



## AAQEP Annual Report for 2024

Provider/Program Name:	University of Maryland College of Education Advanced Programs
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.

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. Graduates completing three years of classroom teaching experience are eligible for the reading specialist certification from MSDE. The program focuses on literacy and equity and 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 while engaging in collaborative and coaching experiences with candidates and alums from the program. The SRP operates on the University of Maryland, College Park campus or in a local elementary school, and is administered by a partnership between the City of College Park and the University. It is open to children in grades PK-12 who live in the City of College Park and the local community. The SRP consistently enrolls a large population of students of color and English language learners. Program candidates complete the M.Ed. program in three years or less while working as full-time teachers and upon completion, are prepared to work as reading specialists and instructional coaches in diverse schools and learning environments.

### **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 an Advanced Graduate Specialist Certificate program that corresponds to APA's standards for 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 School Psychologists. 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 received placements in public school systems in Virginia for their practicum and internship experiences.

### **School Improvement Leadership (Admin I)**

The UMD School Improvement Leadership Post-Baccalaureate Certificate (PBC) is an 18-credit post-master's graduate program. This fully online program provides a part-time, statewide, cohort-based professional learning experience that advances teacher leaders who aspire to become school leaders in meeting MD Administrator 1 certification requirements. This 16-month program is organized through a 5-course sequence and a 6-month internship. The courses and internship allow candidates to develop their capacity with instructional leadership, school management and operations, family and community engagement, and equity and improvement leadership. The coursework aligns with the Professional Standards for Educational Leaders (PSELs). Through the culminating portfolio, candidates must demonstrate their emerging skills and knowledge as aspiring school leaders across all ten PSEL domains.

### **School System Leadership (Superintendent II)**

The Doctor of Education (Ed.D.) in School System Leadership is a distinctive, practice-based doctoral program designed to prepare the next generation of school district leaders to foster collaborative and inclusive system improvement initiatives. The program spans 36 months and follows a non-standard semester schedule featuring all-day Saturday seminars and online modules. Part-time students can complete the program in four years, with flexible online and in-person learning opportunities tailored to working professionals. Students undertake a capstone project focused on solving real-world problems of practice within a school system. The Ed.D. in School System Leadership is approved by the Maryland State Department of Education (MSDE) for Superintendent II certification. Graduates earn an MSDE Superintendent Endorsement, which is exclusive to the UMD program.

**Public Posting URL**

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

<https://education.umd.edu/academics/accreditation>

**2. 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 2023-2024**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 08/24)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 08/24)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Total for programs that lead to initial credentials		0	0
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
M.Ed. - Curriculum and Instruction, Reading Specialist (graduate)	MSDE Reading Specialist Certificate	6	0
M.Ed. - School Counseling (graduate)	MSDE School Counselor Certificate	24	16
Ph.D. - School Psychology (graduate)	MSDE School Psychologist Certificate, APA and NASP credential	26	2
School Improvement Leadership	MSDE Administrator I Certificate	7	0
Ed.D. - School System Leadership	MSDE School Superintendent II Certification	24	2

Total for programs that lead to additional/advanced credentials	87	20
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>		
Total for additional programs		
TOTAL enrollment and productivity for all programs	87	20
Unduplicated total of all program candidates and completers	87	20

### 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.)

--

### 3. Program Performance Indicators

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

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> 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.
87
B. <b>Total number of unique completers</b> (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.
20
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
20

**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.

- Reading Specialist students expect to complete the program in three years, so 1.5 times equals 4.5 years.
- Note: This cohort has no completers

<b>Reading Specialist</b>				
<b>Initial Cohort</b>	<b>Graduated in 100% time (3 years)</b>	<b>Graduated in 150% time (4.5 years)</b>	<b>Graduation Rate % (3 years)</b>	<b>Graduation Rate % (4.5 years)</b>
*	*		*	

- School Counseling students expect to complete the program in two years, so 1.5 times equals three years.

<b>School Counseling</b>				
<b>Initial Cohort</b>	<b>Graduated in 100% time (3 years)</b>	<b>Graduated in 150% time (4.5 years)</b>	<b>Graduation Rate % (3 years)</b>	<b>Graduation Rate % (4.5 years)</b>
16	16		*	

- School Improvement Leadership students expect 16-20 months (3 semesters+summer) to complete the program, so 1.5 times equals 24-30 months. Note: This cohort has no completers.

<b>School Improvement Leadership (Admin I)</b>				
<b>Initial Cohort</b>	<b>Graduated in 100% time (16-20 months)</b>	<b>Graduated in 150% time (24-30 months)</b>	<b>Graduation Rate % (16-20 months)</b>	<b>Graduation Rate % (24-30 months)</b>
16	16		*	

- School Psychology students expect to complete the program in five years, so 1.5 times equals 7.5 years.

<b>School Psychology</b>				
--------------------------	--	--	--	--

Initial Cohort	Graduated in 100% time (5 years)	Graduated in 150% time (7.5 years)	Graduation Rate % (5 years)	Graduation Rate % (7.5 years)
2	1	50%	*	50%

- School System Leadership students expect to complete the program in four years, so 1.5 times equals 6 years.

School System Leadership (Superintendent II)				
Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)
2	2		100%	

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%.

