**AAQEP Annual Report for 2021**

University of Maryland College of Education Initial Teacher Education

Provider/Program Name:

June 30, 2027

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):

**PART I: Publicly Available Program Performance and Candidate Achievement Data**

1. **Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

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| The mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development to advance state, national and international communities. The College of Education prepares students to be the next generation of scholars, educators, and transformative leaders.The College of Education provides research– and practice-oriented programs across a broad spectrum of education issues. Through its departments of Counseling, Higher Education and Special Education (CHSE), Human Development and Quantitative Methodology (HDQM), and Teaching and Learning, Policy and Leadership (TLPL), the College's highly regarded faculty, staff, students, and alumni are committed to equity and social justice. College programs prepare students to be educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges, and universities. • **Department of Counseling, Higher Education, and Special Education (CHSE)** Its mission is to prepare scholars and practitioners to become administration, counseling, policy, psychological services, and special education leaders. CHSE strives to promote excellence in education and human services across the spectrum of abilities and individual differences, from birth to adulthood, in a wide range of settings. • **Department of Human Development and Quantitative Methodology (HDQM)** This Department is one of the world’s leading centers for research on child development, educational psychology, and cutting-edge psychometric and statistical methods. Its mission is to advance knowledge and practice in these areas of study through innovative teaching and research. The Department’s graduate programs prepare students for careers in academic and non-academic environments, including research and industry settings. HDQM also offers unique undergraduate programs, including a dual-certification major in Early Childhood Education and Early Childhood Special Education and a new major in human development. Program offerings include courses on how children learn prosocial behavior and moral development, socio-cultural contexts of development, educational neuroscience, and sophisticated approaches to data analysis. • **Department of Teaching and Learning, Policy and Leadership (TLPL)** Most of the College's teacher preparation programs (including elementary, middle, and secondary education) reside in TLPL. Additional departmental programs encourage thoughtful and responsive explorations of education policies, practices, and related social issues. Graduate students receive preparation to create and analyze alternative courses of action to enhance the quality of education for all persons and to redress the social conditions that restrict collective democratic aspirations. The Department offers undergraduate study leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), and graduate study leading to the Master of Arts (M.A.) (thesis and non-thesis options), Master of Education (M.Ed.), and Doctor of Philosophy (Ph.D.). |

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

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| https://education.umd.edu/about-college/college-profile/accreditation |

1. **Enrollment and Completion Data**

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021**

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| **Degree or Certificate** granted by the institution/organization | **State Certificate, License, Endorsement, or Other Credential** | **Number of Candidates**currently enrolled | **Number of Completers**in 2020-21 |
| B.S. - Early Childhood / Early Childhood Special Education (undergraduate) | MSDE Early Childhood Education Certificate (P-3); Infant/Primary Special Education Certificate (B-3) | 92 | 23 |
| B.S. and M.Ed. - Elementary (undergraduate and graduate) | MSDE Elementary Education Certificate (1-6) | 183 | 72 |
| B.S. and M.Ed. - Middle School Math and Science (undergraduate and graduate) | MSDE Middle School: Math Certificate (4-9)MSDE Middle School: Science Certificate (4-9)MSDE Middle School: Math and Certificate (4-9) | 32 | 16 |
| B.A. or B.S. and M.Ed. - Secondary Education (undergraduate and graduate) - in Computer Science, Math, English, Sciences, and Social Studies | MSDE Secondary Educator Certificate (7-12) | 177 | 62 |
| B.A. and M.A. - Art Education (undergraduate and graduate) | MSDE Art Certificate (P-12) | 19 | 6 |
| B.M.E. - Music Education (undergraduate) | MSDE Music Certificate (P-12) | 61 | 8 |
| M.Ed. - Physical Education (graduate) | MSDE Physical Education Certificate (P-12) | 12 | 11 |
| M.Ed. - TESOL (graduate) | MSDE English for Speakers of Other Languages Certificate (P-12) | 8 | 7 |
| B.A. and M.Ed. - World Languages (undergraduate and graduate) | MSDE World Languages Certificate (P-12) | 25 | 12 |
| B.S. and M.Ed. - Special Education (undergraduate and graduate) MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12) | MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12) | 33 | 9 |
| M.Ed. – CITE Elementary  | MSDE Elementary Education Certificate (1-6) | 26 | 11 |
|  | TOTALS: | 668 | 237 |

