



AAQEP Annual Report for 2025

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 offers research- and practice-oriented programs across a broad spectrum of educational 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 settings, including research and industry. 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, 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>			
B.S. - Early Childhood / Early Childhood Special Education (undergraduate)	MSDE Early Childhood Education Certificate (P-3); Infant/Primary Special Education Certificate (B-3)	88	27
B.S. - Elementary (undergraduate)	MSDE Elementary Education Certificate (1-6)	164	44
M.Ed. - Elementary (graduate)	MSDE Elementary Education Certificate (1-6)	3	3
M.Ed. - CITE Elementary	MSDE Elementary Education Certificate (1-6)	35	18
B.S. - Middle School Math and Science (undergraduate)	MSDE Middle School: Math Certificate (4-9) & Science Certificate (4-9)	18	3
M.Ed. - Middle School Math (graduate)	MSDE Middle School: Math Certificate (4-9)	0	0

M.Ed. - Middle School Science (graduate)	MSDE Middle School: Science Certificate (4-9)	2	1
B.A. or B.S. - Secondary Education in Computer Science, Math, English, Sciences & Social Studies (undergraduate)	MSDE Secondary Educator Certificate (7-12)	133	28
M.Ed. - Secondary Education in Computer Science, Math, English, Sciences, and Social Studies (graduate)	MSDE Secondary Educator Certificate (7-12)	16	16
B.A. - Art Education (undergraduate)	MSDE Art Certificate (P-12)	24	8
M.Ed. - Art Education (graduate)	MSDE Art Certificate (P-12)	8	8
B.M.E. - Music Education (undergraduate)	MSDE Music Certificate (P-12)	45	7
M.Ed. - Physical Education (graduate)	MSDE Physical Education Certificate (P-12)	4	4
M.Ed. - TESOL (graduate)	MSDE English for Speakers of Other Languages Certificate (P-12)	6	5
B.A. - World Languages (undergraduate)	MSDE World Languages Certificate (P-12)	16	3
M.Ed. - World Languages (graduate)		16	4
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)	45	13
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	1	1

Total for programs that lead to initial credentials	624	193
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>		
Total for programs that lead to additional/advanced credentials	0	0
<i>Programs that lead to P-12 leader credentials</i>		
Total for programs that lead to P-12 leader credentials	0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>		
Total for programs that lead to specialized professional or no specific credentials		
TOTAL enrollment and productivity for all programs	624	193
Unduplicated total of all program candidates and completers	624	193

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.				
624				
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.				
193				
C. Number of recommendations for certificate, license, or endorsement included in Table 1.				
193				
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. Undergraduate students typically follow a standard four-year timeline. The MCERT program, a one-year graduate teacher education pathway, culminates in the Master of Education degree. Students in the two-year graduate teacher education programs also complete an M.Ed. by progressing through a prescribed sequence offered over consecutive academic terms. Note: Dual-degree music majors, including those pursuing a Bachelor of Music Education (BME) and a Bachelor of Music in Performance (BM), follow an extended timeline and typically require nine semesters to graduate. To earn both bachelor's degrees concurrently, students must complete all requirements for each program and accrue a minimum of 150 credits. A limited number of candidates completed beyond 150% of the expected program length. As these candidates fall outside the defined 100% and 150% time-to-completion benchmarks, they are not represented in the table.				
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)
133	123	10	92.5%	7.5%
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	34	0	94.4%	0

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)
24	22	0	91.7%	0
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. Explanation of evidence available from program completers , with a characterization of findings.				
<p>Evidence from program completers indicates strong preparation in core instructional competencies. Students highlighted alignment between coursework and classroom expectations, noting that early, frequent, and extended field experiences were central to building their confidence. They also described supportive faculty, supervisors, mentors, and cohort structures as key contributors to a positive learning environment.</p> <p>Completer feedback also identifies several priorities for continuous improvement. Students recommended deeper, practice-oriented preparation for working with students with disabilities and English learners. They also called for stronger communication and greater consistency among instructors and coordinators, as well as earlier, more integrated field experiences. Students suggested streamlining assignments to emphasize meaningful application and requested clearer guidance on major assessments and program expectations. They further encouraged tighter alignment with local district curricula and additional support for the financial and logistical demands of internships.</p> <p>Advising experiences were generally positive, with many completers describing their advisors as helpful, responsive, and organized.</p>				
G. 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.				

