



AAQEP Annual Report for 2025

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 alumni 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 to serve as 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 *the academic, career, and personal-social development of all students in* culturally diverse urban settings. The School Counseling Program aims to develop professional school counselors with the competencies to work both individually and systemically, closing 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 full-time 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 Arts, 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 postgraduate 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) fully approves the training program, 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 them with greater 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 further refining their competencies 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 take place in Prince George's County, Montgomery County, and Howard County Public School Systems, as well as the Kennedy Krieger Institute, all 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 the 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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
M.Ed. - Curriculum and Instruction, Reading Specialist (graduate)	MSDE Reading Specialist Certificate	7	2
Total for programs that lead to additional/advanced credentials		7	2
<i>Programs that lead to P-12 leader credentials</i>			
School Improvement Leadership	MSDE Administrator I Certificate	19	4
Ed.D. - School System Leadership	MSDE School Superintendent II Certification	31	4

Total for programs that lead to P-12 leader credentials			8
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
M.Ed. - School Counseling (graduate)	MSDE School Counselor Certificate	15	7
Ph.D. - School Psychology (graduate)	MSDE School Psychologist Certificate, APA and NASP credential	28	3
Total for programs that lead to specialized professional or no specific credentials		43	10
TOTAL enrollment and productivity for all programs		107	20
Unduplicated total of all program candidates and completers			

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.)

N/A

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.
107
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.
20
C. Number of recommendations 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.

Expected time to completion varies across advanced programs based on program design, credit requirements, and enrollment patterns. Time-to-completion benchmarks for each program reflect the published program length, with an additional benchmark calculated at 150 percent of the expected timeframe. Completion rates are reported for candidates who completed within the expected timeframe or beyond the expected timeframe but within 1.5 times the expected timeframe. Candidates completing beyond 150 percent of the expected timeframe are not included in the table.

Reading Specialist				
Initial Cohort	Graduated in 100% time (2.5 years)	Graduated in 150% time (5 years)	Graduation Rate % (2.5 years)	Graduation Rate % (5 years)
2	2	100%	0	0%
School Counseling				
Initial Cohort	Graduated in 100% time (2 years)	Graduated in 150% time (3 years)	Graduation Rate % (2 years)	Graduation Rate % (3 years)
7	7	0	100%	0%
School Improvement Leadership (Admin I)				
Initial Cohort	Graduated in 100% time (16-20 months)	Graduated in 150% time (24-30 months)	Graduation Rate % (16-20 months)	Graduation Rate % (24-30 months)
4	4	0	100%	0%
School Psychology				

Initial Cohort	Graduated in 100% time (5.5 years)	Graduated in 150% time (8.25 years)	Graduation Rate % (5.5 years)	Graduation Rate % (8.25 years)
3	2	1	67%	33%
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)
4	0	4	0%	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 Specialist, and School Counseling programs do not have a state exam requirement. School Psychology completers achieved an average score of 173, exceeding the state cut-off of 155.				
F. Explanation of evidence available from program completers , with a characterization of findings.				
<p>Respondents consistently identified several strengths of the advanced programs, including supportive faculty, small and connected cohorts, invested instructors, and coursework that provided meaningful theoretical foundations. Collectively, these elements contributed to a positive and encouraging graduate experience.</p> <p>Completers also described opportunities to build upon these strengths. Many expressed interest in more advanced or specialized coursework, expanded practicum or hands-on learning experiences, and advising that more clearly connected coursework and placements to long-term professional goals. Some respondents noted that additional financial support would enable greater participation in professional development and travel-based learning opportunities.</p> <p>Overall, completer feedback indicates high satisfaction with the advanced programs while also identifying opportunities for further enhancement. Respondents emphasized the value of stronger alignment between coursework and current professional practice, along with clearer guidance and additional applied learning experiences beyond the classroom. These findings suggest that targeted expansion of practice-based learning and advising structures would complement existing program strengths and further support completers' preparation for professional roles.</p>				
G. Explanation of evidence available from employers of program completers , with a characterization of findings.				
Employers and site-based supervisors reported that program completers demonstrate strong professional competence, preparedness for practice, and alignment with field expectations. Evidence from internship evaluations and supervisor feedback indicated high ratings across professional skills, ethical practice, and collaboration.				

In School Psychology, faculty collected survey data from employers and school districts regarding recent program graduates. All respondents rated completers as meeting or exceeding expectations for entry-level practice, providing external confirmation of candidate readiness and professional competence.

H. 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 monitors employment outcomes for program completers through alumni follow-up surveys, licensure and certification records, and communication with school districts and employers. Programs review employment status to confirm placement in relevant professional roles following program completion.

Across advanced programs, completers demonstrated strong employment outcomes:

- **School Counseling:** Most completers secured employment in local school districts, while others obtained positions in their home states or local communities.
- **Reading Specialist:** Program completers reported current employment in education-related roles.
- **School Improvement Leadership (Admin I):** Completers reported current employment in leadership or administrative roles.
- **School System Leadership (Superintendent II):** Completers reported current employment in district or system-level leadership positions.
- **School Psychology:** All program completers secured employment in local schools or community mental health settings. Completers employed in school settings held appropriate certification as school psychologists.

These findings indicate strong employment outcomes aligned with program preparation and licensure expectations

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Reading Specialist

Six faculty members supported the Reading and Literacy program during the 2024–2025 academic year, including two new tenure-track assistant professors. Dr. Kerry Alexander contributes expertise in elementary writing instruction, critical literacy, and coaching and mentoring. Dr. Reka Barton's scholarship focuses on multiliteracies, multimodality, and multilingualism, and she brings experience in dual-language education and curriculum design. Both appointments strengthen the program's emphasis on equity and contemporary literacy practice.

