AAQEP Annual Report for 2024

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.

> 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 education and human development facets 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), and through our programs offered to working

professionals through the EdTerps Learning Academy, the College's highly regarded faculty, staff, students, and alums 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

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

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 08/24)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)
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)	84	19
B.S. - Elementary (undergraduate)	MSDE Elementary Education Certificate (1-6)	176	43
M.Ed. - Elementary (graduate)	MSDE Elementary Education Certificate (1-6)	10	7
M.Ed. - CITE Elementary	MSDE Elementary Education Certificate (1-6)	26	1
B.S. - Middle School Math and Science (undergraduate)	MSDE Middle School: Math Certificate (4-9) & Science Certificate (4-9)	21	6
M.Ed. - Middle School Math (graduate)	MSDE Middle School: Math Certificate (4-9)	0	0
M.Ed. - Middle School Science (graduate)		3	1

	MSDE Middle School: Science Certificate (4-9)		
B.A. or B.S. - Secondary Education in Computer Science, Math, English, Sciences & Social Studies (undergraduate)	MSDE Secondary Educator Certificate (7-12)	148	17
M.Ed. - Secondary Education in Computer Science, Math, English, Sciences, and Social Studies (graduate)	MSDE Secondary Educator Certificate (7-12)	36	19
B.A. - Art Education (undergraduate)	MSDE Art Certificate (P-12)	31	3
M.Ed. - Art Education (graduate)	MSDE Art Certificate (P-12)	13	5
B.M.E. - Music Education (undergraduate)	MSDE Music Certificate (P-12)	49	12
M.Ed. - Physical Education (graduate)	MSDE Physical Education Certificate (P-12)	7	3
M.Ed. - TESOL (graduate)	MSDE English for Speakers of Other Languages Certificate (P-12)	6	1
B.A. - World Languages (undergraduate)	MSDE World Languages Certificate (P-12)	12	3
M.Ed. - World Languages (graduate)	MSDE World Languages Certificate (P-12)	13	5
B.S. - Special Education Certification: Mild to Moderate Disabilities Certification (Grades 1-8) and Severe Disability Endorsement (Birth-21) or B.S. - General and Special Education Certification: Elementary Education Certification and Mild to Moderate Disabilities Certification (Grades 1-8)	MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate or MSDE Special Education Elementary/Middle (Grades 1-8) and Special Education (Grades 1-6)	42	7
M.Ed. - MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12)	MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate	2	1

Total for programs that lead to initial credentials	679	153

Programs that lead to additional or advanced credentials for already-licensed educators

Total for programs that lead to additional/advanced credentials			

Programs that lead to credentials for other school professionals or to no specific credential

Total for additional programs			
TOTAL enrollment and productivity for all programs		679	153
Unduplicated total of all program candidates and completers		679	153

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.)

None

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. **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.

679

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.
153

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
152

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 typically follow a standard 4-year timeline. Master's Certification Teacher Education candidates expect to complete their program in 1 year, while graduate Master of Education students generally finish in two years. Note: Dual-degree music majors, including those pursuing a Bachelor of Music Education (BME) and a Bachelor of Music in Performance (BM), take nine semesters to complete, which is an extended timeline compared to other undergraduate programs. To earn two bachelor's degrees simultaneously, students must meet the requirements for both degree programs and complete a minimum of 150 credits.

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)
111	103	7	92.7%	6.3%

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)

| 36 | 33 | * | 91.7% | * |

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)
6	6	*	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%.

All students met the graduation requirement by completing the Praxis Core or an equivalent state-approved basic skills substitute (e.g., 3.0 GPA, SAT, ACT, or GRE). Students also passed the Praxis II content exams and completed the edTPA, which serves as an exit portfolio. Overall, all students achieved passing rates above 80%.

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

Candidate feedback highlights a strong sense of community, support, and appreciation for diverse student populations. Interns valued the hands-on teaching opportunities, mentorship, and collaboration with university faculty and staff, significantly contributing to their professional growth. Many felt well-prepared for teaching due to great mentorship, clear communication, and useful resources that helped create a strong community of future educators.