<p>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.</p>
<p>The College of Education investigates employment outcomes primarily through state-provided data sets and district-level feedback mechanisms. Historically, employment and retention data came through the state's Traditional Program Annual Report (TPAR), which allowed postsecondary institutions to review overall placement trends for program completers. However, the state has not disseminated these data for the past two years, and previously released files lacked discipline-level disaggregation.</p> <p>District-administered Teacher Education Employer Surveys also remain unavailable to the College, as partner districts do not permit institutions to distribute or collect them independently. Despite these constraints, the College continues to pursue formal data-sharing agreements with local districts. These agreements aim to restore access to employer feedback and employment information and, over time, strengthen the evidence base for analyzing program-specific employment rates and trends.</p> <p>At present, the College supplements these efforts with internal analyses of completers' continued engagement in the profession and their pursuit of further education when such information becomes available.</p>
<p>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.</p>
<p>During the reporting year, the College reviewed staffing capacity for program delivery, administration, and quality-assurance monitoring. In response to the state's request for updated capacity information, the College analyzed enrollment patterns alongside the instructional and supervisory resources tied to the culminating internship course, which functions as a practical indicator of program capacity. Comparing available internship seats with current enrollment allowed the College to gauge open capacity and confirm alignment between staffing levels and program size.</p> <p>Staffing structures for instruction, supervision, and quality-assurance activities remained stable throughout the year, and current personnel continued to support program operations effectively. Findings from this capacity analysis will guide ongoing planning as enrollment patterns shift across licensure programs.</p>

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
Performance-Based Assessment (PBA)	<p>The Performance-Based Assessment (PBA) measures candidate proficiency in key program competencies during the yearlong capstone internship.</p> <p>The Performance-Based Assessment (PBA) consists of three distinct sections:</p> <ol style="list-style-type: none"> 1. Components based on the six Danielson FFT clusters 2. Maryland State Department of Education diversity indicators 3. Program-specific PBA items: <p>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.</p>	<p>Most completers (n=193) 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 initial teacher education indicator benchmark is available here. The data provided comes from the final spring supervisor ratings. The data show that all indicators were met at 96% or higher. This demonstrates that initial teacher completers in the Fall 2024 and Spring 2025 cohorts successfully met the benchmark.</p>

Praxis II Content Exams	<p>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.</p>	<p>Initial teacher education candidates in the 2024-25 cohort exceeded the MSDE score benchmark for each subject-specific exam. A table comparing UMD means with the MSDE passing scores is available here.</p>
-------------------------	--	---

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 requires graduates of approved teacher education programs to complete the edTPA performance assessment. 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Foundational Competencies/Model Code of Ethics for Educators' Disposition Assessment	<p>The College Foundational Competencies dispositions instrument includes</p> <ul style="list-style-type: none"> • Sixteen indicators • Exam foundational competencies in <ul style="list-style-type: none"> ○ English language competence ○ Interpersonal competence 	Most initial teacher education completers (n=193) successfully met the disposition expectations for Spring 2025. The rubric indicator percentages were 91% or higher. Click here to view the final average FC/MCEE disposition scores.

	<ul style="list-style-type: none"> ○ Work and task management ○ Analytic and reasoning competencies ○ Professional Conduct ○ Physical abilities ○ Professionalism <p>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.</p> <p>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.</p>	
Performance-Based Assessment (PBA)	See the description in Table 3, Section 1.	Completers (n=193) 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 2024-25 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 2024-25 MSDE criteria.

Exit Survey	See the description in Table 3, Section 1.	The survey evidence is available in Table 2, question F: Program Performance Indicators.
-------------	--	--

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.