During the spring semester, the program experienced the loss of Dr. Olivia Saracho, a tenured full professor with more than 40 years of service to the literacy program. To ensure continuity in instruction and program oversight, the department chair identified a clinical faculty member, Dr. Maggie Peterson, to assume responsibilities associated with this vacancy. Dr. Peterson rejoined the department following service on the leadership team for the grant-funded Maryland Initiative for Literacy and Equity (MILE).

Staffing levels continue to support current program delivery and administration. The program offered one to two courses per semester and summer session and supported advising for approximately five candidates. Faculty collectively contributed to recruitment, admissions review, advising, and administrative and quality assurance activities.

School Counseling

The School Counseling program experienced no staffing changes during the 2024–2025 academic year. Current faculty capacity continues to support instruction, advising, and administrative oversight at a level appropriate to enrollment. Staffing aligns with instructional needs and ongoing program monitoring.

School Psychology

The School Psychology program continues to operate with reduced staffing following a faculty departure in 2021. Although a replacement search has not yet begun, the program has maintained required course offerings through qualified adjunct faculty. Core faculty continue oversight of curriculum coherence, student progress, and program quality, supporting program delivery aligned with current enrollment levels.

Ed.D. School System Leadership/Admin 1

Staffing capacity in the EdD in School System Leadership program continued to strengthen during the reporting year to align with program growth and evolving administrative needs. The program maintains a stable core faculty with expertise spanning leadership, policy, organizational change, and applied practice, supporting both instruction and program oversight.

Faculty roles extend beyond teaching to include advising, admissions review, assessment analysis, and ongoing monitoring of student progress and learning outcomes. These responsibilities support systematic quality assurance processes aligned with program expectations and enrollment levels.

The program's leadership structure includes:

- Director: Dr. Douglas W. Anthony
- Associate Director: Dr. Christine Neumerski
- Associate Director: Dr. Pamela Shetley

Together, this leadership team provides strong administrative capacity, effective coordination of program delivery, and systematic quality assurance monitoring. Ongoing collaboration among directors and faculty supports consistent implementation of program expectations and monitoring of student progress and learning outcomes.

As enrollment has grown, the expansion of leadership capacity and collective expertise has supported effective administration aligned with the program's current size and demands.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Reading Specialist: 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 successfully complete the clinical experience.	Candidates (n=2) completed the 2024 Summer reading clinic internship. The data indicate that both candidates met expectations for all standards and indicators. The link to the data is provided here .

Reading Specialist: Seminar Paper	For the Seminar Paper assignment, candidates conduct a literature search to locate, read, critique, and synthesize primary research in a specific area related to literacy. The Seminar Paper carries a total value of 23 points and uses a rubric-based scoring system that defines performance as unacceptable, minimally acceptable, or meets expectations. A score of 19 serves as the minimum passing benchmark.	All candidates (n=2) met the majority of the indicator expectations for completing the Seminar Paper. All indicators were met with the exception of Item 7; however, both candidates received scores that exceeded the passing benchmark. The link to the data is provided here .
Reading Specialist: Course Grades	The program consists of 30 credits, including a capstone summer reading clinic. The curriculum requirements are designed to meet the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals. The following course grading system applies to all of the advanced programs: The A+ and A 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.	All candidates (n=2) met the maximum score (3pts) of “meets expectation” for the Final Clinic Report on indicators I.A., IIA, B, C; IIIA, B, & IVA. The link to the data is provided here . Reading Specialist completers performed well, with an overall GPA of 3.983 for the cohort. The course grade information is here .

School Counseling: Internship Evaluation	During each semester of the internship experience, site supervisors complete an assessment of each intern's performance at the midpoint and the endpoint of the experience. The assessment is a 50-item rating scale covering the ASCA School Counselor Professional Standards and Competencies. For the final evaluation, ratings of at least "3" on all items (standards) are required to pass all course and placement requirements.	All School Counseling completers (n=7) met or exceeded the program benchmark on the final internship evaluation. Click here to view the data.
School Counseling: Advocacy Project	Candidates develop and implement an advocacy project focusing on one or more community, environmental, and institutional context(s), driving gaps in students' academic, career, personal, and social development. Candidates are required to receive "meets expectations" on the rubric indicators.	All School Counseling completers (n=7) met or exceeded the program benchmark for the advocacy project. The lowest indicator score for meeting the benchmark expectation was 94%. Click here 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>eight common core curricular areas</i> and <i>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 core content areas. If a student fails a section, they are given a second opportunity to sit for the failed section(s). Students are given two attempts to pass this exam.	All 7 candidates successfully passed the exam. Each section is graded using a rubric worth 20 points, for a total possible points of 120. Scores ranged from 128 to 154 points. The mean score was 141.7 points

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
School Counseling: Course Grades	All students in the School Counseling program complete 14 didactic courses, two field experiences, and a two-semester clinical internship covering all key content, pedagogical, and professional knowledge, meeting training standards for master's 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.	School Counseling completers performed well, with an overall GPA of 3.935 for the cohort. The course grade information is here .
School Psychology: Internship Evaluation	The internship evaluation includes items assessing the skills, competencies, performance, knowledge, and characteristics expected of an effective school psychologist. Each item on the internship evaluation is rated 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.	School Psychology completers (n=3) successfully completed the required rubrics of the Internship Evaluation , meeting or exceeding the benchmark for each rubric category.

