**AAQEP Annual Report for 2021**

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| University of Maryland College of Education Advanced Programs |

Provider/Program Name:

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| 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.  • **Reading Specialist**  The Reading Specialist program aligns with the Maryland State Department of Education (MSDE) certification requirements for grades P-12 and with recognition by the International Literacy Association. Students completing this program receive the Master of Education (M.Ed.) degree. With successful completion of three years of classroom teaching experience, graduates are eligible for the reading specialist certification from MSDE. The program consists of 30 credits, including a capstone summer reading clinic known as the University of Maryland Summer Reading Program (SRP). In the SRP, candidates provide literacy instruction to students who struggle with reading and writing, and they engage in collaborative and coaching experiences with candidates from the program. The SRP operates at a public school in Prince George's County, Maryland, and is open to children in grades K-12 who live in the local community. The host school typically has a large population of a) students that qualify for the National School Lunch program, b) students of color, c) and English language learners.  • **School Counseling**  The School Counseling Program prepares professional school counselors who will be leaders, advocates, and systemic change agents in P-12 urban educational settings. The program emphasizes increasing graduates' awareness, knowledge, and skills to work with economically, socially, and culturally diverse urban student populations. The program focuses on access, equity, and social justice in delivering counseling services to promote *all* students' academic, career, and personal-social development in culturally diverse urban settings. The School Counseling Program aims to develop professional school counselors with the competencies to work individually and systemically and close the gap in urban schools. Graduates are eligible for certification as school counselors in Maryland and other states. Students earn a Master of Education (M.Ed.) degree after successful completion of 60 credit hours in School Counseling. Coursework includes one 100-hour practicum and two 300-hour internships in Maryland, i.e., Baltimore City and Prince George's County, the District of Columbia, and other urban public school systems. Students also enroll in counseling, school counseling, research methods, and special education courses. Students matriculate on a full-time basis and complete the program in two years.  • **School Psychology**  The School Psychology Program is a research-intensive Ph.D. program in professional psychology that embodies the scientist-practitioner model. Program graduates pursue academic/research- and practice-oriented careers. The program is a 104-credit National Association of School Psychologists (NASP)-recognized and American Psychological Association (APA)-accredited Ph.D. program in professional psychology that integrates science and practice. The Doctoral Program essentially subsumes a typical "specialist" (Master of Art (M.A.) plus Advanced Graduate Specialist Certificate) program that corresponds to APA's standards of training doctoral-level health-service psychologists and NASP's standards for training specialist-level school psychologists. Doctoral students typically earn the non-terminal M.A. or A.G.S. (Advanced Graduate Specialist) within their doctoral programs. All students enrolled in the program without a previously attained master's degree must earn an M.A. with a thesis before advancement to doctoral candidacy. Graduates of the School Psychology Program are eligible for licensure as professional psychologists in Maryland and other states. Graduates also qualify for the Nationally Certified School Psychologist (NCSP) credential, awarded by NASP. Because the Maryland State Department of Education (MSDE) approves the training program fully, graduates are automatically eligible for MSDE licensure as a School Psychologist. The program design allows candidates to learn new skills under intensive, direct supervision and later practice those skills with more autonomy. The general pattern within each curriculum strand is to offer pre-practicum courses with a didactic component that includes hands-on clinical experiences with mock or real clients, followed by practicum courses, and structured, clinical experiences with opportunities to gain further competency in specific areas (i.e., assessment, therapeutic intervention, consultation). The program sequence continues with advanced fieldwork that supports candidates in refining their competencies further in settings that enable them to combine multiple areas (e.g., assessment, therapeutic interventions, inter-professional communication, and cultural diversity). The culminating clinical experience is the internship. The practicum and internship experiences occur in Prince George's County, Montgomery County, Howard County Public School Systems, and the Kennedy Krieger Institute, all located in Maryland. Candidates are also placed in public school systems in Virginia for their practicum and internship experiences. |

**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 |
| M.Ed. - Curriculum and Instruction, Reading Specialist (graduate) | MSDE Reading Specialist Certificate | 10 | 2 |
