, Ed.D.
Professor

Dr. Ketelhut's research helps science teachers become more confident in their own knowledge and competence in providing science education, including through inquiry and the use of technology. Her work is designed to educate teachers in ways that allow them to develop students who are engaged and excited about doing science.

Dr. Ketelhut is the principal investigator for a $1.4M NSF grant that aims to help teachers provide young children with a foundation in computational thinking...

Tammy Clegg, Ph.D.
Associate Professor

With a joint appointment between the College of Education and the iSchool, Dr. Clegg works to develop new technology and learning experiences that engage children and communities with STEM.

Dr. Clegg drew from her expertise in education and technology to develop an e-textile shirt that helps school-aged children learn about anatomy and physiology. Funded by the NSF...

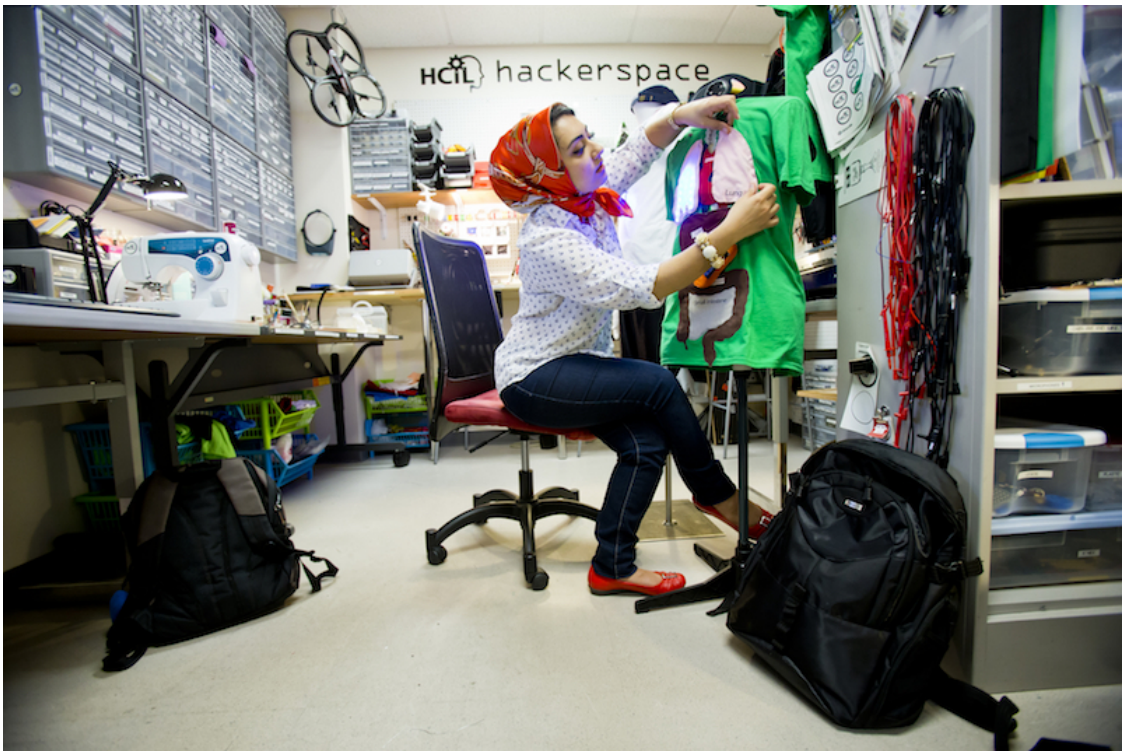
More on Dr. Clegg's research

David Weintrop, Ph.D.
Assistant Professor

An expert on computational thinking and computer science education, Dr. Weintrop's work empowers students to be active producers and informed consumers of digital and computational media.

He designs materials and technologies to support equitable and meaningful computational learning, while also working with teachers and school systems to help them integrate computational thinking across the curriculum...

More on Dr. Weintrop's research



A UMD graduate student interacts with the e-textile BodyVis shirt. Led by Dr. Clegg, the NSF-funded project engages children in STEM. Photo: John T. Consoli

Center for Early Childhood Education and Intervention

Christy Tirrell-Corbin, Ph.D.
Clinical Professor, CECEI Director

Dr. Tirrell-Corbin conducts research on issues of race and culture in early childhood classrooms. Through facilitating professional development on issues of race in schools, her work aims to help teachers be more responsive to the culturally-specific needs of children and families.

She, along with colleagues at Pennsylvania State University, are implementing a research study on trauma-sensitive curriculum in early childhood classrooms. She also leads the Children Study Their World project, an all-digital preschool curriculum for four-year-olds, funded by the Maryland State Dept. of Education and in partnership with the Smithsonian Museum...