Technology played a pivotal role in their experiences. Candidates emphasized the need for further support in integrating technology into lesson plans, coaching in school-based programs, and more consistent digital resources. Financial barriers were noted, with students calling for paid internships and more focused professional development opportunities. Despite some

challenges, the candidates appreciated the diverse, real-world teaching experiences that boosted their skills and provided a supportive program that balances comprehensive learning with practical, meaningful experiences.

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. There is also movement at the state level to assist IHEs with similar data requests in the future.

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.

The College of Education cannot disseminate the Teacher Education Employer survey because the districts do not permit it. MSDE distributed a teacher employment and retention report two years ago to support the Traditional Program Annual Report (TPAR). Last year, the state neither requested TPAR nor distributed the employment file. The current TPAR no longer requires employment data, and we have not received a file this semester. That stated, there is movement at the state level to assist IHEs with similar data requests in the future.

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

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 in 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.	Most completers (n=153) 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. The data provided comes from the final spring supervisor ratings. The data show that all indicators were met at 95% or higher. This demonstrates that initial teacher completers for the Fall 2023 and Spring 2024 cohorts successfully met the benchmark expectation.

| Praxis II Content Exams | The Praxis® Subject Assessments measure knowledge of specific subjects 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. | Initial teacher education candidates in the 2023-24 cohort exceeded the MSDE score benchmark for each subject-specific exam. A table comparing UMD means with the MSDE passing scores is available here. |

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. No state minimum score requirement exists, 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.
Exit Survey	Exit Surveys: Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and identify areas for program improvement.	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

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.	Most initial teacher education completers (n=153) successfully met the disposition expectations for Spring 2024. The rubric indicator percentages were 92% or higher. Click here to view the final average FC/MCEE disposition scores.

Performance-Based Assessment (PBA)	See the description in Table 3, Section 1.	Completers (n=153) successfully met or exceeded the "meets expectations" benchmark for the Standard 2 Performance-Based indicators. Table 3 shows the percentage of candidates who met the indicator for initial teacher education. The data, drawn from final spring supervisor ratings, demonstrates that the 2023-24 cohort completers successfully met the benchmark expectations.
edTPA	See the description in Table 3, Section 1.	Data are available in Table 3 of this report. All students in this data set completed the edTPA successfully and met the 2023-24 MSDE criteria.
Exit Survey	See the description in Table 3, Section 1.	The survey evidence is viewable in Table 2: Program Performance Indicators question F.

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.

Diversity, Equity & Inclusion

- **Council on Racial Equity and Justice (COREJ):**
  - COREJ members serve as data gatherers, analyzers, and practitioners to provide the Dean of the College of Education with recommendations on how to move forward with racial equity and justice initiatives, policies, and practices. Members may also take on the responsibility of implementing new projects and initiatives to address the recommendations.

- As part of its ongoing racial equity audit of the College of Education, the council conducted a series of focus groups from late July to October 2024. These sessions aimed to explore and amplify the voices of faculty and staff of Color. They addressed structural and systemic racism, white supremacy, anti-Blackness, and intersecting issues of oppression and power within the COE. The findings inform recommendations for practice, policy, and next steps to reduce racism and promote inclusivity and health within the COE. Additionally, the results may undergo review for external publication. Participants used pseudonyms to protect their identities and maintain anonymity.
    - In collaboration with the Faculty of Color group, COREJ scheduled two semesterly lunches for students and faculty of Color in the College of Education, Fall 2024. The lunch provides an informal community space for connection, networking, and conversation. All students and faculty of Color, as well as those who identify as such in the College, are encouraged to attend.
    - Promoted the parallel work of the Words of Engagement Intergroup Dialogue Program (WEIDP) to recruit facilitators for the program. Facilitators will co-teach a 7-week dialogue course and receive compensation through either academic credit or a stipend. WEIDP is a for-credit social justice education initiative that brings together undergraduate students with diverse social identities for facilitated dialogues. These dialogues aim to enhance self-awareness, social awareness, and understanding of how cultural systems of power impact lives and relationships. The program equips students to navigate an increasingly diverse society by fostering relationship-building across differences and promoting equity and justice through individual and collective action.