| M.Ed. - School Counseling (graduate) | MSDE School Counselor Certificate | 22 | 10 |
| Ph.D. - School Psychology (graduate) | MSDE School Psychologist Certificate, NCSP credential | 28 | 7 |
| School Improvement Leadership (new) | MSDE Administrator I Certificate | 14 | 14 |
|  | TOTALS: | 74 | 33 |

**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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| School Improvement Leadership: The program is an 18-credit post-master's certificate program, including 15 credits of coursework and a three-credit supervised internship in school leadership over 16-20 months. The state requires all Administrator 1 (Admin 1) candidates to have a master's degree, so the master's degree functions as a necessary part of the admissions criteria. |

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. |
| 74 |
| 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. |
| 33 |
| 3. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 33 |
| 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. |
| Our expected timeframe varies by program.   * Administrator I students have an expectation of 16-20 months to complete the program, so 1.5 times equals 24-30 months'  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School Improvement Leadership (Admin I)** | | | | | | Initial Cohort | Graduated in 100% time (16-20 months) | Graduated in 150% time (24-30 months) | Graduation Rate % (16-20 months) | Graduation Rate  % (24-30 months) | | 14 | 14 |  | 100% |  |  * Reading Specialist students have an expectation to complete the program in three years, so 1.5 times equals 4.5 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Reading Specialist** | | | | | | Initial Cohort | Graduated in 100% time  (3 years) | Graduated in 150% time (4.5 years) | Graduation Rate % (3 years) | Graduation Rate % (4.5) | | 2 | 2 |  | 100% |  |  * School Psychology students have an expectation to complete the program in five years, so 1.5 times equals 7.5 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School Psychology** | | | | | | Initial Cohort | Graduated in 100% time  (5 years) | Graduated in 150% time  (7.5 years) | Graduation Rate % (5 years) | Graduation Rate % (7.5 years) | | 7 | 7 |  | 100% |  |  * School Counseling students have an expectation to complete the program in two years, so 1.5 times equals 3 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School Counseling** | | | | | | Initial Cohort | Graduated in 100% time  (2 years) | Graduated in 150% time  (3 years) | Graduation Rate % (2 years) | Graduation Rate % (3 years) | | 10 | 10 |  | 100 |  | |
| 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%. |
| School Improvement Leadership/Administrator I, Reading, School Counseling do not have a state exam requirement. The School Psychology completers averaged 178, which exceeded the state cut-off of 147 by 31 points. |
| 6. Narrative explanation of **evidence available from program completers**, with a characterization of findings. |
| Overall, advanced program completers indicated that the field experiences and instruction of practical applications of the theories/topics were most beneficial. Respondents felt well prepared to enter the workforce. The staff and professors were knowledgeable, helpful, and supportive. Some suggestions for improvement addressed miscommunication or clarification when relaying expectations or guidelines. A consistent theme between the programs stated the need to refine courses and requirements to alleviate students' time and workload demands. Graduates also commented how the challenges for learners participating in assistantships and internships further restricted their time to meet expectations. |
| 7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings. |
| The College of Education is unable to capture employer survey information without district approval; formal protocols did not exist until recently. Our Manager of PDS Partnerships and Programs met with the district liaison for Montgomery County Public Schools to move forward the conversation of surveying and contacting hiring officials directly. The College aims to construct agreements that span our Advanced and Teacher Education programs to obtain evidence from employers in a timely fashion. |
| 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. |
| **School Counseling**: All graduates have current employment in local counties. In addition, one student has a position at UMD.  **Reading**: Currently employed  **Admin I:** Currently employed  **School Psychology**: After graduating, all graduates gained employment at local schools or community mental health centers. All of our graduates working in schools have school psychologist's certification. |

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** |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates' performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct learners, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. Candidates must attain the level of "meets expectations" on 100% of the *critical* indicators and "developing" on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | **Candidates (n=2)** completed the 2020 Summer reading clinic internship remotely due to the COVID-19 pandemic. The data indicate that all candidates met expectations for all standards and indicators except for one, the **planning and implementation of language experience lessons**. Clinic faculty decided to waive this indicator for this year because of the pandemic. In addition, the clinic faculty required additional time and guidance to transition this activity to a remote setting. However, all other indicators were implemented and observed to a high degree. |