School Improvement Leadership/Administrator I, Reading, and School Counseling programs do not have a state exam requirement. School Psychology completers achieved an average score of 178, exceeding the state cut-off of 155.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Candidates indicated that the programs thoroughly prepared them for practice in the field. Several candidates mentioned their appreciation for the cohort model and the benefit of professors with experienced backgrounds who provided better connections. Candidates expressed suggestions for increased focus on advising and communication regarding program expectations. Additionally, the need for educational funding and scholarship opportunities was mentioned. Overall, advanced program completers indicated that the courses and professors provided opportunities for professional growth.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College has strengthened its efforts to capture evidence, with School Psychology successfully deploying an employer survey and collecting valuable information. In spring 2024, survey data from five school district employers rated the program's completers as exceeding expectations. The unit aims to expand this initiative by establishing agreements with districts to gather feedback from employers of completers in other advanced programs.

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.

**School Counseling:** Most graduates are currently employed in local counties. Others obtain employment in their home state/local area.

**Reading:** Currently employed

**School Improvement Leadership (Admin I):** Currently employed

**School System Leadership (Superintendent II):** Currently employed

**School Psychology:** All graduates gained employment at local schools or community mental health centers after graduating. All of our graduates working in schools have the school psychologist certification.

#### 4. 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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
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 <i>critical</i> indicators and "developing" on 70% of the remaining indicators (considered <i>essential</i> ) to complete the clinical experience successfully.	There were no Reading Specialist completers for 2023-24.
Reading: Seminar Paper	For the seminar paper assignment, candidates engage in a literature search 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.	There were no Reading Specialist completers for 2023-24.

<p>Reading: Course Grades</p>	<p>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 are 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.</p>	<p>There were no Reading Specialist completers for 2023-24.</p>
<p>School Counseling: Internship Evaluation</p>	<p>During each semester of the internship experience, site supervisors complete an assessment of each intern's performance at the midpoint and the end-point of the experience. On a 50-item rating scale covering all 8 <i>CACREP School Counseling Standards</i>. For the final evaluation, ratings of at least "3" on all items (standards) are required to pass all course and placement requirements.</p>	<p>All School Counseling completers (n=16) met or exceeded the final internship evaluation program benchmark. Click <a href="#">here</a> to view the data.</p>

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=16) met or exceeded the program benchmark for the advocacy project. The lowest indicator score for meeting the benchmark expectation was 94%. Click <a href="#">here</a> to view the data.
School Counseling: Comprehensive Exam	The examination required of all School Counseling (M.Ed.) candidates is a comprehensive essay-based exam covering the <i>Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016, eight common core curricular areas, and six School Counseling knowledge domains</i> . Over two days, students respond to eight essay questions (4 per day and 1 hour per question) corresponding to the CACREP core content areas. If a student fails a section, they are given a second opportunity to sit for the failed section(s). If they don't pass the second attempt, they will not graduate within the expected two years and must retake the exam for the third time in late spring. They are dismissed from the program if they don't pass the third time.	This is the third year for the essay-based comprehensive exam. All students (n=16) passed the exam.
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. In addition, the College applies a uniform instrument across the unit.	Please see Table 2, Program Performance Indicators, Question F for Exit survey feedback

<p>School Counseling: Course Grades</p>	<p>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 degree level school counseling. The following course grading system applies to all of the advanced programs: The A+ and A are 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.</p>	<p>School Counseling completers performed well, with an overall 3.881 GPA for the cohort. The course grade information is <a href="#">here</a>.</p>
<p>School Psychology: Internship Evaluation</p>	<p>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 on 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.</p>	<p>School Psychology completers (n=2) successfully completed the required rubrics of the <a href="#">Internship Evaluation</a>, meeting or exceeding the benchmark for each rubric category.</p>

<p>School Psychology: Praxis II</p>	<p>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 the National Certification as School Psychologist (NCSP). The state of Maryland's passing score is 147.</p>	<p>School Psychology completers (n=2) exceeded the Maryland State Department of Education passing score of 147 with an average of 176.</p>
<p>School Psychology: Internship Portfolio</p>	<p>Program faculty evaluate the portfolios according to specified competency-based rubrics, which align with 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.</p>	<p>School Psychology completers (n=2) successfully completed the required rubrics of the <a href="#">Internship Portfolio</a>. All indicator scores met or exceeded the benchmark expectation.</p>

<p>School Psychology: Course Grades</p>	<p>The School Psychology program includes 76 course credits, with an additional 18-24 credits required for research and fieldwork/internship. Sequencing of the curriculum assures 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 are 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.</p>	<p>This year's cohort of two School Psychology completers achieved an average <a href="#">GPA</a> of 4.00, reflecting strong academic performance.</p>
---	--	--

<p>School Improvement Leadership: Internship Evaluation (Admin I)</p>	<p>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.</p>	<p>There were no Administrator I completers for 2023-24.</p>
<p>School Improvement Leadership: PSEL Portfolio (Admin I)</p>	<p>The Portfolio aligns with the ten “Professional Standards for Educational Leaders” (PSELs). A candidate’s Portfolio comprises a range of artifacts that provide tangible evidence of their leadership from 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.</p>	<p>There were no Administrator I completers for 2023-24.</p>