- **Association of the Aspiring Educators of Color (AAEC)**
    - The Aspiring Educators of Color formed as part of collective action from the College leadership team to create community of color spaces, including collegewide affinity spaces for Students of Color, and in response to results from a student experience survey launched by COREJ in recent years.
    - The faculty representative is a student advisor, and the president is a middle school mathematics and science education major who is active in many efforts throughout the College of Education and UMD.
    - Recent events for AY 24 from AAEC include a Welcome Back event, teaching with inclusion and intention workshops, events on inclusive histories (e.g., Black History) in P-12 classrooms, as well as performative activism events for students.
    - AAEC students joined some of the initial groups offered by COREJ along with the Faculty of Color teams in joint efforts for mentor matching and networking among stakeholders in the College.
    - Additional events that included Aspiring Educators of Color include BIPOC and Transfer Student lunches to promote community among student groups, particularly as UMD transfer students bring several assets of diversity to the student body.

Recruitment & Retention

- The number of admitted undergraduate teacher education students rose by 2.5%, while the enrollment rate grew to 14% since 2023. We are exploring initiatives to expand our outreach and recruitment efforts through local high schools and community colleges, emphasizing attracting a diverse range of candidates that reflects the demographics of our surrounding community.

- The College of Education has recently hired a Director of Educator Preparation who will provide strategic support to the recruitment and retention initiatives, including enhancing yield activities and expanding partnerships with local school districts.

- **Dr. Margaret Walker** (TLPL) and **Katie Coogan** (TLPL) are collaborating with the Honors College Affiliate Fellows to develop an art honors course. This program, designed for freshman and sophomore students, aims to create pathways for potential recruitment into the College of Education.

- **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 seamlessly transfer into the College of Education's undergraduate teaching program at the University of Maryland.
    - To address personnel needs in education, Middle College Program students can choose from three teaching pathways: Early Childhood/Early Childhood Special Education, Middle School Math/Science, and Special Education. Additional pathways include Secondary Education, Elementary Education, and Human Development.
    - Students receive support from UMD faculty and staff, including guidance for campus acclimation and teaching assessment preparation. This pathway reflects the College of Education's commitment to increasing UMD enrollments from county public schools and supporting "Grow Your Own" programs within local school systems.
    - As of this date, eleven (11) scholars have entered the pathway. Four (4) scholars have graduated—two in Spring 2023 and two in Spring 2024. Six (6) scholars are currently pursuing their academic pathways, with four (4) expected to graduate in Spring 2025.
    - The current MOU is in its final year of activities. Moving forward, there is an expectation to continue and expand the program beyond the current MOU, broaden its reach beyond the initial high school, and include additional school districts as appropriate.

Faculty Grants

- **Recruiting, Preparing, and Retaining High-Quality, Equity-Focused Secondary STEM Teachers** is a partnership between the University of Maryland's Terrapin Teachers initiative and Prince George's County Public Schools funded by

an NSF Robert Noyce Grant ($1,087,685). Over five years, this grant will recruit, prepare, and support 30 STEM teachers seeking certification via scholarships and stipends. Furthermore, this grant will offer three years of induction support, which includes professional development such as courses, conference support, book clubs, and in-person observations.

- **Exploring Racial Identities in Global Research Preparation: Cuba Study Abroad** explores the ethical dimensions of global research as it pertains to race, identity, and nationality, with an emphasis on the unique and complex history of Cuba and the United States. The assistance of a UMD Do Good grant will add a new dimension of social justice to UMD's Cuba study abroad program, which has deep community ties in the country's education sector.

- Faculty members from across the college established The **EdTerps CARES Network: Building Community, Access, and Resources for Educator Success (CARES)** with the assistance of a UMD DoGood grant. EdTerps CARES seeks to grow and diversify the teacher workforce by recruiting community college transfer students to the College of Education. It aims to increase the recruitment and retention of multilingual and racially and ethnically diverse teacher candidates as well as the number of certified educators to fill school system vacancies. The CARES network provides students academic, social, and emotional support as they progress through the program. Workshops specific to high-needs topics will be provided to support students. Additionally, connections with our Alumni Association will provide one-on-one mentoring to develop professionally and prepare for the induction year.