| Reading: Seminar Paper | For the seminar paper assignment, candidates include engagement in a literature search in order to locate, read, critique, and write about primary research in a particular area of research related to literacy. The seminar paper is worth 23 points. Candidates' seminar papers have rubric-based scoring that defines performance criteria as unacceptable, minimally acceptable, and meets expectations. The cut-off score for a passing mark on the seminar paper is 19. | All candidates (n=2) met expectations for each measure in the Seminar Paper. Candidates demonstrated in-depth knowledge of theory, content, and pedagogy as described by the International Literacy Association (ILA) standards and other state and national standards. |
| Reading: Final Reading Clinic Report (indicators IA; IIA, B, C; IIIA, B & IVA | The Final Clinic Report is completed at the end of the clinic practicum after candidates have worked with students with reading and writing difficulties. The report describes the instruction that candidates provided to students, reading and writing goals, student progress, and recommendations for continued growth. Parents, tutors, and school personnel receive the shared report. To successfully complete this assessment, candidates must achieve a minimum total score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=2) met the maximum score (3pts) of "meets expectation" for the Final Clinic Report on indicators I.A.; IIA, B, C; IIIA, B, & IVA. |
| Reading: Course Grades | The program consists of 30 credits, including a capstone summer reading clinic. The curriculum requirements are designed to meet the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals. The following course grading system applies to all of the advanced programs: The A+ and A is calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D,  D-, or F. | All candidates demonstrated exemplary work in their classes with a 4.0 GPA in all coursework. Here is a [**link**](https://umd.box.com/s/82j0r3jncmk2s0bnqmzbazymj7fz0jxt) to the data. |
| School Counseling: Internship Evaluation | During each semester of the internship experience, site supervisors complete an assessment of each intern's performance at the midpoint and at the end-point of the experience. On a 50-item rating scale covering all 8 *CACREP School Counseling Standards.*  For the final evaluation, ratings of at least "3" on all items (standards) are required for passing all course and placement requirements. | All School Counseling completers (n=10) met or exceeded the final internship evaluation program benchmark. Click [**here**](https://umd.box.com/s/unni3556cng8n9riuc1rt6xl8i8zpngn) to view the data. |
| School Counseling: Advocacy Project | Candidates develop and implement an advocacy project focusing on one or more community, environmental, and institutional context(s), driving gaps in students' academic, career, personal, and social development. Candidates are required to receive "meets expectations" for indicators of the rubric. | All School Counseling completers (n=10) met or exceeded the program benchmark for the advocacy project. Click [**here**](https://umd.box.com/s/zsu0b506erxnwxo46a0t0ba1hfg66ves) **t**o view the data. |
| School Counseling: CPCE Exam | The Counselor Preparation Comprehensive Exam (CPCE) is the exit examination required of all School Counseling (M.Ed.) candidates. The CPCE assesses candidates' mastery of the *Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 eight common core curricular areas* and s*ix School Counseling knowledge domains*. A student needs to obtain passing scores on each of the eight (8) CACREP areas of the CPCE. A passing score constitutes 1.00 standard deviation units below the national mean score for all students who took the exam as an exit exam. | Due to Covid-19 restrictions at testing centers, the School Counseling program did not require candidates to complete the CPCE exam for 2020-21. |
| School Counseling: Exit Survey | Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and to identify areas for program improvement. The College applies a uniform instrument across the unit. | Please see Table 2. Program Performance Indicators, Question 6 for Exit survey feedback. |
| School Counseling: Course Grades | All students in the School Counseling program complete 14 didactic courses, two field experiences, and a two-semester clinical internship covering all key content, pedagogical, and professional knowledge, meeting training standards for Master's level school counseling. The following course grading system applies to all of the advanced programs: The A+ and A is calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D, D-, or F. | School Counseling completers performed well with an overall GPA of 3.96 for the cohort. The course grades information is [here](https://umd.box.com/s/58r0eexgnuu7ujdkubgcfxthxmjpiycj). |