School Psychology: Praxis II	Students take the Praxis II Exam, a nationally normed standardized test, in their third year as part of the program's comprehensive examination requirement and to obtain the National Certification as School Psychologist (NCSP). The state of Maryland's passing score is 147.	School Psychology completers (n=) exceeded the Maryland State Department of Education passing score of 147, with an average of 173.
School Psychology: Internship Portfolio	Program faculty evaluate portfolios using specified competency-based rubrics that 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.	School Psychology completers (n=3) successfully completed the required rubrics of the Internship Portfolio . All but one indicator (SEB Intervention, 4f) scores met or exceeded the benchmark expectation.
School Psychology: Course Grades	The School Psychology program includes 76 course credits, with an additional 18-24 credits required for research and fieldwork/internship. Sequencing of the curriculum ensures 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,	This year's cohort of two School Psychology completers achieved an average GPA of 3.917, reflecting strong academic performance. The course grade information is here .

	D-, or F.	
School Improvement Leadership: Internship Evaluation (Admin I)	<p>Intern evaluations assess 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 intern's developmental progression, 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>The data provided in this report are based on the final supervisor evaluation. All students (n=4) met the required benchmark. Data can be viewed here</p>
School Improvement Leadership: PSEL Portfolio (Admin I)	<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>All indicators in the PSEL portfolio aligned with Standard 1 can be viewed here. The data provided demonstrate that the majority of students met the required benchmark. The lowest indicator score for meeting the benchmark expectation was for PSEL 2015.9.</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>School Improvement Leadership completers performed well, with a cohort-wide 4.0 GPA. The course grade information is here.</p>
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School System Leadership - Key Assessment #1: Community Asset Map	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.	School System Leadership students (n=4) met the assessment requirements.
School System Leadership - Key Assessment #2: Analysis of Instructional Coherence, Curriculum, Assessments, and Professional Capacity	This NELP-aligned assignment asks students to evaluate 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.	School System Leadership students (n=4) achieved a combined score of 93% on the assessment, meeting or exceeding the required expectation. While the cohort size is small, this result highlights strong individual performance.

<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 four credits focused on professional inquiry and written communication, during which candidates complete 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 four School System Leadership completers achieved an average GPA of 3.971, reflecting strong academic performance. The course grade information is here.</p>
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Reading Specialist: Foundational Competencies/MCEE	The College Foundational Competencies dispositions instrument includes 16 indicators that assess 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.”	Candidates successfully met this outcome, as evidenced by the Foundational Competencies. All Reading Specialist candidates (n=2) received the highest ratings of “Always” and “Yes” for the Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE).
Reading Specialist: 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 of their ability to work independently and collaboratively. Candidates must attain the level of “meets expectations” on 100% of the	Candidates (n=2) completed the 2024 Summer reading clinic internship. The data indicate that all candidates met expectations for all standards and indicators. Data are provided in Table 3 of this report.

	<i>critical</i> indicators and “developing” on 70% of the remaining indicators (considered <i>essential</i>) to successfully complete the clinical experience.	
Reading Specialist: 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.	Please see Table 2: Program Performance Indicators, Question F for Exit survey feedback.
Reading Specialist: 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.	All candidates (n=2) met the expectations for indicators II. A and VI.A. Data are provided in Table 3 of this report
Reading Specialist: Course Grades	See the description in Table 3: Expectations and Performance on Standard 1.	Data are provided in Table 3 of this report
School Counseling: Internship Evaluation	See the description in Table 3: Expectations and Performance on Standard 1.	All School Counseling completers (n=7) 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=7) 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=7) met or exceeded the benchmark for all indicators of the Dispositions assessment. Click here 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=3) successfully completed the required rubrics of the Internship Portfolio. The lowest indicator score for meeting the benchmark expectation was 67% 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.
School Improvement Leadership – PSEL Portfolio (Admin I)	<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"> 1. Interpersonal and communication skills. 2. Responsiveness to feedback from their mentor. 	All indicators in the PSEL portfolio aligned with Standard 2 can be viewed here . The data indicate that all students met the required benchmark.

	<p>3. Relationship with the university supervisor.</p> <p>All candidates must “meet the standard” for all three competencies, as rated by their mentor and University Supervisor.</p>	
School System Leadership - Key Assessment #3: Ethics and Leadership	<p>The assignment is a comprehensive academic exercise aligned with NELP standards. Students analyze educational case studies to examine 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=4) exceeded the required expectations, all receiving the highest possible score of 40/40 on the assessment.</p>
School System Leadership - Key Assessment #4: Systems Resource Analysis	<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=4) achieved a combined score of 2.68 or 89% on the assessment, meeting the required expectation.</p>

School System Leadership - Key Assessment #5: Exploring Governance: Improvement, Advocacy, and Policy	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.	Student System Leadership Students (n=4) completed the assignment and met all rubric benchmark expectations.
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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

Recruitment and enrollment continued to present a challenge for the Reading Specialist program. Interest in the program increased as faculty provided information to prospective applicants throughout the year; however, many individuals expressed interest in limited coursework or did not yet hold initial certification, which constrained full-program enrollment. Financial considerations also limited enrollment for some prospective candidates. In response to low enrollment, faculty collaborated on targeted recruitment efforts, resulting in approximately 8–10 applications during the spring term.

School Counseling

Recruitment and retention efforts have yielded a cohort twice the size of the previous cohort beginning Fall 2025. The School Counseling program has expanded partnerships with Montgomery County Public Schools and an independent school in Washington, DC. Additionally, the program has expanded training through a post-master's certificate program focused on working with immigrant populations, enrolling a cohort of 19 professional school counselors.