More on Dr. Tirrell-Corbin's research

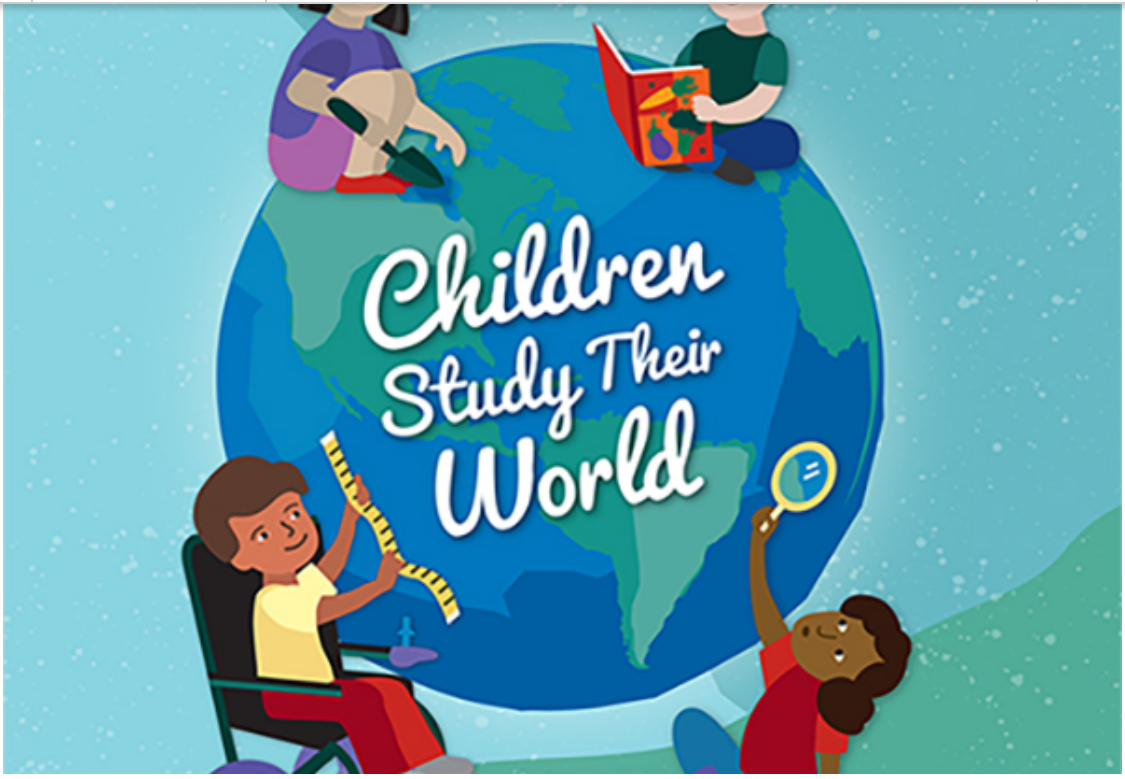
Improving Teacher Education with Avatars

Daniel Levin, Ph.D.
Associate Clinical Professor

Through avatars, our teaching students benefit from classroom simulation technology that helps prepare them for real-world teaching scenarios. From leading students in understanding content, interacting with students with disabilities, or engaging in mock parent-teacher conferences, preservice teachers are able to hone their lesson plans and classroom management techniques by interacting in real-time with avatars played by actors.

Dr. Levin facilitates the avatar program and ensures it is informed by and informs research on teacher education. The avatar technology, used across educator programs in our College, is one way we thoughtfully integrate technology in teacher preparation...

More on Avatars in Education



Led by Dr. Tirrell-Corbin, the Children Study Their World preschool curriculum, developed with the Smithsonian Institute and Apple, is project-based and digital.

Global Technology Education for a Digital World

One of the innovative ways UMD prepares its students is through the integration of the International Society for Technology in Education's Standards, utilized to exhibit pedagogical skills and digital proficiency via an electronic portfolio.

While other educator portfolios are solely paper-based or reflections of traditional instruction, each UMD teacher candidate submits digitized portfolios focused on the implementation of technology to solve problems and build community.

"We are requiring teachers to use digital resources to empower learners. The structure of the portfolios encourages not just innovation, but also collaboration, leadership, analysis, and design, all while accommodating learner variables," Dr. Ebony Terrell Shockley said.

More on ISTE standards

Community Partnerships

Ebony Terrell Shockley, Ph.D.
Associate Clinical Professor and Executive Director of Teacher Education

Lawrence Clark, Ph.D.
Associate Professor

Education Sciences, The Efficacy of Toggle Talk is a multi-site cluster randomized control trial underway in Baltimore City schools. A collaboration with the UMD's Department of Hearing and Speech Sciences, researchers are also examining teacher attitudes.

The project, led by Co-Principal Investigator Dr. Ebony Terrell Shockley, is an efficacy study of a curriculum designed to improve reading and help early learners become bi-dialectually fluent by using contrastive analysis to teach appropriate language choices. Toggle Talk has been shown to improve standardized reading scores in pilot studies. The Toggle Talk team also focuses on developing a framework for an asset-based approach for teachers working with African American language-speaking students...