- **Promoting Meaningful Interaction and Social Engagement (PROMISE) for Asian American Autistic Youth, Parents, and UMD Students** was awarded a UMD Do Good grant (50,000) to establish connections to Asian American families and caregivers of children and youth with special needs in the DMV with professionals to exchange resources and stories. UMD students launched the program in 2023 in collaboration with the Chinese Culture and Community Service Center.

- **Dr. Amy Green** (TLPL) & **Dr. Angela Stoltz** (TLPL) received a NOAA grant to enhance capacity-building efforts for environmental literacy, sustainability, and climate change education in the Chesapeake region by establishing a new partnership-based network for fostering student competencies in conservation, sustainability, and stewardship identities in students through the elaboration of indigenous knowledge and culturally responsive pedagogies into Next Generation Science Standards-based curricula.
  - The partnership team consists of University of Maryland (UMD) and Ohio University (OU) scholars, Piscataway Conoy tribal members, teacher educators, curriculum specialists, and environmental literacy experts, as well as school district leaders, classroom teachers, and nonformal environmental educators.
  - As a "proof of concept" as well as an authentic medium for detailing our approach, the team will use the NOAA Chesapeake Bay office MWEE materials to develop a MWEE relevant to the existing Terrapins in the Classroom partnership program in Prince George's County Public School's 8th-grade science curriculum.

- **Terrapin Teachers: Game-Based Learning:** Facilitated by Future Mathematics Teachers is a partnership between the Future Mathematics Teachers' Council (FMTC) and Prince George's County Public Schools funded by a UMD Do Good grant ($5000). Terrapin Teachers is a collaborative initiative of the Provost's Office, the College of Computer, Mathematical, and Natural Sciences, and the College of Education. This project allows for students within the Terrapin Teachers initiative to increase their time in early field experiences in local schools. The purchased and strategically chosen games help to enhance students' procedural fluency and mathematical reasoning while fostering positive attitudes toward mathematics.

- The **Temperament and Narratives Lab: Story-Guided Emotion Coaching** project received a UMD Do Good grant to develop parents' and educators' ability to use storytelling to coach children's social-emotional learning in Prince George's County Public Schools. The team aims to reach a larger, more racially, ethnically, and economically diverse elementary school student population and disseminate their intervention at conferences.

- Faculty members **Shannon Kane** (TLPL), **Loren Jones** (TLPL), and **Margaret Peterson** (TLPL) received funding for **Bridging Theory & Practice: Leveraging Technology to Create Immersive and Engaging Learning Opportunities for Preservice Elementary Teachers.** This research integrates Avatar simulations as an early field experience in two undergraduate Elementary Education literacy courses. By bridging theoretical knowledge with practical application, avatar simulations supplement traditional early field experiences, allowing students to develop and refine their professional skills in a supportive, risk-free context. This technology represents a significant advancement in preparing teachers to navigate the complexities of classroom instruction with greater confidence and competence.

UMD Teaching Innovation Grants & Awards

- Education Week recognized **Dr. Kimberly Griffin** (CHSE, HESI), 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.

- **Dr Ebony Terrell Shockley**, Associate Dean for Undergraduate Studies & Educator Preparation, now serves as editor of the *Chronicle of Middle-Level Education Research* SIG and Awards Chair for the Research for Black Education SIG with the American Educational Research Association.

- **Dr. Susan De La Paz** (CHSE, EDSP) received the Distinguished Researcher Award from the Special and Inclusive Education Research Special Interest Group of the American Educational Research Association.

- **Dr. Brittany Devies** (CHSE) earned the Dr. Susan R. Komives Research Award from the National Association of Student Personnel Administrators. It supports professional, doctoral, and master 's-level scholarly research.

- **Dr. Jeff MacSwan** (TLPL, LLSI) and **Kelli Rolstad** gained recognition as co-recipients of the James E. Alatis Prize for Research in Language Policy and Planning in Educational Contexts. This honor, awarded by the International Research Foundation for English Language Education, acknowledges authors of published articles or chapters on language policy and planning in educational settings.

- **Dr. Seyma Intepe Tingir** (CHSE) earned the Tom E.C. Smith Early Career Award from the Council for Exceptional Children's Division on Autism and Developmental Disabilities.