School Psychology

The School Psychology program continues to seek student feedback to support ongoing program improvement. Students are invited to participate in monthly program meetings to share feedback and perspectives. In addition, the program continues targeted recruitment efforts to increase diversity. During the past year, the program recruited several students from BIPOC backgrounds; all four students in the incoming first-year cohort identify as BIPOC, contributing to program diversity and strengthening the learning environment.

School Improvement Leadership (Administrator I)

The School Improvement Leadership (Administrator I) program operates as a fully online, equity-centered leadership preparation model serving teacher leaders across Maryland. The program meets state requirements for administrator preparation while emphasizing data-informed decision-making, applied leadership practice, and continuous improvement.

During the reporting period, the program strengthened staffing and recruitment capacity through a cross-collaborative recruitment initiative supported by a **\$9 million U.S. Department of Education Teacher Quality Partnership (TQP) grant**. This initiative expanded capacity by supporting the recruitment of faculty with leadership, policy, and scholarly expertise, including experience in administrative leadership, research, and state-level education systems. The program also collaborated with the Maryland State Department of Education (MSDE) to support revisions to state certification pathways for school administrators.

Consistent with AAQEP 2025 Standards 3a, 3g, 4a, and 4e, the program demonstrates sustained capacity for quality through coherent curriculum design, purposeful partnerships, and recruitment strategies that support access to advanced credentials for educators from high-need districts. Through partner-engaged improvement cycles, faculty and local school leaders co-design structured field experiences that integrate leadership theory, culturally responsive practice, and data use to support instructional and organizational improvement.

School System Leadership

The School System Leadership program continues to enroll district leaders and launched a new cohort of ten students in January 2025. Recruitment efforts support statewide participation, with the current cohort including candidates from Anne Arundel, Calvert, Frederick, Howard, and Prince George's Counties.

During the reporting year, the program received external recognition as a **finalist for the Program of the Year Award** from the **Carnegie Project on the Education Doctorate (CPED)**, a national organization representing more than 200 universities and colleges that focuses on advancing quality and innovation in educational doctoral preparation.

Faculty Grants, Accomplishments & Awards

Faculty across the College of Education received recognition during the reporting year for scholarly contributions, leadership, service, and externally funded work aligned with program priorities and continuous improvement.

- **Cixin Wang, Associate Professor (COPE)**, earned recognition as a **Fellow of the American Psychological Association (APA)** and received the **Tom Oakland Mid-Career Scholarship Award from APA Division 16** (School Psychology). This award recognizes a mid-career school psychologist whose sustained scholarly contributions merit special distinction.
- **Jioni Lewis, Associate Professor, (COPE)**, received the **Advocate of the Year Award from the Society of Counseling Psychology (APA Division 17)**, Section on the **Advancement of Feminist Psychology**, recognizing outstanding contributions through service, research, and practice advancing women, gender, and feminist psychology. During the reporting year, Dr. Lewis also began service as **Chair of the APA Committee on Women in Psychology (CWP)**.
- **Dennis Kivlighan, Professor, (COPE)** earned the **Leona Tyler Award for Lifetime Achievement in Counseling Psychology from the Society of Counseling Psychology** for the 2024–2025 academic year. This award represents one of the profession’s highest honors, recognizing sustained impact on counseling psychology scholarship and practice.
- **Jessica Diaz McKechnie, Associate Clinical Professor, (COPE)** received the 2025 Excellence in Service Award for **Outstanding Faculty from the Office of Multi-Ethnic Student Education (OMSE)**, recognizing contributions to the academic success and experiences of multi-ethnic students at the University of Maryland.
- **Dr. Kerry Alexander, Assistant Professor (TLPL)**, earned the **SUNY New Paltz Science of Reading Fundamentals for Maryland Educators Microcredential** and secured a **College of Education Support Program for Advancing Research and Collaboration (SPARC)** grant titled Elementary Writing Teacher Development and Practice: From UMD to MSDE. The SPARC award totaled \$15,000.
- **Dr. Ayanna Baccus, Associate Clinical Professor (TLPL)**, received a \$25,000 **community grant to support a summer reading program and reading clinic**, along with a \$5,000 alumni donation for the clinic. These funds enabled students in grades 1–8 to participate at no cost and receive tutoring from reading specialist candidates and alumni. Dr. Baccus also earned the **SUNY New Paltz Science of Reading Fundamentals for Maryland Educators Microcredential** during the reporting year.

- **Shannon Kane, Assistant Clinical Professor (TLPL)**, served as principal investigator for **MILEstone Reading Clinic for Hollywood and Kingsford Elementary Schools**, sponsored by the **Prince George’s County Board of Education**. The project received \$248,585 in funding for the period August 1, 2024, through June 30, 2025.
- **Dr. Jennifer Danridge Turner, Professor (TLPL)**, advanced to Full Professor during the reporting year. She received the **University of Connecticut Africana Studies Institute to Advance Equity through Research on Women and Girls of Color Faculty Fellowship** (August 2024). She was selected for the **Big Ten Academic Alliance Academic Leadership Program Fellowship (ALP)** for 2025–2026. Her scholarly dissemination during the year included editing **Critical Visual and Multimodal Research for Racial Justice: The Seen and the Unseen** (Routledge: Taylor & Francis, 2025) and delivering a keynote titled **Seeing Power and Possibility: Reading Black Girl Imagery through the Intersectional Multimodal Analysis (IMA) Framework** at the International Visual Literacy Association Conference, San Diego State University.
- **David Imig, Professor Emeritus and School System Leadership legacy advisor**, was honored through the establishment of the **2025 David G. Imig Distinguished Service Award**, which recognizes his sustained contributions and leadership in the field.
- **Christine Neumerski, Faculty Specialist (TLPL)**, received the **College of Education Excellence in Scholarship Award for Professional Track Faculty**, recognizing her scholarly contributions and leadership in developing specialization opportunities within the EdD program.