| School Psychology: Internship Evaluation | The internship evaluation includes items assessing the skills, competencies, performance, knowledge, and characteristics expected of an effective school psychologist. Each item on the internship evaluation has a rating from a 4-point scale, with the anchors for each assessment outlined below. A rating of "3" is the minimum acceptable level for end-of-internship performance. | All School Psychology completers (n=7) successfully completed the required rubrics of the Internship Evaluation, meeting or exceeding the benchmark. Click [**here**](https://umd.box.com/s/l45l58jpmzjvm1gegtl6hieds101c6ck)to view the data. |
| School Psychology: Praxis II | Students take the Praxis II Exam, a nationally normed standardized test, in their third year as part of the program's comprehensive examination requirement and to obtain National Certification as School Psychologist (NCSP). The state of Maryland's passing score is 147. | All School Psychology completers (n=7) exceeded the Maryland State Department of Education passing score of 147. Click [**here**](https://umd.box.com/s/662rfheg486suui0td1544e21fbvdaq8) to view the data. |
| School Psychology: Internship Portfolio | Program faculty evaluate the portfolios according to specified competency-based rubrics, which align to key components of the National Association of School Psychologists (NASP) standards, especially NASP Standards 2.1, 2.2, 2.3, 2.4, 2.7, and 2.10. The scale ranges from 1 to 3, with 1 indicating "Below Expectations," 2 indicating "Meets Expectations," and 3 indicating "Exceeds Expectations." The student benchmark for this assessment is "Meets Expectation" for all aspects. | All School Psychology completers (n=7) successfully completed the required rubrics of the Internship Portfolio, meeting or exceeding the benchmark. Click [**here**](https://umd.box.com/s/2e0ygjoi6de4ffm5vwtph8sb7yhn9t0w)to view the data. |
| School Psychology: Course Grades | The School Psychology program includes 76-course credits, with additional 18-24 credits required for research and fieldwork/internship. Sequencing of the curriculum assures that students are simultaneously engaged in work related to theory, research, and practice. The following course grading system applies to all of the advanced programs: The A+ and A is calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D,  D-, or F. | School Psychology completers performed well with an overall GPA of 3.94 for the cohort. The course grades information is [here](https://umd.box.com/s/b5ze1j05f4dvu3mtwedfpp5cwogiib39). |
| School Improvement Leadership: Internship Evaluation | Intern evaluations apply to their internship progress and performance through two formal checkpoints: the mid-term and the end of the internship. The program utilizes a shared evaluation rubric that the intern, the school-based mentor, and the university supervisor complete. The evaluation scale is scaffolded to be appropriately rigorous for the developmental progression of the intern, and all candidates are required to demonstrate that they "meet standard" overall across the seven indicators at both the mid-point and the final evaluation. The evaluation indicators include mandatory hours, the scope of leadership activities, knowledge of the leadership standards (PSELs), progress with Portfolio submissions, and professionalism. | All 14 candidates demonstrated their successful progress and completion of the 6-month internship by "Meeting Standard" at both checkpoints, including the documentation of a minimum of 240 internship hours. Click [**here**](https://umd.box.com/s/2f6ipvqn1saf09n8m98o972t4ltp76zq)to view the data. |
| School Improvement Leadership: PSEL Portfolio | The Portfolio aligns with the ten "Professional Standards for Educational Leaders" (PSELs). A candidate's Portfolio comprises a range of artifacts, which provide tangible evidence of their leadership from both the coursework and the internship for each of the ten PSELs. For each leadership standard/PSEL, there is a corresponding program-based rubric. UMD leadership faculty review the candidates' portfolios at the end of the internship to determine that they “meet standard” for "every PSEL through a preponderance of evidence. | All 14 Candidates successfully submitted their Leadership Portfolios, whereby they demonstrated that they "met expectations" for all 10 PSEL standards. Click [**here**](https://umd.box.com/s/az5p1nrm7ycijgumeq4wejqruo1ui4rb)to view the data. |

**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** |
| Reading: Foundational Competencies/MCEE | The College Foundational Competencies dispositions instrument includes 16 indicators, exam foundational competencies in English language competence, interpersonal competence, work, and task management. In addition, the disposition instrument has analytic and reasoning competencies, professional conduct, physical abilities, and professionalism. The tool aligns with the Model Code of Ethics for Educators (MCEE), recently adopted by the National Association of State Directors of Teacher Education and Certification. Candidates' have an expectation of receiving ratings of "Yes" or "Always." | Candidates successfully met this outcome, as evidenced by the Foundational Competencies. All Reading Specialist candidates (n=2) received the highest ratings of "Always" and "Yes" for the Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE). |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates' performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct children, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. Candidates receive evaluations on how they work independently and collaboratively. Candidates must attain the level of "meets expectations" on 100% of the *critical* indicators and "developing" on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | Candidates (n=2) completed the 2020 Summer reading clinic internship remotely using the Zoom platform due to the COVID-19 pandemic. The data indicate that all candidates met expectations for all standards and indicators except for one, the **planning and implementation of language experience lessons**. Clinic faculty decided to waive this indicator for this year because of the pandemic. The instructors required additional time and guidance to transition this activity to a remote setting. Clinic faculty implemented all other indicators and observed them to a high degree. |