<p>School Improvement Leadership: Course Grades (Admin I)</p>	<p>The School Improvement Leadership program includes 18 total course credits; it features a 5-course leadership development sequence, including leadership for continuous improvement, instructional leadership, family and community engagement, and school operations management. Integration of the tools of Improvement Science throughout the coursework, including the Problem of Practice, Fishbone Diagram, and Driver Diagram. The following course grading system applies to all of the advanced programs: The A+ and A are 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.</p>	<p>There were no Administrator I completers for 2023-24.</p>
---	---	--



<p>School System Leadership - Key Assessment #1: Community Asset Map</p>	<p>Students are expected to demonstrate their capacity to understand, collaborate, and communicate with the diverse families in their districts. The project involves collecting qualitative and quantitative data, creating interview summaries and presentations, evaluating partnership effectiveness, and proposing strategies for an inclusive district culture, ultimately focusing on understanding community dynamics and collaborative educational support. This rubric is aligned with NELP standards. Students are expected to meet (2) or exceed (3) standards for all rubric criteria.</p>	<p>School System Leadership students (n=2) met the requirements set for the assessment.</p>
<p>School System Leadership - Key Assessment #2: Analysis of Instructional Coherence, Curriculum, Assessments, and Professional Capacity</p>	<p>This NELP-aligned assignment involves students evaluating a school district's educational system. The core objective is for students to critically assess the coherence, quality, and effectiveness of a district's instructional system from multiple perspectives. Students are expected to meet (2) or exceed (3) standards on all rubric criteria.</p>	<p>School System Leadership students (n=2) achieved a combined score of 94% on the assessment, meeting or exceeding the required expectation. While the cohort size is small, this result highlights strong individual performance.</p>

<p>School System Leadership: Course Grades (Superintendent II)</p>	<p>The School Leadership System program includes 60 post-master’s credits, providing a comprehensive and structured pathway for advanced leadership preparation. Of these, 27 credits are earned through six Core Topical Seminars, each offering 4 credits. An additional 9 credits are dedicated to Applied Research, Assessment, and Evaluation courses, with each course contributing 3 credits. The program also includes 4 credits focused on professional inquiry and written communication while completing five key assessments. Students engage in an extensive externship and portfolio requirement, supported by 8 Apprenticeship credits. Finally, the program culminates in 12 Capstone credits, divided between 6 credits for a mid-program assessment (828) and 6 credits for the concluding Capstone course (829).</p> <p>The following course grading system applies to all of the advanced programs: The A+ and A are 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.</p>	<p>This year's cohort of two School System Leadership completers achieved an average <a href="#">GPA</a> of 4.00, reflecting strong academic performance.</p>
--	---	---

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Reading: Foundational Competencies/MCEE	The College Foundational Competencies dispositions instrument includes 16 indicators, exam foundational competencies in English language competence, interpersonal competence, and 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 are expected to receive ratings of “Yes” or “Always.”	There were no Reading Specialist completers for 2023-24.
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. In addition, candidates receive evaluations on how they work independently and collaboratively. Candidates must attain	There were no Reading Specialist completers for 2023-24.

	the level of “meets expectations” on 100% of the <i>critical</i> indicators and “developing” on 70% of the remaining indicators (considered <i>essential</i> ) to complete the clinical experience successfully.	
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. In addition, the College applies a uniform instrument across the unit.	There were no Reading Specialist completers for 2023-24.
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. Successful completion of this assessment requires candidates to achieve a minimum total score of 17 out of 23 points on the Clinic Report rubric.	There were no Reading Specialist completers for 2023-24.
Reading: Course Grades	See the description in Table 3: Expectations and Performance on Standard 1.	There were no Reading Specialist completers for 2023-24.
School Counseling: Internship Evaluation	See the description in Table 3: Expectations and Performance on Standard 1.	All School Counseling completers (n=16) 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=16) 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 (n=16) met or exceeded the benchmark for all indicators of the Dispositions assessment. Click <a href="#">here</a> to view the data.
School Psychology: Internship Evaluation	See the description in Table 3: Expectations and Performance on Standard 1.	Please refer to Table 3 for internship evaluation data.
School Psychology: Internship Portfolio	See the description in Table 3: Expectations and Performance on Standard 1.	School Psychology completers (n=2) successfully completed the required rubrics of the Internship Portfolio. The lowest indicator score for meeting the benchmark expectation was 25% for 4f. 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.

<p>School Improvement Leadership – PSEL Portfolio (Admin I)</p>	<p>As part of the Internship Evaluation (completed at the midpoint and the end of the internship), Candidates experience direct assessment of three critical indicators of their <i>professional competence</i>:</p> <ol style="list-style-type: none"> <li>1. Interpersonal and communication skills.</li> <li>2. Responsiveness to feedback from their mentor.</li> <li>3. Relationship with the university supervisor.</li> </ol> <p>All candidates must “meet the standard” for all three competencies, as rated by their mentor and University Supervisor.</p>	<p>There were no Administrator I completers for 2023-24.</p>
<p>School System Leadership - Key Assessment #3: Ethics and Leadership</p>	<p>The assignment is a comprehensive academic exercise aligned with NELP standards. Students analyze educational case studies, examining professional ethics, leadership standards, and organizational challenges. The analysis demands a critical examination of potential concerns, key players' responsibilities, consequences, decision-making processes, and proactive solutions, ultimately aiming to develop students' ethical reasoning and leadership skills in an educational context. Students are expected to meet (2) or exceed (3) standards on all rubric indicators for the assignment.</p>	<p>School System Leadership students (n=2) exceeded the required expectations, with both receiving the highest possible score on the assessment.</p>