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 and recent activities related to investigating data quality. Table 5 may focus 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

<p>Goals for the 2025-26 year</p>	<p>Reading Specialist: The program continues to create and strengthen opportunities for candidates to develop Standard 1 indicators and to expand their understanding of culturally responsive pedagogy and equity in reading and literacy studies.</p> <p>School Counseling: The program will continue a curricular review to ensure that each individual course aligns with current AAQEP standards and ASCA professional standards and competencies for school counselors by core area, and that courses are scoped and sequenced to maximize candidate growth. The highest-priority courses include Special Education, Human Development, and Multicultural Issues. A review of MSDE course requirements will be completed to ensure our curriculum aligns with state standards for school counselors. In the 2025-26 year, we intend to rename three courses to mirror the MSDE language.</p> <p>School Psychology: The School Psychology program plans to expand efforts to improve training based on the information from the 2023 NASP accreditation report and from student feedback.</p> <p>Admin 1: The School Improvement Leadership (Administrator I) program will continue to demonstrate strong evidence of candidate proficiency and complete effectiveness, with a goal of 100% of candidates successfully achieving certification by the Maryland State Department of Education. We also aim for completers to consistently exhibit mastery of PSEL leadership standards through projects, performance-based assessments, and field evaluations that confirm their readiness to lead data-informed school improvement, coach teachers, and advance equitable outcomes for all learners.</p> <p>School System Leadership: The program plans to strengthen candidates' capacity to design and lead systems-level improvements that advance equity and organizational effectiveness through their Capstone Impact Product.</p>
<p>Actions</p>	<p>Reading Specialist: Engage in collaborative planning discussions about the content and structure of reading specialist courses and candidate experiences. Additionally, incorporate new faculty members' ideas, expertise, and scholarship.</p> <p>School Counseling: During the faculty retreat, the program will discuss current ASCA Professional standards and competencies, MSDE and AAQEP standards, and review course names and syllabi.</p>

	<p>School Psychology: The Faculty has reviewed the syllabus and added more readings on diversity. Faculty have also increased efforts to build partnerships with local school districts and community organizations.</p> <p>Admin 1: The School Improvement Leadership (Administrator I) program will implement strategies to strengthen candidate preparation and ensure readiness for administrative certification. Faculty will refine signature assessments and leadership internship experiences to ensure alignment with Maryland’s updated leader certification and the PSEL standards. Faculty will also integrate social-emotional leadership practices using the RULER framework to prepare candidates to foster healthy school climates and promote the well-being of students and staff.</p> <p>School System Leadership: Faculty, Ed.D. advisors, and district supervisors will guide candidates in designing and evaluating problems of practice that address systemic challenges, including current challenges: teacher attrition, workforce diversity, instructional coherence, equitable resource allocation, and student access to advanced coursework in high-poverty schools.</p>
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Expected outcomes	<p>Reading Specialist: The program will focus on candidates' course grades as evidence of their knowledge of research and course content. Candidates will demonstrate an understanding of culturally responsive pedagogy and equity in course assignments.</p> <p>School Counseling: Faculty will strengthen alignment with professional standards and support deeper foundational knowledge of the school counseling profession.</p> <p>School Psychology: The School Psychology program will focus on improving our training for students and preparing them better for future roles as school psychologists.</p> <p>Admin 1: The program expects to deepen candidate impact by expanding cross-district clinical partnerships and sustaining a 100% certification rate through continued alignment with the updated Maryland leadership certification process and the AAQEP 2025 framework.</p> <p>School System Leadership: In addition to meeting the NELP requirements for their Mid-Point evaluation, candidates will produce evidence of organizational impact at the local and/or state level through the deployment of their Capstone Impact Product.</p>
Reflections or comments	<p>School System Leadership (EdD): Faculty indicate that the Capstone Impact Product has become a catalyst for authentic systems-level change, enabling candidates to translate research into sustained organizational improvement. The program will seek to refine the capstone assessment to capture feedback from multiple audiences in addition to program faculty.</p> <p>Admin 1: Faculty plan to deepen inter-institutional collaboration using grants, to expand cross-district internships, and to incorporate more authentic performance assessments that connect theory to practice.</p>
Standard 2	
Goals for the 2025-26 year	<p>Reading Specialist: Plans are underway to increase opportunities for candidates and program alumni to communicate with families and caregivers of diverse learners. The program also plans to expand opportunities for candidates and alumni to communicate with one another about reading instruction for multilingual learners and students with disabilities.</p> <p>School Counseling: The program plans to revise the course sequence to strengthen alignment across candidate learning experiences. Beginning in the 2025–26 academic year, the program</p>