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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| **Creative Initiatives in Teacher Education (CITE):** CITE is a 2-year M.Ed. program where candidates start in the Spring semester and graduate in the Fall semester. The program is in partnership with Montgomery County Public Schools (MCPS). Para-educators and support staff in MCPS can receive their teacher certification eligibility for a Maryland teaching certificate in grades 1 through 6.  In addition, candidates acquire a teaching emphasis in either special education or TESOL instruction. The program recently underwent significant restructuring and was not included in the 2020 site visit. |

1. **Program Performance Indicators**

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

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| 1. **Total** **enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here. |
| 668 |
| 2. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here. |
| 237 |
| 3. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 237 |
| 4. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe. |
| The expected completion rate varies by program. Undergraduates have a standard 4-year timeframe. Master’s Certification Teacher Education candidates expect to complete their program in 1-year and graduate Masters of Education students expect to finish in two years. Note: Dual degree music majors, Bachelor of Music Education (B.M.E.), and a Bachelor of Music in Performance (B.M.) take nine semesters to complete, an extended time compared to the other undergraduate programs. One student in this cohort completed the B.M. and returned the following semester to pursue a B.M.E. extending their time on campus (i.e., seven years).

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| **Undergraduate Teacher Education** |
| Initial Cohort | Graduated in 100% time (4 years) | Graduated in 150% time (6 years) | Graduated in 200% time (8 years) | Graduation Rate % (4 years) | Graduation Rate % (6 years) | Graduation Rate % (8 years) |
| 134 | 116 | 17 | 1 | 87% | 13% | <1% |

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| **Graduate Teacher Education** |
| Initial Cohort | Graduated in 100% time (1 year) | Graduated in 150% time (1.5 years) | Graduated in 200% time (2 years) | Graduation Rate % (1 year) | Graduation Rate % (1.5 years) | Graduation Rate % (2 years) |
| 84 | 77 | 6 | 1 | 92% | 7% | 1% |

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| **Graduate M.Ed.** |
| Initial Cohort | Graduated in 100% time (2 years) | Graduated in 150% time (6 years) | Graduation Rate % (4 years) | Graduation Rate % (6 years) |
| 19 | 19 |  | 100 |  |

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| 5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%. |
| As a graduation requirement, all students completed Praxis Core or an equivalent state-approved substitute (3.0 GPA, SAT, ACT, and GRE). In addition, students must pass Praxis II content exams and complete the edTPA (also utilized as an exit portfolio) or alternate edTPA as another benchmark for program completion. The alternate edTPA is a temporary variant to address the restrictions of virtual teaching but also requires candidates to complete the Praxis Pedagogy for MSDE certification. Therefore, all students passed above 80%. |
| 6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.  |
| Students indicated good support from their faculty, advisors, and educational staff. Specifically, the yearlong internships received high praise for preparing them to work as professionals. In addition, the internships afforded them field experience exposure, which directly applied to their career. Students in the teacher education programs indicated challenges in organization and communication because of Covid restrictions and the virtual teaching environment. Respondents were satisfied with advising. Although, some disclosed they did not take advantage of regular advising opportunities.Completers suggested restructuring coursework distribution to reduce the overlap between the internship and the required class assignments. Finally, teaching program learners reported a sense of student community and strong guidance from faculty. Overall, completers found the practical applications and direct classroom experiences the most valuable aspects of the program. |
| 7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.  |
| The College of Education cannot disseminate the Teacher Education Employer survey because the districts will not permit it. Our previous attempt yielded sixteen responses before the counties instructed their personnel not to participate. The counties want inquiries of this nature to go through a full IRB review, which is too arduous, and without a guarantee of permission even if the College sends it through their accountability offices. However, until the districts agree to formalize data-sharing agreements, we cannot launch the Teacher Education Employer survey will the partners again. Therefore, the College explores alternative methods to acquire employment feedback, such as the PGCPS/UMD partnership and the PDS2025 project from departed faculty Dean Jennifer Rice King and Associate Professor Lawrence Clark. |
| 8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study. |
| 2019-20 graduated cohort has 154 of 204 students (75%) visible in the Maryland labor workforce. 132 of the 154 students work as teachers. Sixty-three teachers work at a CSI, TSI, or Title I Designated School. 22 of the 154 students appear in state wage data without the teacher designation. 16 of those 22 students have an appointment of Educational Services (including private elementary, secondary education, and private post-secondary education). The remaining six appear in other North American Industry Classification System (NAICS) categories. |

1. **Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Performance-Based Assessment (PBA) | The Performance-Based Assessment (PBA) measures candidate proficiency on key program competencies during the yearlong capstone internship.The Performance-Based Assessment (PBA) consists of three distinct sections:1. Components based on the six Danielson FFT clusters
2. Maryland State Department of Education diversity indicators
3. Program-specific PBA items