<p>School System Leadership - Key Assessment #4: Systems Resource Analysis</p>	<p>Student teams conduct a comprehensive analysis of a district-level system, focusing on management, communication, technology, and operations/governance. Students will critically examine how resources are distributed across instruction, personnel development, and technology, with a specific emphasis on identifying strategies to improve system effectiveness and advocate for equitable student access and opportunities. Students must meet (2) or exceed (3) the standard for all indicators of the NELP-aligned rubric.</p>	<p>School System Leadership students (n=2) achieved a combined score of 92% on the assessment, meeting or exceeding the required expectation. While the cohort size is small, this result highlights strong individual performance.</p>
<p>School System Leadership - Key Assessment #5: Exploring Governance: Improvement, Advocacy and Policy</p>	<p>The assignment requires student teams to conduct a comprehensive analysis of a school district system through a multifaceted approach. These deliverables will explore demographic and fiscal characteristics, resource allocation strategies, and governance structures, with a critical focus on stakeholder responsiveness, legal compliance, and ethical considerations. All NELP-aligned rubric indicators must meet (2) or exceed (3) the standard for all indicators.</p>	<p>Student System Leadership Students (n=2) completed the assignment and met all rubric benchmark expectations.</p>

## 5. 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.

## **Reading Specialist**

Hiring two new faculty members in literacy was a major focus and accomplishment in 2023-2024. All reading specialist faculty members served on the search committee, including English education professors. Dr. Jennifer Dandridge Turner and Dr. Wayne Slater chaired the committee. After initial online interviews, six candidates were invited to campus to meet with education faculty, staff, and students. Candidates were considered for one of two tenure-track positions - elementary reading professor (open rank) or elementary writing professor (open rank). The search ended with the hiring of Dr. Reka Barton and Dr. Kerry Alexander. Both faculty members joined the College of Education in August 2024 as assistant professors. Their expertise and interests will support the program in the areas of critical literacy, multiliteracies, biliteracy, multilingualism, writing, instructional coaching, and equity.

## **School Counseling**

Our greatest accomplishment was graduating 16 students, the largest cohort we've ever had in our program. This was also one of the most diverse cohorts to have matriculated through the program. Additionally, the program hired an additional full-time core faculty clinical professor who alleviated some of the staffing and programmatic challenges. This will significantly improve the quality and continuity of our curriculum. All 16 students were hired in the field of counseling upon graduation.

We continue to make substantive recruiting efforts to increase qualified professionals in the field of school counseling. Our new cohort this year is made up of 7 students. This decline in matriculation mirrors many other school counseling programs across the country. To address these challenges, we collaborated with admissions to host an online open house, make changes to the website to simplify program information, and send an email blast to all undergraduate programs in the College of Education, Psychology, Family Science, and Sociology program to advertise the program. We also launched a monthly School Counseling newsletter that features program events, news, and articles. Contributions to the newsletter have been made by students, alumni, and faculty. Monthly newsletters are housed on our website so potential applicants can learn more about programmatic activities. Our goal is to have a cohort of 12-15 students for 2025.

This fall, we also started the School Counselor Speaker series, where once a semester, we invite a noted member of the school counselor education community to present and dialogue with current and former students. The event this semester centered around Latine Identity and services.

We continue to examine our assessment plan and collect and analyze data at various points that inform changes to the program. This year, we began to discuss the scope and sequence of courses. We plan to continue this work and use the ASCA School Counselor Professional Standards and Competencies as a benchmark for various new assessments. This includes changes to field experience midpoint and final evaluations based on student and site supervisor feedback.



We continue to work with our Community Advisory Board to receive continued feedback about programmatic changes. We will meet as a group once a semester.

### **School Psychology**

To improve the student experience, respond to concerns, and provide opportunities for programmatic feedback, the program conducted an annual student experiences survey and an anonymous advisor feedback survey. Additionally, we invited our students to attend a monthly program meeting to share their feedback. The School Psychology program continues to incorporate efforts to recruit from diverse student backgrounds. Last year, we recruited several BIPOC students (all five students in our new first-year cohort are BIPOC students), providing added program diversity and promoting high-quality student training.

### **School System Leadership**

The Ed.D. program has emerged as a leader in addressing critical educational leadership challenges, including Maryland's significant superintendent shortage. With half of the state's districts experiencing turnover, the program equips leaders to become innovative problem-solvers, strategic thinkers, and effective advocates for student-centered policies. By emphasizing an understanding of education policy and proactive engagement in legislative processes, the program ensures its graduates are well-prepared to navigate the complexities of today's educational landscape.

Key strengths of the program include its focus on research-driven solutions through the Improvement Science framework, which allows participants to address systemic issues and accelerate student learning. Unique features, such as Maryland's only Superintendent II certification pathway, a hands-on 364-hour Apprenticeship, and the dual-component Capstone project, underscore the program's commitment to practical, real-world impact. Graduates also benefit from a curriculum designed to foster equity-focused leadership, systemic design thinking, and professional communication, ensuring they emerge as well-rounded leaders capable of addressing pressing educational priorities.