Recognizing Inequality & Differences

- Research: Melinda Martin-Beltrán (P.I., LLSI) and Antonio Alejandro Perez Belda (Co-P.I., TLPL) secured a Research-Practice Partnership (RPP) grant titled **PACTO for Dual-Language Education: Educator-Family Partnerships for Advancing Culturally-sustaining Teaching and Ongoing Biliteracy Development**. The project addresses two interconnected problems of practice:
 - Parents and guardians of multilingual learners lack sufficient information about dual-language program options, bilingual instructional models, and strategies to support biliteracy development at home.
 - Teachers of English Language Arts (ELA), Spanish Language Arts (SLA), and English Language Development (ELD) have limited structured opportunities to coordinate curriculum and instruction across languages to advance biliteracy.
- Enhanced coursework:
 - A new diversity course was approved for the Secondary Social Studies program. Other secondary and PK-12 content areas are exploring adding this course to their programs.
 - Proposed a modification to the TLPL481: Embracing Diversity in the Classroom Community to add general education learning objectives for Scholarship in Practice and Understanding Plural Societies, with catalog inclusion planned for Fall 2025.
 - Proposed a program modification to the Secondary Education-English major to include TLPL481, with catalog inclusion planned for Fall 2025. It expands the curricular focus on classroom equity, cultural awareness, and culturally responsive pedagogy.
- Community: The Aspiring Educators of Color (AAEC) formed as part of a collective action by the College leadership team to create community-of-color spaces, including collegewide affinity spaces for Students of Color, in response to results from a student experience survey launched by COREJ in recent years. Additional events that included Aspiring Educators of Color included BIPOC and Transfer Student lunches to promote community among student groups, particularly as UMD transfer students bring diverse assets to the student body.

Recruitment & Retention

- The College of Education has received a \$96,531 award from the Maryland Higher Education Commission's Teacher Quality and Diversity Grant Program to lead the development of a new statewide initiative aimed at addressing Maryland's critical shortage of licensed educators. **Dr. Ebony Terrell Shockley**, Associate Dean for Undergraduate Studies, and **Dr. Monica Simonsen**, Director of Teacher Education, are leading the University System of Maryland (USM) Alternative Teacher Preparation Program at the College of Education. The initiative will offer a flexible, affordable, accessible pathway to licensure, particularly for individuals already serving in classrooms under conditional licensure. The alternative certification route will feature high-quality, asynchronous online coursework paired with intensive instructional coaching, with the goal of increasing both the number and preparedness of licensed educators across the state. The program is planned to launch in Fall 2026, with applications expected to open in Spring 2026.
- The CITE (Creative Initiatives in Teacher Education) program has expanded partnerships in Prince George's County and Howard County, strengthening access for conditionally licensed educators and supporting district workforce needs.. The program initially launched in Montgomery County and later extended enrollment to Anne Arundel County. CITE's redesign incorporates a blended learning model with in-person instruction and synchronous and asynchronous online components, reducing travel demands for paraeducators and conditionally-licensed teachers. The program plans to expand into smaller, more rural districts in the future.
- Last year, Terrapin Teachers submitted a successful proposal for a Middle School Math and Science (MSMS) Outreach undergraduate program at the Universities at Shady Grove, designed as a pipeline for paraeducators who completed Associate of Arts in Teaching (A.A.T.) programs at Montgomery Community College while employed in the local school district. This year, the program will collaborate with A.A.T. partners to ensure a barrier-free pathway into the MSMS Education Undergraduate Program. The team will pursue this effort in partnership with community colleges across the state.
- **EdTerps CARES Network-** Funded through a UMD Do Good Grant, the EdTerps CARES Network, in collaboration with the Dean's Office and the CHSE and TLPL Departments, facilitated academic and social engagement for BIPOC and transfer students. Activities included workshops (e.g., "Executive Functioning for Teachers"), social events (e.g., UMD Baseball Pre-Game Social), and an Open House for admitted transfer students. The Network remained a consistent presence in 2024–2025 and will continue integrating transfer-student support into internship seminars and meetings.

Faculty Awards

- **Dr. Kimberly Griffin**, Dean of the College of Education, and **Dr. KerryAnn O'Meara**, Professor Emerita, earned distinction as **2025 Fellows of the American Educational Research Association (AERA)**, a prestigious honor recognizing exceptional contributions to education research.