- **Drs. Melanie Killen** (HDQM) and **Allan Wigfield** were elected for membership in the National Academy of Education, one of the highest honors an education researcher can achieve.

- **Dr. Dana Grosser-Clarkson** (TLPL) received the USEA Special Award from the UTEACH STEM Education Association.

- **Dr. Shannon Kane** (TLPL) was named a 2023 Clinical Fellow by the Association of Teacher Educators.

- **Dr. Sarah McGrew** (TLPL) won the Harry J. Carman Award by the Middle States Council for Social Studies.

- **Drs. Christy Tirrell-Corbin (HDQM) and David Weintrop** (TLPL) received the College of Education's 2023 Dean's Impact Professors.

- **Dr. Margaret Walke**r (TLPL) claimed the Pearl Greenberg Award for Teaching and Research in Art Education from the National Art Education Association's Committee on Lifelong Learning.

Continuous Improvement

- **Induction**: Dawn Martin (CHSE), Seyma Intepe-Tingir (CHSE), and Stacey Williams (CHSE) (Co-investigators) were awarded $1.25 million for a five-year grant (June 2023-May 2028). **INnovative Special (Education Preparation and Induction to Retain Exceptional Diverse (INSPIRED) Teachers Office of Special Education Programs (OSEP)** The

grant provides financial support and induction coaching to support students from undergraduate to completion of a master's degree in special education. The current cohort comprises 11 participants, with recruitment beginning for the next cohort in November 2024 (goal is 14).

- **Center for Early Childhood Education and Intervention (CECEI)** established the state's first Child Development Associate (CDA) registered apprenticeship program for early childhood educators. Led by Christy Tirrell-Corbin, the program offers paid on-the-job training within public and private early childhood programs. The program is dedicated to serving children and families with complex needs related to language barriers, poverty, or disability. A new initiative through the program will focus on helping paraeducators and assistant teachers in school- and community-based preschool programs complete their CDA credentials, focusing on inclusive practices.

- **Maryland Initiative for Literacy and Equity (MILE)** is a partnership between UMD and Morgan State University- led a statewide review of elementary literacy instruction supported by a 958,000 grant from MSDE.
  - Under the direction of MSDE, Donald J. Bolger (MILE Director and UMD Associate Professor), Simone Gibson (MILE Co-Director), and Maggie Polizos Peterson (MILE Executive Director and UMD Associate Clinical Professor) and their team recruited 13 literacy experts who visited 10% of public elementary schools in each Maryland county and the City of Baltimore in spring 2024.
  - With the help of an additional 13 research associates, the MILE team also convened focus groups of elementary principals and educators and reviewed literacy plans and practices. MILE partnered with AIM Institute for Learning and Research to develop indicators that serve as the basis for reports for each of the 24 local educational agencies and the Blueprint's Accountability & Implementation Board (AIB).

- **Partnerships**: Faculty in the Art and World Languages program provide after-school programs for middle school-aged students at the College Park Academy. Programs include Chinese conversational classes, Spanish tutoring, and 3D art. Candidates from both the art and world languages will assist in developing a lesson plan and implementing it into the program. This is part of the college's initiative to build relationships with our district partners continuously.

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

	Standard 1
Goals for the 2024-25 year	The teacher education program will update/realign the college-wide dispositions (FC/MCEE) and Performance-Based Assessments (PBA).
Actions	The college has established a working group to evaluate/revise indicators based on previous data and revised PBA and Dispositions assessment standards.
Expected outcomes	The college expects to implement a revised disposition and Performance-Based Assessment to pilot for the Fall 2025 or Spring 2026.
Reflections or comments	This initiative was postponed from the 2023-24 academic year to allow for updates and changes in state COMAR regulations.
	Standard 2
Goals for the 2024-25 year	We are exploring continued opportunities to provide candidates with diversity and global perspectives to increase the participation and engagement of teacher education candidates in global perspective programming offered at the university and college levels, fostering a broader understanding of international educational practices, diverse cultures, and global issues.
Actions	A new diversity course was approved for Secondary Social Studies. Other secondary and PK-12 content areas are exploring the option of adding this course to their programs. Special Education is in the final review of an international perspectives course. Other study-