### **School Improvement Leadership (Admin I)**

The School Improvement Leadership (Admin I) is a fully online delivery model to serve teacher leaders from across the state of Maryland. The program faculty was instrumental in leading, supporting, and participating in leadership initiatives in the grant-supported School Improvement Leadership Academy (an effort to increase student achievement). The School Improvement Leadership Academy focuses on bringing together principals and assistant principals from Title I, high-need, and/or targeted support and improvement schools in Maryland, New Jersey, and Delaware for comprehensive, evidence-based professional learning and development. Initiatives prioritize enhancing educational strategies by implementing targeted academic support, developing equity-driven leadership, integrating culturally responsive social-emotional learning approaches, and concentrating on innovative methods to improve literacy and mathematics performance.

### **edTerps Learning Academy**

The EdTerps Learning Academy (ETLA) offers advanced learning opportunities for education professionals, supporting career advancement through graduate degrees, certifications, and professional development. Programs culminate in Ed.D., M.Ed., and Graduate Certificates from the University of Maryland College of Education, with eligibility for Maryland State Department of Education (MSDE) certifications, including Superintendent II and Admin I Certifications. To enhance student recruitment and program visibility, ETLA hired a new Communications, Marketing, and Recruitment Coordinator in April.

### **Faculty Grants, Accomplishments & Awards**

- Education Week recognized **Dr. Kimberly Griffin**, Dean of the University of Maryland's College of Education, as one of the most influential education scholars in the United States. This marks her third consecutive year receiving this honor. The 2024 RHSU Edu-Scholar Public Influence Rankings highlight 200 U.S.-based scholars who have made the greatest impact on educational practice and policy over the past year. Dean Griffin's research advances access, diversity, equity, and justice in higher education, focusing on mentorship, career development, and increasing diversity among faculty and graduate students. Her work has been widely published in esteemed journals, including the Review of Higher Education, Journal of College Student Development, Journal of Negro Education, and Journal of Diversity in Higher Education, where she served as editor from 2018 to 2022.
- Professor and Department Chair **William Liu** (CHSE) was honored with the 2024 CSES Award for Distinguished Leadership in Psychology by the APA's Committee on Socioeconomic Status (CSES).
- Associate Professor **Dr. Cixin Wang** (CHSE)
  - The Asian American Psychological Association awarded her the Distinguished Contributions to Scholarship Award.
  - She secured the 2024-2026 Mental Health First Aid research grant from the National Council for Mental Wellbeing for her project titled "Youth Mental Health First Aid among Diverse Parents."
- Associate Professor **Dr. Chunyan Yang** (CHSE)
  - She received a 2024-2026 grant from the California Department of Education for her project titled "Resilience and Wellbeing of Educators and Leaders as Early Implementers of California Universal Pre-K Policy."
  - Additionally, she earned the Jacobs Foundation Research Fellowship in 2023.
- **Dr. Colleen O'Neal** (School Psychology) completed a Faculty Fulbright project (2023-2024) through the Fulbright U.S. Scholar Program, researching refugee education and teachers in Malaysia.
- **Dr. Jioni Lewis** (CHSE) earned recognition as an American Psychological Association (APA) Fellow in Division 35 (Society for the Psychology of Women) and Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race).
- Clinical Professor **Dr. Shannon Kane** (TLPL) participated in the following research and professional accomplishments:
  - **Research Grants:**
    - "Bridging Theory & Practice: Leveraging Technology to Create Immersive and Engaging Learning Opportunities for Preservice Elementary Teachers"
      - Sponsored by the Teaching and Learning Transformation Center

- Amount awarded: \$42,000.00. (January 1, 2024 - December 31, 2024).
  - "MILEstones Literacy Tutoring"
    - Sponsored by Prince George's County Public Schools
    - Amount awarded: \$247,500 (August 2023-June 2024).
- **Publications:**
  - **Kane, S. M.**, Hiltabidel, J. (2023). Shifting Practices to Empower Teachers & Students: Putting the 'Critical' in Language Awareness, Discourse & Reflection. in Empowering and Engaging Students Through Academic Discourse. **(Book Chapter)**
- Presentations:
  - Jones, L., Peterson, M. P., **Kane, S.**, American Association of Colleges for Teacher Education Annual Conference, "Embedded Pre-Service Teacher Learning in Face-to-Face and Virtual Peer Communities," American Association of Colleges for Teacher Education. (February 16, 2024 - February 18, 2024).
  - **Kane, S.**, Association of Teacher Educators Summer Conference, "Disrupting One's Practice: Fostering Critical Stances in Preservice Teachers Through Reflection," Association of Teacher Educators (ATE). (July 28, 2023 - August 1, 2023).
  - **Kane, S.**, Jones, L., Peterson, M. P., Annual Maryland TESOL Conference, "Facilitate-Listen-Engage: Fostering Multilingual Learners' Voice and Agency Through Classroom Discourse," Maryland TESOL. (November 10, 2023 - November 11, 2023).
  - **Kane, S.**, Faculty Job Search Camp, "Lead Beyond Research: Exploring Careers in Teaching-Focused Roles & Institutions," Invited Panel, University of Pennsylvania Career Services. (August 15, 2023).
  - Peterson, M. P., **Kane, S.**, Jones, L., Language Science Day, "Talk the Talk: Building Academic Language for Multilingual Literacy Learners," University of Maryland (Language Science Center). (September 29, 2023).
- Fellowship
  - Clinical Practice Fellow, Association of Teacher Educators. Fellowship: Research/Scholarship. (January 2024)
- In 2024, the College of Education formally identified their Literacy Team to support the state literacy initiatives and recent Statewide Literacy Plan approved by the State Board of Education in October. As well, faculty are excited for the new initiatives that will come from the hiring of new faculty in the literacy and Reading Specialists programs.
  - **Select Recent Publications from the UMD Literacy Team's anticipated and current use in coursework/syllabi:**
    - **Alexander, K. H.**, Taylor, V., & Trautman, K (2024). Research "it feels like a safe place": A (re)invitation to the writer's notebook as humanizing pedagogy in Preservice Literacy teacher education. *English Education*, 56(3), 170–196. <https://doi.org/10.58680/ee2024563170>

