**AAQEP Annual Report for 2022**

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| 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.

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| The mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development to advance state, national and international communities. The College of Education prepares students to be the next generation of scholars, educators, and transformative leaders.  **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 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 from the program. The SRP operates at a public school in Prince George’s County, Maryland, and is open to children in grades PK-12 who live in the local community. The host school typically has a large population of a) students that qualify for the National School Lunch Program, b) students of color, c) and English language learners.  **School Counseling**  The School Counseling Program prepares professional school counselors who will be leaders, advocates, and systemic change agents in P-12 urban educational settings. The program emphasizes increasing graduates’ awareness, knowledge, and skills to work with economically, socially, and culturally diverse urban student populations. The program focuses on access, equity, and social justice in delivering counseling services to promote *all* students’ academic, career, and personal-social development in culturally diverse urban settings. The School Counseling Program aims to develop professional school counselors with the competencies to work individually and systemically and close the gap in urban schools. Graduates are eligible for certification as school counselors in Maryland and other states. Students earn a Master of Education (M.Ed.) degree after successful completion of 60 credit hours in School Counseling. Coursework includes one 100-hour practicum and two 300-hour internships in Maryland, i.e., Baltimore City and Prince George’s County, the District of Columbia, and other urban public school systems. Students also enroll in counseling, school counseling, research methods, and special education courses. Students matriculate on a full-time basis and complete the program in two years.  **School Psychology**  The School Psychology Program is a research-intensive Ph.D. program in professional psychology that embodies the scientist-practitioner model. Program graduates pursue academic/research- and practice-oriented careers. The program is a 104-credit National Association of School Psychologists (NASP)-recognized and American Psychological Association (APA)-accredited Ph.D. program in professional psychology that integrates science and practice. The Doctoral Program essentially subsumes a typical “specialist” (Master of Art M.A.) plus an Advanced Graduate Specialist Certificate program that corresponds to APA’s standards for training doctoral-level health-service psychologists and NASP’s standards for training specialist-level school psychologists. Doctoral students typically earn the non-terminal M.A. or A.G.S. (Advanced Graduate Specialist) within their doctoral programs. All students enrolled in the program without a previously attained master’s degree must earn an M.A. with a thesis before advancement to doctoral candidacy. Graduates of the School Psychology Program are eligible for licensure as professional psychologists in Maryland and other states. Graduates also qualify for the Nationally Certified School Psychologist (NCSP) credential, awarded by NASP. Because the Maryland State Department of Education (MSDE) approves the training program fully, graduates are automatically eligible for MSDE licensure as School Psychologists. The program design allows candidates to learn new skills under intensive, direct supervision and later practice those skills with more autonomy. The general pattern within each curriculum strand is to offer pre-practicum courses with a didactic component that includes hands-on clinical experiences with mock or real clients, followed by practicum courses and structured clinical experiences with opportunities to gain further competency in specific areas (i.e., assessment, therapeutic intervention, consultation). The program sequence continues with advanced fieldwork that supports candidates in refining their competencies further in settings that enable them to combine multiple areas (e.g., assessment, therapeutic interventions, inter-professional communication, and cultural diversity). The culminating clinical experience is the internship. The practicum and internship experiences occur in Prince George’s County, Montgomery County, Howard County Public School Systems, and the Kennedy Krieger Institute, all located in Maryland. Candidates received placements in public school systems in Virginia for their practicum and internship experiences.  **School Improvement Leadership**  The UMD School Improvement Leadership Post-Baccalaureate Certificate (PBC) is an 18-credit post-master’s graduate program. This fully online program provides a part-time, statewide, cohort-based professional learning experience that advances teacher leaders who aspire to become school leaders in meeting MD Administrator 1 certification requirements. This 16-month program is organized through a 5-course sequence and a 6-month internship. The courses and internship allow candidates to develop their capacity with instructional leadership, school management and operations, family and community engagement, and equity and improvement leadership. The coursework aligns with the Professional Standards for Educational Leaders (PSELs). Through the culminating portfolio, candidates must demonstrate their emerging skills and knowledge as aspiring school leaders across all ten PSEL domains. |

