**AAQEP Annual Report for 2023**

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| Provider/Program Name: | University of Maryland College of Education Initial Teacher Education |
| End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): | June 30, 2027 |

**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 included 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 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**

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| https://education.umd.edu/academics/accreditation |

1. **Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023**

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| --- | --- | --- | --- |
| **Degree or Certificate** granted by the institution or organization | **State Certificate, License, Endorsement, or Other Credential** | **Number of Candidates** enrolled in most recently completed academic year (12 months ending) | **Number of Completers** in most recently completed academic year (12 months ending) |
| ***Programs that lead to initial teaching credentials*** | | | |
| B.S. - Early Childhood / Early Childhood Special Education (undergraduate) | MSDE Early Childhood Education Certificate (P-3); Infant/Primary Special Education Certificate (B-3) | 95 | 28 |
| B.S. and M.Ed. - Elementary (undergraduate and graduate) | MSDE Elementary Education Certificate (1-6) | 190 | 64 |
| 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) | 30 | 13 |
| 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) | 159 | 39 |
| B.A. and M.A. - Art Education (undergraduate and graduate) | MSDE Art Certificate (P-12) | 26 | 4 |
| B.M.E. - Music Education (undergraduate) | MSDE Music Certificate (P-12) | 59 | 14 |
| M.Ed. - Physical Education (graduate) | MSDE Physical Education Certificate (P-12) | 6 | 6 |
| M.Ed. - TESOL (graduate) | MSDE English for Speakers of Other Languages Certificate (P-12) | 9 | 9 |
| B.A. and M.Ed. - World Languages (undergraduate and graduate) | MSDE World Languages Certificate (P-12) | 22 | 9 |
| 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) or Special Education Elementary/Middle (Grades 1-8) and Elementary Education (Grades 1-8) | MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12) or Special Education Elementary/Middle (Grades 1-8) and Elementary Education (Grades 1-8) | 35 | 8 |
| M.Ed. – CITE Elementary | MSDE Elementary Education Certificate (1-6) | 14 | 10 |
| Total for programs that lead to initial credentials | | 645 | 204 |
| ***Programs that lead to additional or advanced credentials for already-licensed educators*** | | | |
|  |  |  |  |
| Total for programs that lead to additional/advanced credentials | | 0 | 0 |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** | | | |
|  |  |  |  |
| Total for additional programs | | 0 | 0 |
| TOTAL enrollment and productivity for all programs | | 645 | 204 |
| Unduplicated total of all program candidates and completers | | 645 | 204 |