- Dean Kimberly Griffin also earned recognition on **Education Week's RHSU Edu-Scholar Public Influence Rankings for the fourth consecutive year**, which highlight the 200 most influential university-based education scholars in the United States.
- Dr. Ebony Terrell Shockley, Associate Dean for Undergraduate Studies and Clinical Professor of Educator Preparation, earned election as **Vice President of the Maryland State Department of Education's Professional Standards and Teacher Education Board (PSTEB)**.
- Dr. Monica Simonsen, Director of Teacher Education, received the University's **Retain-Ignite-Skill building-Exploration (RISE) Rising Stars Award**, which honors staff who demonstrate excellence and a strong commitment to professional growth.
- Dr. Dana Grosser-Clarkson, Associate Clinical Professor in the College of Education and Senior Lecturer in the College of Computer, Mathematical, and Natural Sciences, earned the **Outstanding College Educator Award from the Maryland Council of Teachers of Mathematics**.
- Dr. Drew S. Fagan, Clinical Professor in the Department of Teaching and Learning, Policy and Leadership, earned election to the **TESOL International Association Board of Directors for 2025–28** and received the **2025 University System of Maryland Board of Regents Faculty Award for Excellence in Public Service**.
- Anisha Campbell, Associate Director of Terrapin Teachers, received the **2024–25 University System of Maryland Board of Regents Staff Award for Exceptional Contribution**, the highest honor conferred by the Board of Regents for achievements of exempt and nonexempt staff across the University System of Maryland.
- **Dr. Megan Madigan Peercy**, Special Assistant to the Provost for Strategic Initiatives and Professor (TLPL), earned selection as a **Distinguished Scholar-Teacher at the UMD Faculty and Staff Convocation**, an award recognizing faculty who combine outstanding scholarship with teaching excellence. Distinguished Scholar-Teachers deliver a campus lecture during the academic year.
- **Dr. Loren Jones**, Associate Clinical Professor (TLPL), and **Alison Jovanovic, M.S.Ed.**, Principal Faculty Specialist (TLPL), earned **2025 Provost's Excellence Awards for Professional Track Faculty**. Dr. Jones received the honor for **Excellence in Research**, and Ms. Jovanovic received recognition for **Excellence in Service**.
- **Dr. Loren Jones and Dr. Kelly S. Mix**, Associate Dean for Research, Innovation, and Partnerships and Professor (HDQM), earned **Faculty-Student Research Awards** from the UMD Graduate School.
- **Theresa Nebel Robinson, M.S.**, Principal Faculty Specialist and Director of CITE, received a grant as Principal Investigator for **Transforming Creative Initiatives in Teacher Education: Integrating Universal Design for Learning in a Blended Elementary Education Program**.

UMD Internal (Do Good) Grants Awarded

- **Where the Waters Blend: Contemporary Indigenous Perspectives on History, Traditions and Modern Issues Curriculum Expansion (\$25,000)**

- This project supports the College of Education's commitment to continuous growth and improvement by establishing a permanent University Honors Theory and Practice Track. The initiative expands an existing course into two linked courses focused on Piscataway history and contemporary issues, emphasizing student activism, hands-on research with tribal experts, and culturally sustaining approaches to teaching. The project also includes a 30-hour professional development experience for regional teachers. Funding will support the development of the second university course and teacher professional learning on culturally inclusive materials and instruction centered on Piscataway history and culture.

Continuous Improvement

Technology

Across the UMD College of Education, students and faculty are exploring how to harness AI to create more equitable opportunities for learners at all levels.

- **Generative AI to increase students' confidence and belonging**
 - **David Weintrop**, Associate Professor with a joint appointment in the Department of Teaching and Learning, Policy and Leadership (TLPL) and the College of Information, is investigating the impact of large language models such as ChatGPT on introductory programming students from historically excluded backgrounds. This work is supported by a \$60,000 Google research grant and a \$50,000 award from the Teaching and Learning Transformation Center.
- **Natural language processing to guide educators**
 - **Jing Liu**, Assistant Professor in TLPL, and his team are using Natural Language Processing (NLP) to analyze transcripts from K–12 mathematics classrooms and generate actionable feedback to support teacher practice.
- **AI-based “virtual students” to enhance teacher training**
 - **Fengfeng Ke** (Clark Leadership Chair, January 2025) researches the integration of AI-powered virtual students into preservice teacher training. This National Science Foundation (NSF) supported project (approximately \$600,000) aims to create an accessible, scalable simulation environment that complements in-person practicum experiences. The virtual students draw on large language models to provide diverse, realistic learner interactions.
- **AI database to enhance math learning outcomes**
 - **Jing Liu**, Assistant Professor of Education Policy, leads a \$4.5 million project funded by the Gates Foundation and the Walton Family Foundation to strengthen the use of artificial intelligence in mathematics instruction. The project will produce a large-scale, open-source dataset created from classroom recordings of approximately 300 teachers of grades 4–8 across the United States. Collaboration includes the University of Maryland Institute for

Advanced Computer Studies (UMIACS) for computational support, the Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) for data-sharing processes, and the College of Education's Center for Educational Data Science and Innovation.