The teacher candidate, the mentor teacher, and University Supervisor complete the PBA. The mentor teacher is the public school teacher hosting and mentoring the teacher candidate. The university supervisor is the UMD faculty member who works collaboratively with the mentor teachers and conducts periodic evaluations of the teacher candidates during the yearlong internship. Candidates' expectations include scoring "meets expectations" ratings for all Danielson-based indicators and "Proficient" for the MSDE diversity indicators. | The vast majority of completers (n=237) successfully met or exceeded the “meets expectations” benchmark for the Standard 1 Performance-Based indicators. A table showing aggregate means for all initial teacher education completers is available [**here**](https://umd.box.com/s/66n0r6hj2vxwcjosr3a0r5n3t0mmhoge). The data provided comes from the final spring supervisor ratings. The data shows that initial teacher completers for the Spring 2021 cohort successfully met the benchmark expectation. |
| Praxis II Content Exams | The Praxis® Subject Assessments measure knowledge of specific subjects that PreK-12 educators will teach and general and subject-specific teaching skills and knowledge. Praxis II is a requirement for teacher certification in the State of Maryland. Therefore, UMD requires candidates to achieve passing scores on the Praxis II Content Knowledge Exams as a requirement for admission into the yearlong internship's student teaching portion (spring semester). (NOTE: The graduate/MCERT level candidates typically complete the Praxis Content Knowledge Exam at the point of program admission.) UMD uses the qualifying scores established by the Maryland State Department of Education (MSDE) for program approval and licensure as the basis for the cut-scores. | Spring 2021 initial teacher education candidates successfully passed and exceeded the MSDE score benchmark for each subject-specific exam. A table showing UMD means, state means, and the MSDE passing score is available [**here**](https://umd.box.com/s/h87z7rrflgacozxjw9riced9fbwontzi).  |
| edTPA | edTPA is a subject-specific performance-based assessment modeled after the National Board Certification process. In addition, the edTPA satisfies the Maryland State Department of Education requirements for an exit portfolio and content-specific pedagogy. The minimum passing score set by the College of Education (COE) is a combined score of 35 for World Language, 39 for all 15-rubric portfolios, and 47 for the Elementary Education 4 Task portfolios. MSDE implemented a new policy that eventually will require graduates of approved teacher education programs to complete either edTPA or the ETS PPAT performance assessment. The State Board will establish a qualifying score for implementation in 2025; there is no minimum score requirement until then. Due to the challenges around virtual learning/internships for the 2020-21 cohort, we did not require candidates to meet the minimum passing score established by the COE. Candidates who could not meet the requirements for completing the edTPA in a virtual environment could fulfill the MSDE portfolio licensure requirement by completing an alternate edTPA portfolio approved by MSDE and taking the Praxis pedagogy exam. Candidates meeting the criteria of the Alternate to edTPA assignment used edTPA Local Evaluation rubrics to review a previously scored UMD benchmark edTPA. Candidates provided a detailed description of the evidence found in the portfolio. They used that evidence to evaluate each edTPA rubric as "emerging," "proficient," or "advanced" based on the language in the evaluation rubrics. The official score of the benchmark formed the basis of the candidates' evaluations. | Although we did not require students to meet a passing score to complete the edTPA for 2020-2021, we did require students to submit a scorable edTPA and pass the first submission without condition codes. Students that turned in an edTPA portfolio completed successfully. The data provided represent the number of students who passed in the first submission. Students that did not pass due to condition codes had to retake the portfolio to receive a qualifying score. A data table showing the percentage of students who passed the edTPA with the first submission is viewable [**here**](https://umd.box.com/s/y3yn0uiyd04b6qwawmo3p5y2gszmvpz2)**.** |
| Exit Survey  | Exit Surveys: Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and identify program improvement areas. Although there are separate surveys for undergraduate and graduate teacher candidates to include items specific to their campus classification, the core items about educator preparation appear on both measures. | The survey evidence is viewable in Table 2. Program Performance Indicators, question 6. |

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Foundational Competencies/Model Code of Ethics for Educators Disposition Assessment | The College Foundational Competencies dispositions instrument includes* Sixteen indicators
* Exam foundational competencies in
	+ English language competence
	+ Interpersonal competence
	+ Work and task management
	+ Analytic and reasoning competencies
	+ Professional conduct
	+ Physical abilities
	+ Professionalism