**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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| None |

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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| A. **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. |
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| B. **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. |
| 204 |
| C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 204 |
| D. **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 anticipate completing their program in 1 year, and graduate Master of Education students expect to finish in two years. Note: Dual degree music majors, a Bachelor of Music Education (BME), and a Bachelor of Music in Performance (BM) take nine semesters to complete, an extended time compared to the other undergraduate programs. A student who wishes to receive two bachelor's degrees simultaneously must satisfactorily complete the regularly prescribed requirements of both degree programs and a minimum of 150 credits. Two students earned double degrees in different programs and content areas, which meets the expanded completion criteria of increased coursework.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Undergraduate Teacher Education** | | | | | | Initial Cohort | Graduated in  100% time  (4 years) | Graduated in  150% time  (6 years) | Graduation  Rate %  (4 Years) | Graduation  Rate %  (6 Years) | | 134 | 123 | 11 | 92% | 8% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Graduate Teacher Education** | | | | | | Initial Cohort | Graduated in  100% time  (1 year) | Graduated in  150% time  (1.5 years) | Graduation  Rate %  (1 Year) | Graduation  Rate %  (1.5 Years) | | 50 | 48 | 2 | 96% | 4% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Graduate 2-Year Programs M.Ed. Teacher Education** | | | | | | Initial Cohort | Graduated in  100% time  (2 years) | Graduated in  150% time  (3 years) | Graduation  Rate %  (2 Years) | Graduation  Rate %  (3 Years) | | 20 | 15 | 5 | 75% | 25% | |
| E. **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%. |
| All students completed Praxis Core or an equivalent state-approved basic skills substitute (3.0 GPA, SAT., ACT, and GRE) as a graduation requirement. In addition, students must pass Praxis II content exams and complete the edTPA (also utilized as an exit portfolio). Therefore, all students passed above 80%. |
| F. Narrative explanation of **evidence available from program completers**, with a characterization of findings. |
| Program completers indicated strengths in the practical and professional preparation provided, including internships that directly apply learned skills in real classroom settings. The support during critical assessments like Praxis and edTPA and the program's ability to offer guaranteed opportunities and internships are highlighted. The community and communication within the program receive praise for fostering a supportive and inclusive learning environment. The curriculum is appreciated for its relevance, addressing essential topics and aligning with classroom experiences. Additionally, the cohort model, supportive professors, and mentorship contribute positively to the overall success of the programs. The exposure to research, focus on pedagogy, and emphasis on real-world teaching aspects are mentioned as further program strengths. Students expressed the need for enhanced attention and resources in social studies and science pedagogy, along with increased support for ESOL and education technology. Additionally, students emphasized the need for continued mental health support and improved program communication around expectations, deadlines, and financial support. |
| G. 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. The College has made progress in developing formal data-sharing agreements with our district partners, which we hope to culminate with the restoration of the Teacher Education Employer Survey. |
| H. 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. |
| Usually, we receive information from a state agency to complete the annual Traditional Program Annual Report (TPAR) by postsecondary institutions, which contains employment rates and data. Unfortunately, the organization did not disseminate the information this year. |

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 the 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 periodically evaluates 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=204) successfully met or exceeded the “meets expectations” benchmark for the Standard 1 Performance-Based indicators. A table showing the percentage of completers who met the indicator benchmark for initial teacher education is available [here](https://umd.box.com/s/351w27igmomgwh0tvfpo69y4szo3u5ig). The data provided comes from the final spring supervisor ratings. The data show that all indicators were 93% or higher. This demonstrates that initial teacher completers for the Fall 2022 and Spring 2023 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 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. | In the spring of 2023, initial teacher education candidates successfully passed and exceeded the MSDE score benchmark for each subject-specific exam. A table showing UMD means and the MSDE passing score is available [here](https://umd.box.com/s/opmy7k1uibgoqfs8p9x984vz6nhj2vng). |
| edTPA | The 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 expected 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 the edTPA or the ETS PPAT performance assessment. The State Board will establish a qualifying score for implementation in 2025. There is no state minimum score requirement, but all students must receive a qualifying numerical score. | The data provided represent the number of students who passed based on the MSDE criteria. Students who 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 (initial and resubmission due to condition codes) is viewable [here](https://umd.box.com/s/9ud976qys2e0waqy8uc552lot8nqrtyp) |
| 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. | The survey evidence is viewable in Table 2: Program Performance Indicators appear in question F. |

**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   We apply all components to an instrument that aligns with the Model Code of Ethics for Educators (MCEE), 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. | The majority of initial teacher education completers (n=204) successfully met the disposition expectations for Spring 2023. All indicator percentages were 90% or higher, with the exception of one indicator (88%). Click [here](https://umd.box.com/s/fo76ve69hosl7f89tv2mg32b0grmeaaz) 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=204) successfully met or exceeded the “meets expectations” benchmark for the Standard 2 Performance-Based indicators. A table showing the percentage of candidates who met the indicator for initial teacher education is available in Table 3 Standard 1. The data provided originates from final spring supervisor ratings. The data show that initial teacher completers for the Spring 2023 cohort successfully met the benchmark expectation. |
| edTPA | See the description in Table 3, Section 1. | Data are viewable in Table 3 of this report. All students in this data set completed the edTPA successfully and met the 2022-23 MSDE criteria. |
| Exit Survey | See the description in Table 3, Section 1. | The survey evidence is viewable in Table 2: Program Performance Indicators appear in question F. |