Global Perspectives

- The College of Education continues to expand structured opportunities for candidates to develop global awareness and intercultural competence through international coursework and experiential learning. Faculty-led programs integrate academic study, field-based learning, and critical reflection, allowing students to examine education within diverse cultural, historical, and sociopolitical contexts.
- Recent offerings include a 3-credit winter course in STEAM Education for Sustainability (Ecuador), which engages students in service-learning projects with local schools and social agencies. Additional programs focus on international and multicultural perspectives in education (Netherlands, Germany, and Belgium), global investigations of Cuban education, and raciolinguistics across global contexts (Ghana). Collectively, these experiences support candidates' development of cultural competence, ethical engagement, and international perspectives essential for teaching in diverse P–12 settings.
- As part of these efforts, the College approved a new course, EDSP310: International Perspectives on Educational Access for People with Disabilities, with a Fall 2025 start term. The course provides an in-depth examination of how disability intersects with culture, social norms, values, and policy to shape educational access for individuals with disabilities in a global context. Through comparative and historically grounded perspectives, students develop cultural awareness and global understanding that inform inclusive and equitable educational practice. EDSP 310 also fulfills two general education categories, including Understanding Plural Societies, reinforcing its alignment with institutional priorities related to diversity, equity, and global engagement.

Partnerships, Community Engagement & Induction

- **Art program partnership with the Driskell Center**
 - Led by **Margaret Walker** and **Katie Coogan** (TLPL), the program contributes to a grant titled **Creative Curricula: Integrating Black Art into K–12 Education**, providing undergraduate-designed curricula and leading a professional development workshop for Prince George's County art teachers.
- **Shared Teacher Educator partnership with MCPS**

- The Terrapin Teachers program established a shared educator model with Montgomery County Public Schools (MCPS). Master teachers remain active in MCPS while dedicating 60% of their time to Terrapin Teachers, bridging university teacher preparation and K–12 instructional practice.
- **Inclusive School Community Partnerships via CDA Registered Apprenticeship**
 - **Christy Tirrell-Corbin** (HDQM) and **Amanda Schwartz** (CHSE) were funded by the Maryland State Department of Education, Division of Special Education/Early Childhood Intervention (\$365,697) for Breaking Down Silos: Building Inclusive School Community Partnerships through CDA Registered Apprenticeship. The project promotes systemic approaches to inclusion in Anne Arundel and Montgomery County preschool classrooms through an integrated professional development model for paraeducators and teachers.

Community Engagement

- **College Park Academy partnerships**
 - The College of Education continues its multi-program partnership with College Park Academy, offering early field experiences through the Art Program’s after-school initiatives, the 3D Methods course, and the World Languages Program’s Chinese and Spanish Tutoring Program.
- **Terrapin Teachers: The Game On Project**
 - The Secondary Mathematics program (Terrapin Teachers) introduced The Game On Project to strengthen mathematics learning through tutoring and game-based instructional activities in local schools, including College Park Academy Plus. Students met weekly during the fall and twice weekly in the spring to provide tutoring support and facilitate math-focused games. The project also collaborated with College Park Academy’s summer program to deliver a two-week math session. A highlight of the initiative was the Game On Workshop held on October 9, 2024, hosted by the Future Mathematics Teacher Circle and led by three FMTC students, one alumna, and faculty advisor Dana Grosser-Clarkson. Participants included UMD faculty and students, along with teachers from Prince George’s County and Montgomery County public schools. The workshop featured three mathematics games: Qwixx, Deduckto, and Number Hive.
- **Terrapin Community Music School (TCMS)**
 - TCMS completed its second year in 2024–2025, providing low-cost music instruction for children and caregivers from birth through grade 12. Undergraduate music education students gain experience teaching, collaborating, and engaging with the local community.

Induction

- **JumpStart Your Teaching Career**

- The College of Education Alumni Office hosts an annual networking and professional development event that connects current students with alumni and district hiring representatives. The event provides opportunities for career exploration, one-on-one conversations, and guidance for candidates entering the teaching profession.