**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):

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

1. **Enrollment and Completion Data**

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

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022**

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| --- | --- | --- | --- |
| **Degree or Certificate** granted by the institution or organization | **State Certificate, License, Endorsement, or Other Credential** | **Number of Candidates** enrolled in most recently completed academic year (12 months ending mm/yy) | **Number of Completers** in most recently completed academic year (12 months ending mm/yy) |
| ***Programs that lead to initial teaching credentials*** | | | |
|  |  |  |  |
| Total for programs that lead to initial credentials | |  |  |
| ***Programs that lead to additional or advanced credentials for already-licensed educators*** | | | |
| M.Ed. - Curriculum and Instruction, Reading Specialist (graduate) | MSDE Reading Specialist Certificate | 7 | 3 |
| M.Ed. - School Counseling (graduate) | MSDE School Counselor Certificate | 25 | 11 |
| Ph.D. - School Psychology (graduate) | MSDE School Psychologist Certificate, NCSP credential | 23 | 4 |
| School Improvement Leadership | MSDE Administrator I Certificate | 12 | 0 |
| Total for programs that lead to additional/advanced credentials | |  | 17 |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** | | | |
|  |  |  |  |
| Total for additional programs | |  |  |
| TOTAL enrollment and productivity for all programs | | 67 | 17 |
| Unduplicated total of all program candidates and completers | | 67 | 17 |

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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| None |

1. **Program Performance Indicators**

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

**Table 2. Program Performance Indicators**

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| A. **Total** **enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here. |
| 67 |
| 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. |
| 17 |
| C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 17 |
| 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. |
| * We did not have any completers for this cohort. Typically, Administrator I students expect 16-20 months to complete the program, so 1.5 times equals 24-30 months.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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) | | - | - |  | - |  |  * Reading Specialist students expect to complete the program in three years, so 1.5 times equals 4.5 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Reading Specialist** | | | | | | Initial Cohort | Graduated in 100% time  (3 years) | Graduated in 150% time (4.5 years) | Graduation Rate % (3 years) | Graduation Rate % (4.5) | | 3 | 3 | 1 | 66.7% | 33.3% |  * School Psychology students expect to complete the program in five years, so 1.5 times equals 7.5 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School Psychology** | | | | | | Initial Cohort | Graduated in 100% time  (5 years) | Graduated in 150% time  (7.5 years) | Graduation Rate % (5 years) | Graduation Rate % (7.5 years) | | 4 | 3 | 1 | 75% | 25% |  * School Counseling students expect to complete the program in two years, so 1.5 times equals 3 years.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School Counseling** | | | | | | Initial Cohort | Graduated in 100% time  (2 years) | Graduated in 150% time  (3 years) | Graduation Rate % (2 years) | Graduation Rate % (3 years) | | 11 | 11 |  | 100 |  | |
| E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%. |
| School Improvement Leadership/Administrator I, Reading, and School Counseling do not have a state exam requirement. The School Psychology completers averaged 181, which exceeded the state cut-off of 147 by 34 points. |
| F. Narrative explanation of **evidence available from program completers**, with a characterization of findings. |
| Overall, advanced program completers highly rated the quality of assistance, instructional facilities, instruction, program courses, and integration of coursework. Most felt supported by faculty and satisfied with the educational community, including admissions, guidance from the thesis/dissertation committee, and opportunities related to professional development. Some students suggested improvements to the research courses and preparation or resources for career opportunities. |
| G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings. |
| The College of Education cannot capture employer survey information without district approval. Our Manager of PDS Partnerships and Programs met with the Montgomery County Public Schools district liaison to move forward with the conversation of surveying and contacting hiring officials directly. The discussion will continue in 2023. The College aims to construct agreements that span our Advanced and Teacher Education programs to obtain evidence from employers in a timely fashion. |
| H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study. |
| **School Counseling**: Most graduates have current employment in local counties. Others obtain employment in their home state/local area.  **Reading**: Currently employed  **Admin I:** Currently employed  **School Psychology**: All graduates gained employment at local schools or community mental health centers after graduating. All of our graduates working in schools have the school psychologist certification. |