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

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

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| **Diversity, Equity & Inclusion**   * **EdTerps - Transforming Education for Good*:*** A community of faculty, staff, alumni, and students committed to advancing **equity and social justice** through research and innovation in teaching and learning, policy, counseling, human development, and psychology. EdTerps strives to improve lives and communities, emphasizing teaching/incorporating equity and social justice throughout all COE classes and programs to shape future educators across the unit. The College of Education is shaping the next generation of fearless leaders and learners. Backed by a rigorous research enterprise, strong partnerships with federal and state agencies, and unparalleled access to diverse school districts that provide early in-field experience, EdTerps are uniquely positioned to transform education for good. * **Recruitment:** The College of Education Recruitment Advisory Board implements innovative recruitment strategies addressing declining enrollment and retaining a diverse student body. It primarily utilizes scholarship funds to attract and yield rising seniors, transfer students, and college graduates to its teacher certification programs. The recruitment and scholarship funding for Maryland resident students targeting critical teacher shortage areas, under-represented minority students, and first-generation students pursuing teacher education is emphasized, supporting the Pillars of the Maryland State Department of Education’s Blueprint for Maryland’s Future. The College of Education also collaborates with community colleges and high schools to attract a diverse pool of applicants. Improvements to the recruitment process include utilizing faculty involvement for holistic recruitment planning, highlighting quality faculty, funding opportunities, and world-class experiences, implementing data management for targeted outreach and analysis, and planning activities, travel, and timelines for effective recruitment cycles. Strategies for future implementation include student-managed and alum stories blogs, enhancing online presence, strengthening partnerships with community colleges, Teacher Academy of Maryland (TAM) programs, alum connections, and utilizing LinkedIn for success stories and employability data. With these implementations, the College of Education aims to address declining enrollment by attracting, recruiting, and retaining a diverse, highly qualified student body well-prepared for the teacher workforce. * **COREJ**: The Council on Racial Equity & Justice (pronounced COURAGE) will continue to work on the equity audit, collecting data to review the experiences of students, faculty, and staff of Color to implement change and recommendations based on the student study. Dr. Bridget Turner Kelly and Dr. Olivia hosted a COREJ event in March 2023 about Difficult Dialogues on Antiracism: Faculty and Staff Dialogue to help advance the College culture of belonging and inclusiveness. Progress monitoring toward eradicating structural bias will happen collaboratively by the Dean’s Office, faculty, staff, and student groups (e.g., Faculty of Color, Staff Affairs Committee, Senate). This year, the council will focus on the experiences of faculty and staff of Color. * **Dean’s Lecture Series**: The University of Maryland College of Education Dean's Lecture Series supplies a forum for faculty, staff, students, alums, and community members to engage with academic leaders and scholars nationwide. The series brings experts from various fields to the University to share their experiences and insights, fostering meaningful dialogue around the grand challenges we face in education and society. The series is integral to the College's efforts to promote learning, development, well-being, equity, and social justice.   **Faculty Accomplishments, Awards, and Grants**   * Doug Lombardi & Sarah McGrew (HDQM) Received a $1.4 million grant from the National Science Foundation to research middle and high school students’ reasoning and learning about controversial topics related to fossil fuel use, environmental sustainability, and the climate crisis. * Christy Tirrell-Corbin (HDQM), Ana Taboada Barber (CHSE), Jade Wexler (CHSE), Jason Chow (CHSE), Susan De La Paz (CHSE), Veronica Kang (CHSE), Donald Bolger (HDQM), Rachel Romeo (HDQM), Ebony Terrell Shockley (TLPL), Ayanna Baccus (TLPL), Drew Fagan (TLPL), Jeff MacSwan (TLPL), Jennifer Turner (TLPL), Kellie Rolstad (TLPL), Maggie Peterson (TLPL), Melinda Martin-Beltran (TLPL): Received the **Maryland Initiative for Literacy & Equity (MILE) Institutional Grant**. This initiative aims to combat persistent illiteracy in Maryland and the surrounding region, especially among marginalized populations, through research, education, professional development, and community and policy outreach. The