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	
Goals for the 2025-26 year	The teacher education program will pilot a revised Performance-Based Assessment (PBA) in the Fall 2025 and Spring 2026, with a projected implementation date of Fall 2026
Actions	The college working group has completed the revision of the unit-wide PBA. Next steps include a pilot with our internship supervisors and a Lawshe survey to be distributed to mentors and faculty for review and feedback.
Expected outcomes	The college expects to receive feedback and clarification from faculty and the district partners for assessment improvement and refinement before the Fall 2026 implementation. Refinements and alignment to professional standards will be completed by Fall 2026.
Reflections or comments	A group of faculty and staff participated in the research and design of the pilot PBA. At our annual assessment retreat, the pilot PBA was introduced to the teacher education faculty for further feedback and improvement prior to the validation process.
Standard 2	
Goals for the 2025-26 year	The teacher education program plans to continue facilitating experiences that provide candidates with different perspectives in global education. These experiences include study abroad and virtual meetings/partnerships with international teacher preparation programs.
Actions	The elementary program, in partnership with the director of the Netherlands Study Abroad program, Stacy Currie, participated in an International Consortium Cultural Digital Exchange with students from Sweden, Canada, and the Netherlands. The initiative connected pre-service teachers to facilitate meaningful dialogue and explore education systems in teacher preparation programs. Participants engaged in presentations and discussions grounded in real-world experiences, promoting cross-cultural understanding and professional learning.
Expected outcomes	To foster global perspectives in teacher education by facilitating dialogue among future teacher educators. The elementary program plans to continue this partnership into 2026.
Reflections or comments	

Standard 3	
Goals for the 2025-26 year	The college will continue to strengthen our assessment system to ensure continuous improvement and include necessary stakeholders. SLL upgrade/Assessment System (Program data folders, Huddle Workshops, AR) Recruitment Action Plan
Actions	Expand opportunities for data workshops with faculty and staff through the monthly teacher education meetings and Assessment Retreat. This includes onboarding for the implementation of the new assessment platform, Student Learning & Licensure.
Expected outcomes	Enhanced opportunities for reporting, data collection, and continuous improvement across the unit for key assessments.
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	The college continues to develop working opportunities with both local and state partners to fulfill the needs and goals of successfully preparing teachers to enter the workforce.
Actions	Faculty and staff will collaborate with the UMD Career Center to enhance the career-related support for teacher candidates through a series of coordinated events, including the annual Jump Start event in the fall and a career fair in the spring.
Expected outcomes	Teacher candidates will be provided with information and strategies from district partners and working alumni on employment opportunities, the interview process, and classroom management and work-life balance during the induction year. District partners will have the opportunity to meet teacher candidates and provide employment information.
Reflections or comments	The college had the inaugural Jump Start in Fall 2025 and the career fair in Spring 2026. Student feedback on areas for improvement will be presented to the faculty and evaluated to inform implementation for Fall 2026.

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.

Update on Activities to Investigate Data Quality

Elyssa Lou, M.S. (HDQM), conducted an inter-rater reliability study of the unit-wide Performance-Based Assessment (PBA) in Spring 2025. The analytic sample included 755 undergraduate and graduate teacher education candidates across four cohorts (2021–2024). Ten non-completers and fourteen candidates with missing cluster-level scores were removed from analyses. Only 3.64% of scores were missing and classified as Missing at Random (MAR), supporting the use of single imputation.

The PBA includes six Danielson clusters, each scored on six ordinal indicators, along with a four-indicator diversity scale that allows a “not applicable” option. Ordinal ratings were recoded numerically for analysis. Inter-rater reliability among mentors, supervisors, and interns was examined using Fleiss’s kappa, calculated:

- per cluster, disaggregated by year;
- across all clusters, disaggregated by year; and
- across all years, disaggregated by cluster.

Kappa values were interpreted using benchmarks from Landis & Koch (1977). The Assessment Office will extend this line of inquiry to the Spring 2025 and Spring 2026 cohort-completer groups.

Use of Evidence to Strengthen Programs and Support Continuous Improvement

Beyond the formal IRR investigation, programs across the EPP conducted systematic evidence reviews to strengthen alignment among curriculum, instruction, and assessment. PBA results were reviewed by a subject-matter expert working group, resulting in cross-program revisions now being piloted for the 2026 cycle. Program faculty conducted structured data retreats using edTPA, observation scores, PBA indicators, enrollment trends, and stakeholder feedback to identify improvement priorities. These analyses led to targeted changes, including redesigned candidate seminars, revised observation protocols emphasizing evidence of student learning, updated PBA conference procedures, and improved course sequencing in response to Praxis and enrollment data. These processes reflect a coordinated, evidence-driven approach to continuous improvement across the EPP.