- **Barton, R. C.**, Blevins, D., & Cappello, M. (2022). The elevation of Black Girls' hair: An analysis of visual representations in Children's picturebooks. *Journal of Early Childhood Literacy*, 0(0). <https://doi.org/10.1177/14687984221093243>
  - Cappello, M., & **Barton, R.** (2022). " Draw a Picture of Something You Learned": A Critical Multimodal Analysis of Multilingual Students' Classroom Drawings. *Journal of Language and Literacy Education*, 18(1), n1.
  - de Oliveira, L. C., & **Jones, L.** (2023). *Teaching young multilingual learners: Key issues and new insights*. Cambridge University Press [part of the Elements series].
  - Dunham, H., & **Alexander, K.** (2022). Applying an Intersectional Framework to the Literacy Worlds of Preservice Teachers. *Journal of Language and Literacy Education*, 18(2). <https://doi.org/https://eric.ed.gov/?id=EJ1375126>
  - Maher, Z., Mazzei, C., **Terrell Shockley, E.** Tonesavahn, T., & Edwards, J. (2024). Multiple approaches to "Appropriateness": A mixed-methods study of elementary teachers' dispositions toward African American Language as they teach a Dialect-Shifting Curriculum. *Reading Research Quarterly*, 59(3), 468-486. <https://doi.org/10.1002/rrq.554>
  - **Romeo, R. R.**, Uchida, L., & Christodoulou, J. A. (2022). Socioeconomic status and reading outcomes: Neurobiological and behavioral correlates. *New Directions for Child and Adolescent Development*, 2022, 57–70. <https://doi.org/10.1002/cad.20475>
  - Shelton, A., Swanson, E., **Wexler, J.**, Payne, S. B., & Hogan, E. (2023). An exploration of middle school literacy coaching: A multi-survey study of teachers and instructional coaches. *Teacher Education and Special Education*. <https://doi.org/10.1177/08884064231172733>
  - **Turner, J. D.** (2019). Improving Black Students' College and Career Readiness through Literacy Instruction: A Freirean-Inspired Approach for K–8 Classrooms. *Journal of Negro Education*, 88(4), 443-453.
- The School Improvement Leadership Academy (2023-2025), (SILA) an initiative of the Center for Education Innovation and Improvement (CEii). SILA supports principal development by providing comprehensive, evidence-based professional learning to 140 principals and assistant principals in Title 1 schools, Targeted support and Improvement (TSI) schools, and/or high needs schools in Maryland, Delaware and New Jersey. This work aims to increase principal knowledge and capacity in three areas: Instructional Leadership, Equity Leadership, and Improvement Leadership The project is funded by a multi-million-dollar grant from the US Department of Education. UMD faculty serving this project - **Doug Anthony, Andrew Brantlinger, Segun Eubanks, Loren Jones, Shannon Kane, Rossina Zamora Liu, Ebony Terrell Shockley, Jean Snell, William Viviani.**
  - Associate Professor **Dr. Jennifer Turner** collaborated on the following research:
    - National Council of Teachers of English, Research Foundation Grant Award, 2023-2024 “Dancing our Dreams: Black Girls’ Embodied Literacies in a Community-Based Dance Program.”
      - Participants: **Jennifer D. Turner (Principal Investigator) and Cierra Kaler-Jones (Co-Principal Investigator)**

- Amount awarded: \$4000
- UMD Grand Challenges Grant. The Racial and Social Justice Research-Practice Partnership (RPP) Collaborative, 2023-2026.
  - Participants: **Christine Neumerski** (Principal Investigator), Apolonia Calderon-Cervantes (Co-Principal Investigator), **Segun Eubanks** (Co-Principal Investigator), **Jean Snell** (Co-Principal Investigator), Douglas Anthony (Co-Principal Investigator), **Jennifer D. Turner (Research Collaborator)** Tracy Sweet (Research Collaborator), Awilda Rodriguez (Research Collaborator).
  - Amount awarded: \$500,000.
- Institute of Museum and Library Services. 2024-2027. The Hatchlings Project: Community-Library Partnerships to Reduce Childhood Literacy Inequities.
  - Participants: **Rachel Romeo** (Principal Investigator), **Beth Bonsignore** (Co-Principal Investigator), and José Ortiz (Co-Principal Investigator), **Jennifer D. Turner (Culturally Responsive Pedagogy Advisor)**.
  - Amount Awarded: \$249,999.
- University of Connecticut, Africana Studies Institute Faculty Fellowship
  - Advance Equity through Research on Women and Girls of Color Faculty Fellowship (August 2024).