	<p>will reorder two courses to improve coherence in the scope and sequence. Candidates will complete Research Methods during the summer prior to entering their first internship experience, ensuring they acquire the knowledge and skills needed to enact their advocacy project. The School Counselor Leadership course will run concurrently with the internship, allowing candidates to apply leadership concepts in practice as they build relationships with families, community partners, and other education professionals within their internship settings.</p> <p>School Psychology: 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> <p>Admin1: The program continues to emphasize the preparation of equity-minded leaders who foster inclusive, positive learning environments and build authentic relationships with families, staff, and communities, even as districts face ongoing teacher shortages and reduced parental engagement in secondary internship residencies. During the reporting period, the program will enhance data collection on the measurable outcomes of Executive Leadership Projects to better document candidate impact on system improvement and ensure alignment with evolving district and state leadership priorities.</p> <p>School System Leadership: Candidates will engage in applied leadership experiences that emphasize diversity, equity, and social-emotional leadership through short-term internships and Executive Leadership Projects (ELPs) focused on system-level improvement.</p>
Actions	<p>Reading Specialist: The program will involve candidates and alumni in the summer reading clinic registration process, which includes direct communication with families and caregivers. The program will also share information about the summer reading clinic with candidates and alumni for distribution within their schools. In addition, candidates and alumni will be paired to support culturally and linguistically diverse learners and students with disabilities during the summer reading clinic.</p> <p>School Counseling: The program plans to obtain approval to revise the course sequence and adjust the curriculum scope and sequence to strengthen alignment between coursework and the internship application.</p> <p>School Psychology: Faculty collected survey data from five employers and school districts regarding recent program graduates. All respondents rated completers very positively, with performance exceeding expectations. Program alumni also reported strong levels of competency. Faculty and staff will continue to collect and analyze outcome data during the upcoming reporting year.</p>

	<p>Admin 1: Faculty will embed culturally responsive leadership modules focused on family engagement dynamics and mental wellness into coursework and field experiences.</p> <p>School System Leadership (EdD): Candidates will participate in short-term, district-based leadership residencies designed to expose them to diverse educational contexts and system-level leadership challenges. Under faculty and mentor supervision, candidates will complete Executive Leadership Projects (ELPs) that apply Improvement Science and social-emotional leadership frameworks to address equity gaps, workforce well-being, and organizational climate. Faculty will also explore the development of structured coaching and reflection protocols to support candidates in connecting theory, research, and practice in real-time decision-making.</p>
Expected outcomes	<p>Reading Specialist: Candidates and alumni will describe effective communication experiences with families and caregivers of diverse learners and students with reading difficulties. Candidates and alumni will also describe how they adapt instructional practices to support student learning and development, as appropriate to their roles and contexts. In addition, candidates and alumni will demonstrate collaborative instructional planning practices.</p> <p>School Counseling: The program expects advocacy projects to reflect stronger alignment with professional standards and to contribute to improved student outcomes. These enhancements are expected to support higher performance ratings on internship assessments for candidates.</p> <p>School Psychology: The program expects school districts will continue rating program completers highly in professional competence and expects alumni feedback to reflect strong levels of applied competency after graduation.</p> <p>Admin 1: Candidates are expected to demonstrate increased ability to recognize trauma within school environments and to lead systemic, collaborative responses in partnership with school leadership. The program also expects strengthened partnerships with families and communities, particularly within internship sites serving high populations of English Language Learners (ELL).</p> <p>School System Leadership (EdD): Candidates will demonstrate the ability to lead inclusive, emotionally intelligent systems through evidence-based Executive Leadership Projects (ELPs) that improve staff collaboration, strengthen culturally responsive practices, and advance equitable learning environments. These projects are expected to generate actionable insights and contribute to sustainable changes in district policies or practices related to professional culture, leadership development, and equitable resource allocation.</p>

Reflections or comments	Admin 1: We need to ensure our students are well-versed in situational leadership and ethical decision-making amid inconsistent policy guidance at the state and federal levels.
Standard 3	
Goals for the 2025-26 year	<p>Reading Specialist: Increase faculty involvement in the practicum and the Reading Specialist Clinic, with expanded faculty engagement in program delivery and administration.</p> <p>School Counseling: Expand recruitment and retention of school counselors. In response to statewide school counselor shortages in Maryland, the program aims to grow enrollment to a cohort of 15 diverse candidates.</p> <p>School Psychology: Increase staffing capacity to support high-quality student training. The program plans to add an assistant clinical faculty position beginning in Fall 2026 to strengthen student support and instructional capacity.</p> <p>Admin 1: Strengthen candidates' ability to reflect on leadership practice and use evidence to demonstrate leadership impact during internships. The program will support candidate success through structured, rigorous assessments that guide candidates in demonstrating evidence-based leadership practice aligned with continuous improvement and innovation.</p> <p>School System Leadership (EdD): Strengthen alignment across EdD coursework to ensure the problem of practice serves as a central curricular driver and is addressed intentionally as candidates progress through the course sequence.</p>
Actions	<p>Reading Specialist: Work collaboratively to supervise and support candidates in the summer reading clinic practicum and to administer the Reading Specialist program.</p> <p>School Counseling: Expand internal (UMD) and external recruitment, including advertising efforts targeting local colleges and universities. Program leadership and students will develop a recruitment video for placement on the program website. The website will also be updated to reflect recent programmatic changes.</p> <p>School Psychology: Initiated the faculty search in November 2025.</p> <p>Admin 1: Use completer survey data to refine coursework and strengthen clinical experiences.</p> <p>School System Leadership (EdD): Conduct a syllabus audit during regular faculty meetings to identify intentional opportunities for addressing the problem of practice across the curriculum.</p>