Collectively, these activities demonstrate the EPP’s commitment to systematic inquiry, data-informed decision-making, and continuous improvement across all programs.

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.

N/A

8. Anticipated Growth and Development

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

Pipeline, Recruitment & Retention

- **Middle College Program Pathway Expansion**

- The Middle College Program creates a transfer pipeline from Prince George's County Public Schools (PGCPS) to the College of Education by enabling high school students to earn an Associate of Arts in Teaching degree through Prince George's Community College while completing high school requirements. Students may pursue pathways in Early Childhood/Early Childhood Special Education, Middle School Math/Science, Special Education, Secondary Education, Elementary Education, and Human Development.
- Fifteen students have entered the pathway. Eight have graduated (two in Spring 2023, two in Spring 2024, and four in Spring 2025), and seven are currently progressing, including two expected graduates in Spring 2026. The College is working with PGCC and PGCPS to finalize a renewed memorandum of agreement for the upcoming year to strengthen advising, transfer processes, and long-term pipeline sustainability.

- **Upper Division Certificate:** In response to requests from local districts for a certification pathway in secondary content areas for conditionally licensed educators, TLPL faculty Loren Jones and Alison Jovanovic are leading the PCC approval of program modifications for the EcE's Upper Division Certificate Program, a MHEC (state) approved licensure pathway for secondary educators that has been out of use for many years, but will be revised once modifications are approved. We anticipate launching in Fall 2026.

Community Engagement & Partnership

- **Virtual Teacher Coaching Academy**

- **Dr. Monica Simonsen**, Director of Teacher Education, and **Dr. Elizabeth Gotwalt**, Director of the EdTerps Learning Academy, will pilot a **Virtual Teacher Coaching Academy** with the CITE program during the 2025–26 cohort year. The initiative prepares mentor teachers to use technology to strengthen their coaching of early-career educators, particularly those serving under conditional licensure. Mentors who complete the academy will earn two MSDE Continuing Professional Development (CPD) credits.

- **The One Thing Conference:** ETLA and a local district Office of Professional Learning partnered to plan and conceptualize The One Thing Conference, which consisted of hands-on practitioner-focused research to practice workshops. Our local district was highly engaged in the conference planning and recruitment of the 210 registrants.

Technology

- **Transition to Watermark Student Learning & Licensure (SLL)**
 - Beginning Summer 2026, the College will transition to Watermark SLL, an upgraded assessment and field-experience platform. This transition will streamline student workflows, modernize placement and application processes, and enhance reporting capacity to support program monitoring and accreditation.
- **Center for Educational Data Science and Innovation (EDSI)**
 - The College launched the **Center for Educational Data Science and Innovation** in Spring 2025. EDSI advances interdisciplinary research in artificial intelligence and data science with a focus on educational equity and system improvement. Its mission includes accelerating research-practice partnerships, supporting responsible technology development, and generating scalable, data-driven models that improve teaching and learning. Current initiatives appear in Table 5 of this report.

Anticipated Challenges and Areas of Attention

Together, these initiatives reflect the College’s ongoing commitment to strengthening educator preparation, expanding equitable pathways into the profession, and modernizing the infrastructure that supports continuous improvement. Anticipated areas for attention include ensuring adequate staffing to sustain program growth, maintaining consistent communication with external partners during transitions, and aligning new technologies with faculty practices and program needs. The College will continue to monitor these developments and adjust implementation strategies to support high-quality candidate preparation and program effectiveness.

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).

In April 2024, the Professional Standards and Teacher Education Board (PSTEB) and the Maryland State Board of Education (SBOE) adopted new licensure regulations intended to reduce unnecessary barriers to educator certification. As part of this effort, the Maryland State Department of Education (MSDE) has recommended that the SBOE discontinue the Praxis Core Math Subtest as a requirement for demonstrating basic skills. This recommendation reflects the expectation that teacher candidates preparing to teach mathematics must already pass a content assessment that measures math knowledge aligned to their certification area.

The College of Education is monitoring these developments and will adjust advising, admissions guidance, and licensure processes as MSDE and the SBOE finalize implementation timelines.

10. Sign Off

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

Date sent to AAQEP:	12/22/2025
---------------------	------------