	abroad programs, such as the faculty-led study-abroad programs to the Netherlands, Cuba, and Ghana, continue to provide students with experiential learning in a global education perspective.
Expected outcomes	Provide greater opportunity for students to understand perspectives around diversity and global perspectives by creating courses and experiences for students to gain a better understanding of global educational perspectives.
Reflections or comments	There is an opportunity to promote the existing programming to ensure increased access to the available opportunities (e.g., colloquiums and presentations on global issues).
Standard 3	
Goals for the 2024-25 year	Strengthen partnerships with community colleges by expanding from 8 to 20 schools by 2026 and enhancing engagement efforts.
Actions	The College will engage in partnerships through events, meetings with transfer advisors, and opportunities for prospective transfer students. We will measure impact through engagement metrics, advisor feedback, and transfer application trends.
Expected outcomes	The College expects to develop stronger relationships with local community colleges to further opportunities for recruitment and enrollment of transfer students into the College of Education.
Reflections or comments	Community Colleges provide a wealth of knowledge as they offer AAT degrees for students, helping with a stream of students interested in careers in teaching.
Standard 4	
Goals for the 2024-25 year	The COE teacher education program will continue collaborating with district and state partners to improve outcomes for state and local recruitment and retention goals.
Actions	The College has focused on recruiting and retaining a diverse population of teacher candidates to accommodate district and state needs. This includes initiatives such as the edTERP CARES network, a COE teacher organization to assist transfer and BIPOC students with academic and emotional support. Programs continue to support our districts, focusing on supporting high-needs populations by placing candidates in public school settings with a

	Title I classification. Other initiatives include annual events that include alumni support for continued support into the induction year.
Expected outcomes	The College plans to continue to deploy initiatives to recruit and support teacher candidates for district and state needs. This includes providing continued communication and support from college-wide organizations and recruitment and alumni events to increase recruitment and retention of teacher candidates.
Reflections or comments	Funding at the state-level has helped anchor some of the initiatives for students who are STEM majors and those who will commit to a few years of working in high-needs schools throughout the state of Maryland.

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 description of any identified potential challenges or barriers.

New Program Development: The college is seeking approval from MHEC to establish an MCERT Health Education program. Currently, no graduate programs in Maryland offer Health Education certification, even as the Maryland State Department of Education has recently increased high school graduation requirements by mandating two Health courses for students entering 9th grade in 2021-2022.

Recruitment & Enrollment Goals:
- Drs. Ebony Terrell Shockley, Associate Dean for Educator Preparation and Undergraduate Studies, and Monica Simonsen, Director of Teacher Education, spearheaded the development of the College of Education's Recruitment Goals for 2025-2029. This comprehensive plan outlines strategic initiatives to boost enrollment in the teacher education program.

- The strategy focuses on increasing the program's visibility in partner schools and strengthening outreach to high schools and community colleges. On-campus marketing efforts will be intensified to attract potential students, while the plan also prioritizes enhancing student transfer pathways and implementing targeted engagement strategies.
- This multifaceted approach aims to build a more robust and diverse recruitment pipeline. By encouraging faculty participation in recruitment efforts, it also fosters a shared sense of responsibility.

The College of Education Undergraduate Enrollment Report & Plan outlines several strategies to increase yield among admitted students aimed at attracting, enrolling, and retaining a diverse and talented student body. These strategies also align with the College's goals to address teacher shortages and diversify the educator pipeline.

Targeted Marketing

- Hosting information sessions and attending college fairs to engage and persuade prospective students to apply and enroll.
- Utilizing student ambassadors and peer advisors to build connections with potential applicants through personal experiences.

Admissions Support

- Streamlining transfer processes and enhancing support for prospective transfer students, with a particular focus on those from Maryland community colleges.
- Expanding the Terrapin Teachers program to include pathways for undergraduates in fields beyond STEM.

Yield Strategies

- Highlighting financial aid and scholarship opportunities to reduce barriers to attendance.
- Promoting teaching careers with positive messaging, showcasing Maryland's initiatives, such as increased teacher starting salaries.
- Providing early teaching experiences to build confidence and self-efficacy among prospective students.