All applied to an instrument that aligns with the Model Code of Ethics for Educators (MCEE), recently adopted by the National Association of State Directors of Teacher Education and Certification. The MCEE defines the critical dimensions of ethical practice expected of professional educators and serves as an ethical guide for future and current educators faced with the complexities of P-12 education. Candidates' expectations include receiving “Yes” or “Always” ratings. However, "Almost Always" ratings are acceptable based on our district partners' COVID-19 policies and virtual teaching limitations. | Initial teacher education completers (n=237) successfully met the dispositions expectations for Spring 2021. Dispositions indicators received a mean of 100% except for one indicator with 99.6%. Click [**here**](https://umd.box.com/s/znegfcqpdh7f5fz2eooof334tnwkfq9h) to view the final average FC/MCEE disposition scores. |
| Performance-Based Assessment (PBA) | See the description in Table 3, Section 1. | The vast majority of completers (n=237) successfully met or exceeded the “meets expectations” benchmark for the Standard 2 Performance-Based indicators. A table showing aggregate means for all initial teacher education completers is available in Table 3 Standard 1. The data provided originates from final spring supervisor ratings. The data shows that initial teacher completers for the Spring 2021 cohort successfully met the benchmark expectation. |
| edTPA | See the description in Table 3, Section 1 | Data is viewable in Table 3, section 1 of this report. All students who completed the edTPA successfully met the 2020-21 benchmark. The table provided represents the number of students who passed the edTPA in the first submission. Those who could not due to condition codes submitted a retake and met the requirements for passing the edTPA. |
| Exit Survey | See the description in Table 3, Section 1 | The survey evidence is viewable in Table 2. Program Performance Indicators, question 6. |

1. **Notes on Progress, Accomplishment, and Innovation**

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

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| We address teacher diversity needs in several ways and align with the following 1. Assessing and responding to the climate for *all* students in our educator preparation programs, 2. Evaluating our portfolio of courses, and 3. Creating a funding structure to grow-your-own program with a diversity aim.**Assessing and responding to the climate for all students in our educator preparation programs.**The College of Education launched a new stakeholder group, which engages students, faculty, and staff (the Council of Racial Equality and Justice (**CORE-J)** pronounced “courage,” which is studying the student experience to identify barriers to student success effectively. Our virtual orientation attended by all students in teacher education included (and the Model Code of Ethics) and an overview of our Foundational Competencies and Performance-Based Assessment for which they self-assess and provide and receive feedback throughout their program. In addition, our early field experiences extended to Baltimore City schools this past year. The aim was in response to the need for diverse experiences for teacher candidates and to offer support during the COVID-19 pandemic.**Evaluating our portfolio of courses and embedding anti-racist practices.**Each program includes required Diversity courses and content aligning to anti-racist practices. For example, in our largest Secondary and P-12 program, which is the Master's Certification program, we shifted instructors for the three 3-credit hour courses that include a focus on a) systemic racism and culturally sustaining pedagogies, b) students with disabilities and gifted education, and c) working with English Learners. Based on student feedback, we adjusted the content and Instructors, so that teacher candidates are equipped with the requisite skills to teach diverse learners.There are courses explicitly dedicated to gifted education and English learners in our educator preparation programs (EPP). Given the virtual environment this past year, we offered resources to candidates through micro-teaching, paired teaching, and analysis of exemplar edTPA videos. In addition, candidates in early field experiences, students in quarantine or self-isolation, and students in the internship year will benefit from our annual Accomplished Teaching, Learning, and Schools ™ (ATLAS) by National Board for Professional Teaching Standards subscription so that they can study both novice teachers (edTPA) and veteran teachers (ATLAS). Our early childhood/special education program subscribes to Videatives so that candidates can analyze age-appropriate strategies within a more suitable range of options to support diverse learners. Throughout our programs, candidates identify the variety of learners in their class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers and writers, and gifted students). Candidates modify lessons to adapt to diverse environments and explain why these changes would improve student learning, supporting their explanation with evidence of student learning, positive dispositions, and principles from learning theory and education research.  **3. Creating a funding structure for a grow your own program with a diversity aim.** Our Educator Preparation Committee (EPC), which includes our district partners, analyzed the data provided in the *Teacher Diversity in Maryland* presentation as a collective. Together we discussed opportunities to attract a wider pool of applicants and identify barriers to entry into the profession. We learned that our local partner, Prince George’s County Public Schools leads the state in diversity numbers. For this reason and a myriad of other reasons related to recruitment and retention, we revisited our funding structure to support the Middle College Program. The Middle College Program is in partnership with Prince George’s County Public Schools and Prince George’s Community College. This program launched in a previous year, but this is the year of the first cohort, and each student is receiving mentoring, book scholarships, housing, and tuition.  |