Expected outcomes	<p>Reading Specialist: All faculty participate in program delivery and administration and support candidates in the summer reading clinic.</p> <p>School Counseling: Have a diverse school counseling cohort of approximately 15–16 candidates.</p> <p>School Psychology: The program expects to hire a clinical faculty member in 2026 to strengthen instructional capacity and student support.</p> <p>Admin 1: The program aims to strengthen candidates' preparedness to sustain a 100% certification success rate. Through memoranda of understanding (MOUs) with local LEAs, the program also expects to increase coherence across district partnerships beyond Maryland, building on structures established through the TQP grant.</p> <p>School System Leadership (EdD): Faculty and candidates identify a consistent problem of practice as a curricular throughline across courses throughout the program.</p>
Reflections or comments	<p>Admin 1: The expansion of formal MOUs with local and regional LEAs, modeled after the successful cross-state collaboration achieved through the TQP grant, reinforces the program's ability to create coherent, practice-based experiences that prepare candidates for complex leadership roles. The program will continue to build reciprocal partnerships that promote consistency in leadership preparation across districts and states, ensuring that candidate learning remains authentic, aligned, and responsive to evolving school system needs.</p>
Standard 4	
Goals for the 2025-26 year	<p>Reading Specialist: Continue collaboration with a community partner to support children's literacy development and address the needs of neighborhood families and schools.</p> <p>School Counseling: Expand partnerships with public school districts and independent schools.</p> <p>School Psychology: Continue efforts to recruit and support a diverse student population within the program.</p> <p>Admin 1: Build on the success of the interstate cohort to strengthen reciprocal partnerships that drive innovation, support completers' career advancement, and address opportunity gaps, with particular emphasis on schools experiencing high teacher turnover and serving communities impacted by poverty.</p>

	<p>School System Leadership (EdD): Expand reciprocal partnerships that strengthen leadership pipelines and contribute to systemic improvement across Maryland and partner states, while collaborating with districts to develop payment and financial support structures that reduce financial barriers for candidates and increase access to advanced leadership preparation.</p>
Actions	<p>Reading Specialist: Plan summer reading program details and budgets in collaboration with College Park Youth and Family Services staff. Maintain communication with College Park Youth and Family Services regarding children's participation in the summer reading clinic and identify opportunities to increase involvement.</p> <p>School Counseling: Continue to strengthen partnerships with Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS) through continuous feedback from school districts on candidate performance in field experiences. The program will also engage in site supervisor training for professional school counselors.</p> <p>School Psychology: Faculty continued consultation with the UMD Office of Diversity and Inclusion and Bias Incident Support Services (BISS). The BISS Director also provided training to students during Fall 2024 and Fall 2025 to share available resources and offer support.</p> <p>Admin 1: Expand partnerships with school consortia and collaborate with districts, other institutions of higher education, and community organizations to align recruitment pipelines and leadership development pathways. These efforts will support access for diverse aspiring leaders from rural, high-poverty, and urban school districts.</p> <p>School System Leadership (EdD): Formalize memoranda of understanding (MOUs) with partner LEAs and state agencies to co-design cost-sharing models, tuition assistance programs, and district-sponsored fellowships that support equitable participation in the EdD program. Faculty and district leaders will also engage in Networked Improvement Communities (NICs) to align leadership development, identify workforce needs, and co-construct innovative pipelines that prepare and retain diverse, system-level leaders.</p>
Expected outcomes	<p>Reading Specialist: Children will demonstrate consistent attendance in the summer reading program and receive targeted tutoring support from candidates and alumni.</p> <p>School Counseling: Improved relationships with our partner schools to support high-need schools and communities using data-driven practices.</p> <p>School Psychology: Aforementioned processes are expected to contribute to a supportive and inclusive program climate.</p>

	<p>Admin 1: The program expects to increase the number and diversity of certified leaders serving in high-need schools, strengthen long-term partnerships that support continuous improvement, and use statewide placement and retention data to guide innovation and resource allocation.</p> <p>School System Leadership (EdD): Partnerships are expected to increase the number and diversity of candidates pursuing doctoral study. Participating districts will benefit from strengthened internal leadership pipelines, improved retention of emerging leaders, and shared capacity for continuous system improvement.</p>
Reflections or comments	<p>Admin 1: The program will continue to leverage state and federal partnerships to support candidate recruitment and help reduce attrition associated with financial shortfalls that our students have identified as a barrier to participation.</p> <p>School System Leadership (EdD): Early discussions indicate that shared investment models will strengthen district commitment to retaining emerging leaders after graduation while addressing persistent vacancies in school leadership, central office, and superintendent roles.</p>

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Reading Specialist

The program focused data quality activities on the seminar paper assessment, which served as a key performance measure for candidates during the 2024–2025 academic year. The supervising faculty member used the scoring rubric to guide discussions with advisors regarding candidate progress and performance throughout the assessment process. These discussions clarified expectations for the assignment and supported consistency and alignment of scoring across faculty for final submissions. Candidates who required additional time to complete the assessment received appropriate extensions to ensure accurate representation of performance.

School Counseling

During the 2024–2025 academic year, the School Counseling program revised the midpoint and endpoint internship assessments. Revisions were informed by feedback from the Community Advisory Board and data collected from internship site supervisors. The updated assessments align with the ASCA Professional Standards and Competencies for School Counselors and include

required qualitative feedback to document candidate strengths and areas for growth, strengthening the quality and interpretability of assessment data.

School Psychology

The program collected survey data from site-based supervisors for candidates completing practicum and internship experiences. In addition, alumni survey data were collected from directors of psychological services to gather external perspectives on the preparedness and performance of recent program completers. These data sources support the triangulation and validation of candidate outcome measures.