| Reading: Exit Surveys | Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and to identify areas for program improvement. The College applies a uniform instrument across the unit. | Please see Table 2. Program Performance Indicators, Question 6 for Exit survey feedback. |
| Reading: Final Clinic Report (indicators II.A, VI.A) | The Final Clinic Report is completed at the end of the clinic practicum after candidates have worked with students with reading and writing difficulties. The report describes candidates' instruction, reading and writing goals, progress, and recommendations for continued growth. In addition, parents, tutors, and school personnel receive the shared report. To successfully complete this assessment, candidates must achieve a minimum total score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=2) met the expectations for indicators II.A and VI.A. |
| Reading: Course Grades | See the description in Table 3. Expectations and Performance on Standard 1. |  |
| School Counseling: Internship Evaluation | See the description in Table 3. Expectations and Performance on Standard 1. | All School Counseling completers (n=10) met or exceeded the program benchmark for the final Internship Evaluation, Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Counseling: Advocacy Project | See the description in Table 3. Expectations and Performance on Standard 1. | All School Counseling completers (n=10) met or exceeded the program benchmark for the Advocacy Project. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Counseling: Dispositions Assessment | The School Counseling dispositions assessment includes three dispositions that directly assess candidates' ability to engage with families and the local community to support productive learning environments. We expect students to earn "Meeting Expectations" in all disposition indicators by the end of the internship. | All School Counseling completers met or exceeded the benchmark for all indicators of the Dispositions assessment. Click [**here**](https://umd.box.com/s/ai8vfm7sh0w3wnuutz88wvkcgmykuy4x) to view the data. |
| School Counseling: Course Grades | See the description in Table 3. Expectations and Performance on Standard 1. | Please refer to table 3 for course grade data. |
| School Psychology: Internship Evaluation | See the description in Table 3. Expectations and Performance on Standard 1. | All School Psychology completers (n=7) successfully completed the required rubrics of the Internship Evaluation, meeting or exceeding the benchmark. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Psychology: Internship Portfolio | See the description in Table 3. Expectations and Performance on Standard 1. | All School Psychology completers (n=7) successfully completed the required rubrics of the Internship Portfolio, meeting or exceeding the benchmark. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Psychology: Course Grades | See the description in Table 3. Expectations and Performance on Standard 1. | Please refer to table 3 for course grade data. |
| School Improvement Leadership – PSEL Portfolio | As part of the Internship Evaluation (completed at the mid-point and the end of the internship), Candidates experience direct assessment on three critical indicators of their professional competence:   1. Interpersonal and communications skills. 2. Responsiveness to feedback from their mentor. 3. Relationship with the university supervisor.   All candidates must "meet the standard" for all three of these competencies, as rated by both their mentor and their University Supervisor. | All 14 Candidates were evaluated as "meets or exceeds standard" for these three leadership competency indicators through their formal Internship Evaluation processes. Table 3 contains the data, Expectations and Performance on Standard 1. |
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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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| **School Psychology:** *Faculty accomplishments*: Last year (2020-2021 academic year), faculty in school psychology completed 19 workshops, oral presentations, and poster presentations at professional conferences (such as the American Psychological Association, National Association of School Psychologists) and authored or co-authored 13 book chapters or articles in peer-reviewed professional/scientific journals.  *Student achievements***:** Last year (2020-2021 academic year), students authored or co-authored 14 book chapters or articles in peer-reviewed professional/scientific journals. In addition, students completed 44 workshops, an oral presentation, and poster presentations at professional conferences (such as the American Psychological Association [APA], National Association of School Psychologists [NASP]). All of our students passed the Praxis exam before graduation. Most (n=26 out of 29 (89.7%) students are members of professional organizations (e.g., APA, NASP). In addition, local schools or community mental health centers hire all graduates after they complete the program. All of our graduates working in schools have certification as school psychologists. Furthermore, 15 (33%) graduates in the past ten years obtained licenses as psychologists for independent practice.  The College successfully recruited diverse candidates into the school psychology workforce (e.g., 75% of our first-year students consist of ethnic minorities, 60% of our second-year students comprise ethnic minorities). The program organizes different events (e.g., professional development panel discussion), and town hall every semester to support students.  We have faced COVID-19 related challenges, such as navigating the return to campus and returning to in-person practicum at local public schools.  Current priorities: the program will continue recruiting diverse applicants and hiring additional faculty.  Innovation: Faculty have improved the school psychology-specific courses to include diverse perspectives (e.g., discussion of race, social justice, equity) and engage in culturally responsive educational practices.  **School Improvement Leadership/Admin I**: The UMD Administrator 1 Certificate program's design and delivery serve one cohort of candidates at a time, enrolled through a partner district. At the beginning of Fall semester 2020, UMD gained approval to offer this advanced certification program to teacher leaders across Maryland as a fully online statewide cohort program. COVID-19 quarantining, which led to schools closing, accelerated the conversion to online instruction and supervision. The program faculty and students seamlessly transitioned to a virtual supervised internship model during that time. The next stage of program development (underway) is mapping the closer alignment between the skill development arc for candidates in the post-master's Administrator 1 Certificate program and the Ed.D. program in School Systems Leadership with Superintendent certification.  **School Counseling**: Over the past year, our most significant accomplishment was the successful navigation of our students' education and training during the COVID-19 pandemic. Due to our close relationships with our community stakeholders, we contend that our students received (and offered) the best possible training experiences anyone could reasonably expect during these times. Like all students in school counseling training programs, ours did endure a disruption in their field experiences when forced to move entirely to the online environment. However, our students and faculty made the most of the constraints and trusted that our recent graduates could develop enhanced skills in providing online school counseling resources. In sum, the program believes that we have successfully overcome the barriers associated with the ongoing pandemic up to this point. Our priorities are to continue navigating the ongoing challenges while learning from new insights gained from last year. For instance, one of the biggest challenges of our program has been identifying innovative ways to deliver our 2-year 60 credit program in a way that reduces the high demands placed on our students. Forced to offer our program entirely online for an entire year, we now have a much clearer vision for how to achieve this longstanding goal. We plan to prioritize the necessary changes and implement them in the next 2-3 years.  **Reading Specialist**: Reading specialist faculty continued to provide candidates with quality course instruction and clinical experiences while facing multiple challenges over the past year. Challenges included the ongoing COIVD-19 pandemic, faculty retirements, and declining enrollment. All courses were successfully delivered online in the spring and summer semesters, and then faculty transitioned to teaching all courses in person in the fall. The results of these shifts lead to faculty recognizing a need to evaluate the format and content of each course and have planned to provide an appropriate mix of online, hybrid, and in-person courses in the future. Other changes to course content to strengthen the program and attract more students have proposals underway. The 2021 summer clinical experience for candidates also convened online for the second year due to the pandemic. Three candidates tutored local elementary school children over Zoom and implemented new instructional approaches related to structured literacy and the science of reading. Similar to last year, parents of children enrolled in the reading clinic provided positive feedback about the online instruction and program. To counteract declining enrollment and faculty retirements, the current faculty submitted a proposal to hire a new clinical assistant professor to assist with course demands, clinical supervision, and program recruitment. The proposal met approval, and the position announcement has advertisements on the university website and other professional education sites. Application review will commence early in the spring semester, and the program will extend invitations to candidates to campus for interviews. In addition to searching for a new colleague, program faculty are working on two other priorities: 1) recruiting students and 2) proposing program changes (course content and format). |