More on Dr. Terrell Shockley's research

Maryland and the state's two largest school districts will create innovative training opportunities for education students, bolster professional development and promote equity across Maryland public schools.

Led by Dr. Lawrence Clark , the Maryland Professional Development Schools 2025 Project is a cooperative effort by the UMD College of Education, Montgomery County Public Schools, Prince George's County Public Schools, Montgomery County Education Association, and Prince George's County Education Association. The project is supported by a $2.3 million grant from the Maryland State Department of Education.

"This project provides us an opportunity to pilot and refine a range of educator preparation and professional development activities," Dr. Clark said...

More on Dr. Clark's research

Ayanna Baccus, Ph.D.
Associate Clinical Professor

A summer reading clinic at a local elementary school in Prince George's County, Maryland, provides teaching opportunities for master's students in our reading specialist certification program. The summer reading clinic, which helps prepare graduate students for reading specialist roles, provides supplemental instruction for elementary and middle school students who struggle to read well.

"The reading clinic gives our candidates hands-on experience teaching reading," Dr. Baccus, reading clinic director, said. "They try out different literacy

Janet Walkoe, Ph.D.
Associate Professor

Dr. Walkoe received a prestigious National Science Foundation CAREER Grant to investigate how teachers notice and respond to early signs of algebraic thinking in middle school students. Using video clips of math classes, teachers analyze students' gestures and actions, which help reveal student thinking and understanding of algebra.

"Often, children can gesture an idea before they can fully articulate it in formal classroom language," Dr. Walkoe said. The innovative approach gives teachers a window into other dimensions of student

More on Dr. Baccus' research

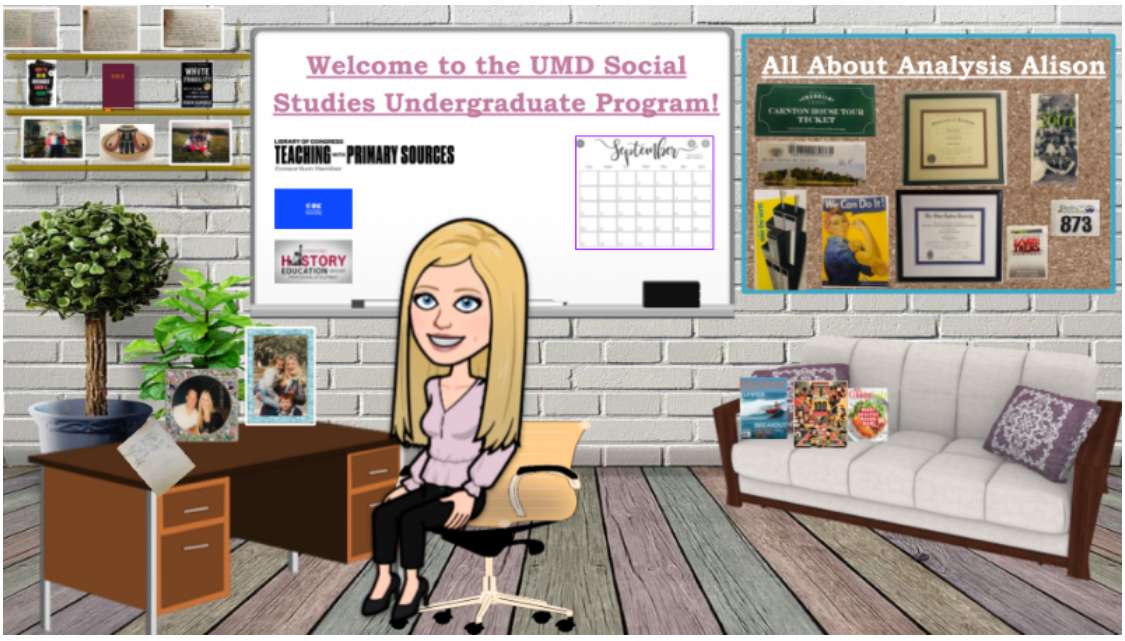
More on Dr. Walkoe's research

Teacher Innovation Grants: Responding to the Pandemic

Alison Jovanovic, Senior Faculty Specialist;
Loren Jones, Assistant Clinical Professor

UMD funded a series of teacher innovation grants, noting that the pandemic presents great challenges, but also provides new opportunities to learn about and develop outstanding online courses that are adaptable, accessible to all students under a variety of circumstances and highly innovative. Alison Jovanovic, a senior faculty specialist, and Loren Jones, clinical faculty, received a teaching innovation grant to re-imagine the seminar and internship experience for teacher candidates in our secondary and K-12 undergraduate and graduate programs.

Given the significance of personal interaction in the seminar and in-classroom teaching internship, transitioning to a virtual environment presented significant challenges. Supported by the grant, our teacher education program pivoted to preparing teacher candidates to observe experienced teachers ...
More on Teacher Innovation Grant



Teacher candidates in teacher education programs were able to develop a Bitmoji classroom as part of the pivot to virtual instruction. Image: Alison Jovanovic.

COLLEGE OF EDUCATION

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