School Improvement Leadership (Admin I)

To support consistency and reliability in candidate assessment, the program used LiveText by Watermark to collect, score, and analyze performance data aligned with the Professional Standards for Educational Leaders (PSEL). Faculty and site supervisors engaged in inter-rater calibration and data verification meetings to strengthen scoring reliability and confirm candidate proficiency across key leadership indicators. Integration of Improvement Science principles with LiveText analytics supported longitudinal monitoring of candidate growth, data accuracy validation, and evidence-informed program refinement.

School System Leadership

The program systematically collected and analyzed candidate performance data aligned with CPED and NELP standards. Faculty used these data to track candidate progress, calibrate scoring practices, and assess impact over time. Inter-rater reliability sessions and structured data reviews supported consistency in evaluation, while feedback loops with district partners helped validate the accuracy of candidate impact measures. Collectively, these efforts strengthened the use of trustworthy, longitudinal evidence to inform continuous improvement and document systems-level impact.

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). If 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.

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.

Reading Specialist

Program faculty will continue collaborative efforts focused on recruitment and enrollment, including the planned use of virtual information sessions to engage prospective applicants. All faculty will participate in these sessions and remain available to respond to questions. Faculty will also coordinate with colleagues in the College of Education Dean's Office to promote the program and share information with alumni and in-service teachers.

As part of recent program redesign efforts and an increased emphasis on equity, the department chair in Teaching & Learning, Policy & Leadership recommended updating the program name to better reflect its focus. Literacy Leadership and Instruction was selected as the new program name to align with the revised curriculum and program priorities.

School Counseling

Planned improvements for the upcoming year include expanding the program through targeted recruitment and retention efforts, with the goal of increasing the cohort size to approximately 14–15 candidates. The program also plans to further align the curriculum with professional school counselor standards and competencies, potentially revising course titles to more accurately reflect the program's content and expectations. In addition, the assessment plan will undergo revision to strengthen data quality and interpretability. Planned changes include incorporating more specific behavioral indicators for disposition reviews and adjusting comprehensive examination questions informed by prior candidate performance and recent curricular updates. Anticipated challenges include ensuring sufficient staffing to support increased enrollment equitably, as well as potential constraints from federal and state budget reductions.

School Psychology

The School Psychology program anticipates initiating a search for a clinical assistant professor to support instruction and student training.

School Improvement Leadership (Admin I)

Strengthening data integration across partnerships remains a primary challenge as the program continues to expand through multi-state collaborations. Ensuring consistent, high-quality data collection across diverse districts presents ongoing complexity, particularly given variations in reporting systems, internship documentation, and assessment tools that can affect the comparability of candidate performance data.

To address this challenge, the program will continue to implement a unified data dashboard within LiveText by Watermark and integrate shared metrics among partner districts and states. Faculty and site supervisors will participate in joint calibration and data literacy sessions grounded in improvement science principles to enhance reliability, align data cycles, and strengthen the validity of evidence used for decision-making and program improvement.

School System Leadership

The School System Leadership EdD program continues to advance through planned innovations aimed at strengthening its impact on system-level educational leadership. A key anticipated development includes the pilot introduction of three focus areas in Mathematics, Artificial Intelligence, and Urban Education, aligned with candidates' problems of practice. These focus areas are intended to deepen disciplinary inquiry while providing candidates with access to faculty experts who may also serve on dissertation defense committees. The pilot is expected to inform future expansion decisions based on enrollment trends, candidate outcomes, and participant feedback. The addition of focus areas also supports strategic recruitment by highlighting distinctive pathways within a systems-oriented doctoral experience.

At the same time, the program anticipates ongoing challenges in sustaining fiscally viable cohorts in the absence of a revised financial model. Cost continues to emerge as a primary concern for prospective candidates during recruitment and information sessions. In response, program leadership continues to engage district superintendents to explore tuition support and cost-sharing strategies that reduce financial barriers for candidates.

As partnerships expand and multiple data sources, including Portfolium artifacts and district-based externship data, are integrated, the program also anticipates logistical and technical challenges related to maintaining alignment with NELP standards and ensuring the quality of longitudinal evidence. Continued faculty training, cross-partner calibration, and targeted investments in data infrastructure will remain essential to safeguarding the accuracy, comparability, and sustainability of assessment data used to support continuous improvement.

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).

Reading Specialist: The new COMAR 13A.12.04.06 outlines requirements for a Reading Specialist, including coursework and experience provisions. All specialists (including special education specialists) are typically required to demonstrate subject-area preparation. For *reading specialists* specifically, COMAR lists requirements including:

- Valid professional license in an education area (e.g., early childhood, elementary, special education, secondary).
- Verification of 3 years of effective teaching or clinical experience.
- **3 semester hours or Maryland-approved continuing professional development (CPD) credits in special education coursework.**

The program updated the bold-text requirements to include an approved Special Education course.

School Counseling: N/A

School Psychology: N/A

School Improvement Leadership (Admin I): COMAR 13A.12.05.05 – Supervisors of Instruction, Assistant Principals, and Principals is the core regulation that was formerly Administrator I and Administrator II licensure requirements. It's been repealed and replaced with a consolidated *Administrator* licensure structure. The former version of this regulation, **Administrator I qualified an individual as a supervisor of instruction or assistant principal, and Administrator II qualified an individual as a school principal. That structure is being eliminated in favor of a single Administrator license that covers assignment as a supervisor of instruction, assistant principal, or principal.**

The program is updating the requirements to remove the licensure assessment, adjust program name changes from Administrator 1 and adjusting hours for the supervised clinical practicum to at least *240 clock hours*.

School System Leadership: Please see the description for **School Improvement Leadership** above which applies here.

10. Sign Off

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

Date sent to AAQEP:	12/22/2025
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