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	<p><b>School Counseling:</b> Continued improvement in areas of candidate preparation through examination of scope and sequence using the ASCA School Counselor Professional Standards and Competencies as benchmarks.</p> <p><b>Reading:</b> Ongoing support for candidates in the development of Standard 1 indicators and to provide opportunities for them to expand their understanding of culturally responsive pedagogy and equity in reading and literacy studies.</p> <p><b>School Psychology:</b> Expand efforts to improve training based on the feedback from the 2023 NASP accreditation report.</p>
<b>Actions</b>	<p><b>School Counseling:</b> Review exit survey data, comprehensive examination data, mid and end-point field experience data, and grades to identify any patterns regarding gaps in training.</p> <p><b>Reading:</b> Teach more hybrid courses in the redesigned program during this school year in multicultural literature, multiliteracies, including critical literacy and digital literacy, and leadership in school reading programs.</p> <p>Faculty will also engage in collaborative planning discussions about the content and structure of our courses and candidate experiences to strengthen the program and incorporate new faculty members' ideas and expertise.</p>

	<p><b>School Psychology:</b> Based on the feedback from the 2023 NASP report, students now take a specific special education course (EDSP 616) to strengthen their knowledge and skills in academic instruction.</p>
<b>Expected outcomes</b>	<p><b>School Counseling:</b> Improve the readiness of completers for their careers as professional school counselors</p> <p><b>Reading:</b> Candidates' course grades will reflect their knowledge of research and course content, and candidates will demonstrate an understanding of culturally responsive pedagogy and equity in course assignments.</p> <p><b>School Psychology:</b> The program expects increased knowledge and self-efficacy among graduating students specific to topics in special education.</p>
<b>Reflections or comments</b>	<p>Improved collaboration to ensure readiness, the intentional focus on access to coursework, and inclusion of diversity initiatives as well as faculty expertise to improve programs.</p>
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	<p><b>School Counseling:</b> A primary emphasis of the social justice-oriented school counseling program is to produce completers who are skilled at developing data-driven comprehensive school counseling programs. The goal is to examine the scope and sequence of courses throughout the training process to ensure that completers are prepared to meet the profession's demands.</p> <p><b>Reading:</b> Make stronger connections with program completers to learn more about their professional growth, competence, and experiences.</p> <p><b>School Psychology:</b> Last year, the team set a goal to collect more evidence about completers' competence through the alumni and employer surveys. This goal still stands this year.</p>
<b>Actions</b>	<p><b>School Counseling:</b> Changes to mid and end-point practicum and internship evaluations to align with ASCA School Counselor Professional Standards and Competencies as benchmarks.</p>



	<p><b>Reading:</b> Invite alumni to interact with current faculty and to participate in the Reading Specialist Clinic.</p> <p><b>School Psychology:</b> In spring 2024, the team collected surveys about recent program graduates from five employers/school districts. All rated our completers very positively (exceeding expectations). Program alumni also rated their competency positively. The faculty and staff will continue to collect these data this year.</p>
<b>Expected outcomes</b>	<p><b>School Counseling:</b> Improved training for students to develop the self-efficacy and skills to Develop comprehensive school counseling programs.</p> <p><b>Reading:</b> Alumni engagement in the Reading clinic and program and greater faculty engagement in schools with alumni.</p> <p><b>School Psychology:</b> The team expect that school districts will continue to rate our completers highly on their competence. The team also expect to obtain positive data from our alumni that reflect their high level of competencies in the field after completing our program.</p>
<b>Reflections or comments</b>	<p>Outreach is improving as well as opportunities to connect to completers and make adjustments to curricula.</p>
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	<p><b>School Counseling:</b> Review program curriculum and assessment plan to ensure there is alignment and continuity across all courses through a scope and sequence audit.</p> <p><b>Reading:</b> Strengthen faculty involvement in practicum and Reading Specialist Clinic.</p> <p><b>School Psychology:</b> Last year, the team set a goal to increase staffing to ensure high-quality student training. We did not hire any new staff last year. Going forward the goal is to hire a clinical faculty in 2026 and to increase faculty diversity with this hire.</p>
<b>Actions</b>	<p><b>School Counseling:</b> Conduct curriculum audit to identify redundancies and inconsistencies.</p> <p><b>Reading:</b> Discuss and explore ways for more faculty to interact with alumni, candidates, and families in the reading clinic.</p>