1. **Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

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| --- | --- | --- |
| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates’ performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct learners, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. Candidates must attain the level of “meets expectations” on 100% of the *critical* indicators and “developing” on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | Candidates(n=3)completed the 2021 Summer reading clinic internship remotely due to the COVID-19 pandemic. The data indicate that all candidates met expectations for all standards and indicators except for the **planning and implementation of language experience lessons**. Clinic faculty decided to waive this indicator again this year because of the pandemic. However, all other indicators received implementation and observation to a high degree. |
| Reading: Seminar Paper | For the seminar paper assignment, candidates include engagement in a literature search to locate, read, critique, and write about primary research in a particular area of research related to literacy. The seminar paper is worth 23 points. Candidates’ seminar papers have rubric-based scoring that defines performance criteria as unacceptable, minimally acceptable, and meets expectations. The cut-off score for a passing mark on the seminar paper is 19. | All candidates (n=3) met expectations for completing the Seminar Paper. In addition, candidates demonstrated in-depth knowledge of theory, content, and pedagogy as described by the International Literacy Association (ILA) standards and other state and national standards. |
| Reading: Final Reading Clinic Report (indicators I.A.; IIA, B, C; IIIA, B & IVA | 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 to students, reading and writing goals, student 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 score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=3) met the maximum score (3pts) of “meets expectation” for the Final Clinic Report on indicators I.A.; IIA, B, C; IIIA, B, & IVA. |
| Reading: 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 demonstrated exemplary work in their classes, with a 4.0 GPA in all coursework. Here is a [link](https://umd.box.com/s/viut75kkqy375ahxbohieoqdtixkh597) to the data. |
| 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 end-point of the experience. On a 50-item rating scale covering all 8 *CACREP School Counseling Standards.*  For the final evaluation, ratings of at least “3” on all items (standards) are required for passing all course and placement requirements. | All School Counseling completers (n=11) met or exceeded the final internship evaluation program benchmark. Click [here](https://umd.box.com/s/40dklp55o4gjf16w5ist5466li0oazfz) 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” for indicators of the rubric. | All School Counseling completers (n=11) met or exceeded the program benchmark for the advocacy project. The lowest indicator score for meeting the benchmark expectation was a 91%. Click [here](https://umd.box.com/s/c1uy52v86hwmc2qmgfcyyxq71h8ja1wl) 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 *Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016, eight common core curricular areas,* and s*ix School Counseling knowledge domains*. Over two days, students respond to eight essay questions (4 per day and 1 hour per question) corresponding to the CACREP core content areas. If a student fails a section, they are given a second opportunity to sit for the failed section(s). If they don’t pass the second attempt, they will not graduate within the expected two years and must retake the exam for the third time in late spring. They are dismissed from the program if they don’t pass the third time. | The essay-based comprehensive exam was first instituted during the 2021-2022 school year for a cohort of 11 students. All students passed the exam on their first sitting. Upon reflecting on this new format, students and faculty were unanimously satisfied. Therefore, the program decided to keep the new format moving forward. |
| 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 6 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 level school counseling. The following course grading system applies to all of the advanced programs: The A+ and A is 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 3.89 for the cohort. The course grade information is [here](https://umd.box.com/s/li0147tqqg8lwd53t7vqo0ig0ea2l9yh). |
| 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 has a rating on a 4-point scale, with the anchors for each assessment outlined below. A rating of “3” is the minimum acceptable level for end-of-internship performance. | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Evaluation, meeting or exceeding the benchmark. Click [here](https://umd.box.com/s/o4d6ehsl7qaaiwbr5xryvldqx014mnaw) to view the data. |
| 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 National Certification as School Psychologist (NCSP). The state of Maryland’s passing score is 147. | All School Psychology completers (n=4) exceeded the Maryland State Department of Education passing score of 147 with a 181 average. Click [here](https://umd.box.com/s/2tg0t3lf3kg30n4unsqk2yurl5uzdb7o) to view the data. |
| School Psychology: Internship Portfolio | Program faculty evaluate the portfolios according to specified competency-based rubrics, which align with key components of the National Association of School Psychologists (NASP) standards, especially NASP Standards 2.1, 2.2, 2.3, 2.4, 2.7, and 2.10. The scale ranges from 1 to 3, with 1 indicating “Below Expectations,” 2 indicating “Meets Expectations,” and 3 indicating “Exceeds Expectations.” The student benchmark for this assessment is “Meets Expectation” for all aspects. | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Portfolio, meeting or exceeding the benchmark. Click [here](https://umd.box.com/s/nnfxcfs86b2r0tvxu7pv3n1du3tzw457) to view the data. |