Retention and Persistence

- Strengthening support structures such as advising teams and affinity groups to foster a sense of community.
- Offering hands-on experiential learning opportunities and professional development to keep students engaged and prepared for their future careers.

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Creative Initiatives in Teacher Education Specialization (CITE):
- The COE is expanding the teaching pathway for conditionally certified teachers to become eligible for certification. The program currently supports paraprofessionals in Maryland districts with an undergraduate degree to earn teacher certification. However, we could adapt the program to create a pathway for paraprofessionals without an undergraduate degree in education to earn one.
- 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.
- We have 37 registered CITE students in Fall 2024.

Praxis Support
- The Associate Dean for Undergraduate Studies and Educator Preparation continued an initiative to reimburse students for exam fees, helping to reduce the financial burden associated with education-related testing.
- An initiative from the Assessment Office redesigned a section of its website to centralize information about Praxis policies, testing locations, registration, and other resources, making it easier for students to find answers in one place. Additionally, an internal document compiling resources such as tutoring, practice exams, vouchers, and online assessment tools was shared with advisors to inform students during appointments better.
- Participation in a presentation introduced a new initiative from Educational Testing Services (ETS) to support test takers. The Praxis Bridge program offers teacher candidates who have not passed their Praxis test after one or more attempts an opportunity to complete a professional learning module instead of retaking the entire test. Upon successful completion, candidates receive a Certificate of Completion and an updated Praxis score report marked with 'Alt Passed' for the relevant subject-area test.
- ETS plans to deploy the Praxis Bridge program in February 2025.

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).

State Board of Education (SBOE)

- In April 2024, SBOE adopted new licensure policies to discontinue the CORE Praxis Math requirement. This decision aims to remove a barrier to teacher licensure. However, teacher candidates preparing to teach mathematics must still pass a content-specific assessment to demonstrate their skills.

Adoption of the Science of Reading: Comprehensive Literacy Policy (SBOE and MSDE)
- The Maryland Department of Education adopted a statewide comprehensive PreK-3 Literacy Policy to address the significant decline in reading performance of Maryland students, who have fallen from third to forty-first on the Grade 4 National Assessment of Educational Progress (NAEP) Reading Assessment since 2013.
- The instruction and policy are based on the Science of Reading, an evidence-based approach emphasizing phonics, fluency, vocabulary, and comprehension to augment literacy skills.
- Following the directive of the Board, Maryland's State Superintendent indicated these items in the document.
  - Incorporate evaluations of reading instruction into the licensure renewal process for educator preparation programs.
  - Review and align current state literacy guidance, stands, policies, and regulations.
  - Establish partnerships with higher education institutions to ensure teacher preparation programs reflect the Science of Reading.
- In response to the initiative, the College of Education convened the COE Literacy Team to support, review, and address questions about reading instruction within the College. The group reviewed drafts throughout the summer and early fall. During this time, the Maryland Initiative for Literacy and Equity (MILE) team worked on its own policy proposal, which influenced the work suggested by MSDE.
- The directive aims to improve literacy education with these points
  - Required screening of K-3 students three times a year to identify and mitigate reading difficulties
  - Provide Science of Reading training and coaching for educators
  - Mandate that educators exhibit proficiency in reading instruction aligned with the Science of Reading for licensure
- The SBOE adopted the plan in October, making it effective for the 2024-25 academic year.

The Maryland State Department of Education (MSDE) Cooperation Agreement
- In Fall 2024, a cooperation agreement between AAQEP and MSDE (in collaboration with MHEC) formally recognized AAQEP as an approved accreditor for educator preparation programs in Maryland. This partnership allows Maryland to accept AAQEP accreditation as a valid measure of quality and compliance for teacher preparation programs across the state. The benefits of this initiative include the following:
  - Creates two options for oversight and compliance through national accreditation from (AAQEP for University of Maryland College Park) state-recognized accreditor (accreditation pathway) or state formal review and approved process (state approval pathway).
  - Ensures that our programs accredited by AAQEP meet Maryland's specific licensure and educator quality standards, which aligns with the needs of evolving educator preparation programs.

10. Sign Off

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

Date sent to AAQEP:	12/31/2024