	<p><b>School Psychology:</b> There were no new staff hires last year. The team will meet with the Department chair to discuss the new hire for 2026.</p>
<b>Expected outcomes</b>	<p><b>School Counseling:</b> This goal will undoubtedly improve the experience and preparation for students in our program. Ultimately, it should strengthen the quality of our completers.</p> <p><b>Reading:</b> Increased faculty presence in the summer clinic and increased interaction between candidates, alumni, and faculty during the practicum.</p> <p><b>School Psychology:</b> The team expects to hire a clinical faculty in 2026 and to increase faculty diversity with this hire.</p>
<b>Reflections or comments</b>	<p>Units are self-assessing to improve alignment and faculty development and connection with new students, new hires, former students, and current students.</p>
	<p><b>Standard 4</b></p>
<b>Goals for the 2024-25 year</b>	<p><b>School Counseling:</b> While the program has maintained the Community Advisory Board (CAB), there is room for improvement in strengthening the relationship and engaging in collaborative efforts.</p> <p><b>Reading:</b> Develop a plan to market the program and increase enrollment.</p> <p><b>School Psychology:</b> In the past two years, the goal was to continue to recruit and support diverse students into the program. This goal still stands.</p>
<b>Actions</b>	<p><b>School Counseling:</b> Revisit goals and membership of the CAB. Consider more frequent meetings to identify and work on tasks.</p> <p><b>Reading:</b> Utilize resources in the College of Education and throughout campus to market the program. Hold information sessions for interested candidates. Clarify the application process for faculty and potential applicants.</p> <p><b>School Psychology:</b> In Spring 2024, faculty met with the Diversity Training &amp; Education director to identify ways to better support our students. Faculty attended trainings related to recruiting and retaining diverse students. UMD Office of Diversity &amp; Inclusion, Bias Incident</p>

	Support Services (BISS) staff also provided training to our students in Fall 2023 and Fall 2024. The offerings provided resources available through BISS and opportunities for students to reflect and practice bias responses with case vignettes relevant to the field of school psychology.
<b>Expected outcomes</b>	<p><b>School Counseling:</b> Improved engagement with program stakeholders.</p> <p><b>Reading:</b> Increased enrollment and new candidates for the upcoming academic year.</p> <p><b>School Psychology:</b> The program faculty and staff expect the aforementioned processes will contribute to a supportive program climate.</p>
<b>Reflections or comments</b>	<p><b>Reading:</b> Increasing enrollment is an ongoing goal for the reading specialist program. Faculty are engaged in discussions with other master’s programs in the College of Education about recruitment efforts and working with department leadership to strengthen the impact of our efforts.</p> <p><b>All programs:</b> Program faculty and staff aim to continue to include and develop program recruitment efforts and pools of potential candidates.</p>

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A
-----

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including a description of any identified potential challenges or barriers.

**Reading:** The new faculty members, Dr. Reka Barton and Kerry Alexander, have a deep understanding and appreciation of critical pedagogy, teacher preparation, writing, and multiliteracies. The Reading team strongly believe that candidates will benefit from their knowledge and have opportunities to demonstrate their understanding of literacy in new ways. Diminishing enrollment and the cost of graduate school continue to serve as barriers to growth. The team wants to have enough candidates to benefit from the redesigned program and engaged faculty.

**School Psychology:** As the program becomes increasingly diverse, faculty and staff will continue to work with consultants and current students to improve the program's support for students from diverse backgrounds.

**School Improvement Leadership (Admin I):** In the summer of 2024, a new cohort for the School Improvement Leadership (Admin I) program was launched, featuring online coursework with select in-person activities. The program strategically develops plans to engage alumni as potential technology support resources within school settings. Concurrently, the program leadership is actively investigating innovative recruitment strategies to expand and enhance the program's reach and impact.

**School System Leadership:** UMD's Ed.D. program continues to advance with innovative strategies designed to enhance its impact on educational leadership. Notable improvements include introducing a cross-district Capstone option, enabling students to collaborate across multiple school systems, and developing actionable solutions for systemic improvements. The program also provides greater flexibility through hybrid learning formats, including online modules and Saturday seminars, making it accessible to working professionals. Participants are equipped with advanced tools like PDSA cycles, causal systems analysis, and driver diagrams, fostering innovative problem-solving. Core components further emphasize leadership in instructional practices, district governance, and community engagement, preparing graduates to lead in diverse educational settings.

Despite these advancements, the program anticipates challenges in workload management as participants balance professional commitments with rigorous program requirements, including the Capstone and Apprenticeship. Ensuring alignment of field experiences and artifacts across varied school systems presents another complexity. Additionally, the evolving educational landscape, shaped by political pressures and shifting policies, requires the program to remain adaptive. Recognizing the financial challenges faced by students, the program will focus on reducing financial barriers and exploring potential scholarship options. Sustaining faculty and resources to support program innovations and growing participant needs remains critical for maintaining its impact and relevance.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

**School Counseling:** N/A

**School Psychology:** N/A

**School Improvement Leadership (Admin I):** N/A

**School System Leadership:** N/A

**Reading:** In response to widespread changes in beginning reading instruction and teacher preparation in reading, the Maryland State Department of Education (MSDE) is developing the Maryland Comprehensive K-3 Literacy Policy. This initiative calls for teacher professional development in the Science of Reading, implementation of a screening assessment program for reading difficulties, evidence-based instruction and interventions, and potential retention of students not reading at grade level. Reading specialists and reading interventionists are critical to the implementation of the policy. An assessment for educators that measures knowledge of the Science of Reading is also part of the plan. Faculty are currently involved in discussions about policy components, potential roles for educator preparation programs, and the overall impact of the policy.

## 10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Ebony Terrell Shockley, Associate Dean for Undergraduate Studies and Educator Preparation	Kimberly Griffin, Dean of the College of Education

Date sent to AAQEP:	
---------------------	--