initiative intends to break down silos by bringing together brain and behavioral researchers, teachers, speech pathologists, librarians, policymakers, and community members. The grant is in partnership with other colleges at the University. It is co-directed by Donald J. Bolger, associate professor at UMD's College of Education, and Simone Gibson, associate professor at Morgan State University's School of Education and Urban Studies. * Lena Morreale Scott (EDUC), Doug Lombardi (HDQM), Lucas Payne Butler (HDQM), Sarah McGrew (TLPL) **Impact Award: Maryland Democracy Initiative**. This initiative strives to strengthen democracy by expanding research on civic engagement and voter trends, offering innovative teaching and learning opportunities for educators, and hosting events to promote democratic participation. This award is in partnership with additional colleges at the university. * David Weintrop (TLPL), Yewon Lee (CHSE), Gulnoza Yakubova (CHSE) **Impact Grant: Maryland Initiative for Digital Accessibility**: This initiative aims to ensure that individuals with disabilities are engaged in technology design research from the beginning of the process so that digital technology–including in education, health, employment, commerce, and civic engagement–is accessible to all. This award is in partnership with additional colleges at the university. * Kimberly Griffin (CHSE/Dean) **Team Project Grant: Anti-Black Racism Initiative.** This initiative pursues the goal of establishing the University of Maryland as a leader in combating anti-Black racism by fostering cross-departmental faculty-student research and hosting workshops, symposia, and networking events for the campus and surrounding community. This award is in partnership with additional colleges at the university. * Sophia Rodriguez (TLPL)  **Team Project Grant: Encuentros: A University-Community Partnership to Mitigate the Mental Health Crisis for Latino Immigrant Youth** This community-driven project works to address mental health issues and increase well-being among low-income Latino immigrant youth in Maryland facing impacts from racism, discrimination, and trauma. It will ultimately scale up to a nationwide program. This award is in partnership with additional colleges at the university. * Kelli Cummings (CHSE) received a $3.7 million grant from the Institute of Education Sciences to investigate the efficacy of reading mastery on first graders’ reading achievement, reading disability (RD) identification, and risk of RD. * Jing Liu (TLPL) Is a participant in a research team that received a $1.5M NSF Grant to Boost Middle School Math Learning With AI * Christy Tirrell-Corbin (HDMQ) is the Principal Investigator and Project Director of the Maryland Early EdCorp Apprenticeship Program. A new $2.9 million grant from the state Department of Education will support this project to put more highly qualified early childhood educators from diverse backgrounds into the communities that need help the most. UMD’s Center for Early Childhood Education and Intervention (CECEI) will establish Maryland Early EdCorp, a 15-month project to recruit, train, mentor, and support future childcare teachers to serve children ages 3 to 5, especially those from groups with higher levels of need. * Margaret Anne Walker (TLPL) earned the Maryland Higher Education Art Educator of the Year for her outstanding service and achievement as an educator, visual artist, and strong advocate for the arts for nearly 30 years. * Ebony Terrell Shockley, clinical professor and Associate Dean for Undergraduate Studies and Educator Preparation, was elected to serve as a council member of the American Educational Research Association Middle-Level Education Research Special Interest Group. * Sharon Fries-Britt (CHSE) was recognized with the American Physical Society’s Excellence in Physics Education Award and the American Educational Research Association’s Social Justice in Education Award. * Drew S. Fagan (TLPL), named the Maryland Teaching English to Speakers of Other Languages Organization president, became a member of the Maryland State Department of Education’s Blueprint for Maryland’s Future: Workgroup in English Learners in Public Schools.     **Continuous Improvement**   * **Teacher Education and STEM Production**. The College of Education (EDUC) continues to respond to workforce needs. The EDUC partners with school districts, community colleges, and cross-campus programs to improve the teacher pipeline, attract a wider pool of applicants, and reduce barriers to entering the profession. The EDUC continues to expand the number of partnerships with multiple school districts for teacher development, early field experiences, and residencies and broadens our innovative, grow-your-own teacher preparation programs.   + For example, in Prince George's County, high school students can join an early/middle college program to become eligible for teacher certification in elementary education, early childhood/special education, or math and science education.   + The EDUC is expanding the teaching pathway for conditionally certified teachers to become eligible for certification through our Creative Initiatives in Teacher Education program (CITE). The CITE program currently exists for paraprofessionals in Montgomery County in elementary classrooms. With the support of the EDUC's new Ed Terps Learning Academy, which encourages and sustains school district outreach and entrepreneurial programs to provide opportunities for continued growth in educator preparation, the EDUC will continue the CITE program and has expanded the program to include a teaching pathway for conditionally certified teachers to become eligible for certification in additional school districts.     - **CITE expansion into AACPS:** The Creative Initiatives in Teacher Education (CITE) program added the first cohort with our district partner, Anne Arundel County Public Schools (AACPS). Seventeen students started in the CITE M.Ed. program in AACPS in the Fall of 2023. This expansion will support efforts to assist with the state teacher shortage.   + Additionally, the Special Education program and the Early Childhood and Special Education (ECSE) program (both are shortage areas) expanded the number of students eligible for jobs in special education classrooms in a wider grade band by gaining approval for an additional track in their program (i.e., Track 2). Track 2 leads to Special Education Elementary/Middle and Elementary Education licensure in the Special Education program and up to Grade 5 in the ECSE program. In the ECSE program, 100% of the students who would traditionally only work in the early grades chose Track 2 for fall 2023.   + Likewise, programs in World Languages and English for Speakers of Other Languages (ESOL) improve the number of students eligible for jobs supporting our multilingual and increasingly diverse society.   + Given the high demand for STEM teachers across Maryland and nationwide, the jointly formed Terrapin Teachers (TT) program's recent launch of a virtual introductory course designed to recruit prospective middle and high school science and math teachers is expected to improve STEM production.   + Additional innovations include our new Ed Terps Learning Academy (ETLA), which encourages and sustains school district outreach and entrepreneurial programs and provides opportunities for continued growth in educator preparation. * **Elementary/TESOL Endorsement:** TLPL has initiated a pathway for an Elementary Ed + ESOL Endorsement. Elementary Education majors are encouraged to select TESOL as their area of emphasis (AOE). Students will complete the TESOL minor (one more course than the AOE) and will have support to complete the ESOL Praxis. After successful completion, they will have ESOL added to their certification to the Elementary Ed program. * **100-day internship pilot:** The Year-long Teacher Internship (YTI) team that led the pilot program in 22-23 plans to reconvene to draft priorities for the year. The committee will create a report for the College of Education with data-informed recommendations. This should be completed by the conclusion of the Fall semester. * **ISTE Portfolio/Rubric revision:** The College of Education successfully implemented the revised ISTE Portfolio and rubric in Spring 2023. The portfolio was updated to reflect a more streamlined organization to the ISTE standards. Standards and substandards are now distinguished into 4 Archetypes in which students can submit specific artifacts to the theme. Scorers were provided with training for calibration and inter-rater agreement at the substandard level. * **Middle College:** The Middle College Program enables high school students from Prince George's County Public School System (PGCPS) to earn an associate of arts degree in teaching from Prince George's Community College (PGCC) while completing their high school requirements. Dual enrollment students can transfer seamlessly into the College of Education's undergraduate teaching program at the University of Maryland. In response to the field's personnel needs, Middle College Program students choose from three teaching pathways: early childhood/early childhood special education, middle school math/science, and special education. Additional chosen majors are Secondary Education, Elementary, and Human Development. Students also receive support from UMD faculty and staff, including acclimation to the campus and preparation for teaching assessments. This pathway program reflects the College of Education's commitment to increasing UMD enrollments from county public schools and partnering to assist Grow Your Own programs within local school systems. Now in its third year, the UMD Middle College Teacher Preparation Pathway program enrollment increased by 50% in 2022-23 to 6 scholars. In 2023-24, 9 scholars are in the program, expecting to expand to other school districts. As of Spring 2023, two program scholars graduated and entered the teaching profession in local Maryland School districts. * **Global Perspectives:** The Winter Study Abroad program, Netherlands, Germany, Belgium: International & Multicultural Perspectives in Education program provides students an enriching opportunity to integrate themselves into another culture, as well as insight into the multilevel contexts that affect human development and education. By reflecting on the similarities, differences, and intersections of the schools and nations visited, students can gain culturally responsive perspectives that can be applied to the diverse individuals they encounter in their lives and careers in the United States. Currently, it is awaiting approval for a General Education Diversity credit by the university. * **Praxis Supports:** College stakeholders created several initiatives to offer assistance and study materials for Praxis test takers. The Assessment Office redesigned a section of its website to answer students' questions about Praxis policies, location, registration, links, and other information in one place. An internal document collecting tutoring, practice exams, vouchers, and online assessment resources went to advisors to better inform students about the assessment during appointments. Secondary teacher education faculty convened a workgroup for academic Praxis support to collaborate with other departments, expanding efforts in 2023-24. * **Survey Revisions and Streamlining:**   + **Exit-Internship Surveys**: Integrating feedback from interns, the College merged the exit and internship surveys to reduce the frequency of communication about overlapping instruments. The combined instrument assesses how well our programs have prepared students to become future teachers. In addition, it asks for feedback about the edTPA, mentor teacher, University supervisor, University PDS coordinator, and future employment. Finally, the questionnaire requests permission to maintain contact for engagement in your professional career for induction, alum connections, and other teacher education events. By inquiring about known employment before graduation, we hope to find another avenue to obtain employment information as we work towards official county agreements.   + **Tech Survey:** Our Assessment Team assembled an ISTE-Tech SME group to find the best ways for our interns to display their technical proficiency and apply it to classroom instruction. Additionally, the group improved how the College models technology for candidates to meet the district partners’ expectations for software, hardware, and compliance knowledge. Afterward, the Technology and Digital Tools survey identified the proficiency gap between interns and District Partner expectations by collecting first-hand feedback from stakeholders, including mentor teachers, school administrators, undergraduate seniors, and graduate-level initial certification students. Next, the Assessment Office used the output to lead the Tech Survey’s initial teacher certification candidate’s revision. The redesign launched a LAWSHE, incorporating undergraduate students, graduate assistants, and faculty input. * **Induction**: The Special Education Program was awarded federal funding ($1.25 million) to support two cohorts of students (n=28) through induction-year teaching. Students will receive financial support towards an internship, master’s credits, and individualized coaching during the initial year of teaching to bridge the partnership between UMD and local districts. Students will be supported from year 3 of the program to the first year of induction teaching. * **Empowering Education Majors:** UNIV100 is an orientation course for Education majors that helps new students transition to university life by exploring academic interests, discovering campus resources, and building relationships with faculty and peers. There are several assignments for the course, including a journal reflection that examines the integral influence of diversity on the student’s personal life, interactions with others, and future career as an educator. This course also emphasizes bystander intervention strategies through Step-Up training and asks students to reflect on their role as active bystanders, members of the University community, and educators. UNIV100 prioritizes students' continuous growth and improvement through a reflection assignment that encourages students to evaluate their personal, academic, and career goals, transition to university life, overall well-being, and the challenges associated with each factor. This course also supports students in developing their 4-year plan and learning about the different opportunities within the field of education. This course empowers students to determine and pursue their goals by providing them with resources and guidance within the College of Education and the University. |
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