| School Psychology: Course Grades | The School Psychology program includes 76-course credits, with additional 18-24 credits required for research and fieldwork/internship. Sequencing of the curriculum assures students are simultaneously engaged in work related to theory, research, and practice. The following course grading system applies to all of the advanced programs: The A+ and A is 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 Psychology completers performed well, with an overall GPA of 3.97 for the cohort. The course grade information is [here](https://umd.box.com/s/gqpmlmdboopfmscnpqbo3zqmk3yjl99w). |
| School Improvement Leadership: Internship Evaluation | Intern evaluations apply to their internship progress and performance through two formal checkpoints: the mid-term and the end of the internship. The program utilizes a shared evaluation rubric that the intern, the school-based mentor, and the university supervisor complete. The evaluation scale is scaffolded to be appropriately rigorous for the developmental progression of the intern, and all candidates are required to demonstrate that they “meet standard” overall across the seven indicators at both the mid-point and the final evaluation. The evaluation indicators include mandatory hours, the scope of leadership activities, knowledge of the leadership standards (PSELs), progress with Portfolio submissions, and professionalism. | There were no completers for the School Improvements Leadership Program in 2021-22 |
| School Improvement Leadership: PSEL Portfolio | 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. | There were no completers for the School Improvements Leadership Program in 2021-22 |
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Reading: Foundational Competencies/MCEE | The College Foundational Competencies dispositions instrument includes 16 indicators, exam foundational competencies in English language competence, interpersonal competence, 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 have an expectation of receiving ratings of “Yes” or “Always.” | Candidates successfully met this outcome, as evidenced by the Foundational Competencies. All Reading Specialist candidates (n=3) received the highest ratings of “Always” and “Yes” for the Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE). |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates’ performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct children, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. In addition, candidates receive evaluations on how they work independently and collaboratively. Candidates must attain the level of “meets expectations” on 100% of the *critical* indicators and “developing” on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | Candidates (n=3) completed the 2021 Summer reading clinic internship remotely using the Zoom platform due to the COVID-19 pandemic. The data indicates that all candidates met expectations for all standards and indicators except for the **planning and implementation of language experience lessons**. Clinic faculty decided to waive this indicator again this year because of the pandemic. However, the clinic faculty implemented all other indicators and observed them to a high degree. |
| Reading: Exit Surveys | Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and to identify areas for program improvement. In addition, the College applies a uniform instrument across the unit. | Please see Table 2: Program Performance Indicators, Question 6 for Exit survey feedback. |
| Reading: Final Clinic Report (indicators II.A, VI.A) | The Final Clinic Report is completed at the end of the clinic practicum after candidates have worked with students with reading and writing difficulties. The report describes candidates’ instruction, reading and writing goals, progress, and recommendations for continued growth. In addition, parents, tutors, and school personnel receive the shared report. Successful completion of this assessment requires candidates to achieve a minimum total score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=3) met the expectations for indicators II. A and VI.A. |
| Reading: Course Grades | See the description in Table 3: Expectations and Performance on Standard 1. |  |
| School Counseling: Internship Evaluation | See the description in Table 3: Expectations and Performance on Standard 1. | All School Counseling completers (n=11) 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=11) 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 met or exceeded the benchmark for all indicators of the Dispositions assessment. Click [here](https://umd.box.com/s/bxkg1k9gj3q146zotv0a74lkupjbh0or) 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. | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Portfolio, meeting or exceeding the benchmark. Table 3 contains the data. 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 | As part of the Internship Evaluation (completed at the mid-point and the end of the internship), Candidates experience direct assessment on three critical indicators of their professional competence:   1. Interpersonal and communications skills. 2. Responsiveness to feedback from their mentor. 3. Relationship with the university supervisor.   All candidates must “meet the standard” for all three of these competencies, as rated by their mentor and their University Supervisor. | There were no completers for the School Improvements Leadership Program in 2021-22 |

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

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

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| **Reading Specialist**  Over the past year, reading specialist faculty successfully conducted a search for a new colleague, celebrated the retirement of a valued professor and scholar, and implemented a new reading clinic program. The faculty search process began in the fall of 2021 as faculty met to discuss program needs and desired innovations and to construct a position description for a new colleague at the professional track level. Faculty and university officials made efforts to attract a diverse pool of applicants. In addition, the retirements of several tenured faculty in the past two years made adding a new faculty member a critical priority. The new faculty member immediately began working with the current faculty to redesign the reading specialist program and shift the format from in-person to hybrid/blended. Additionally, the faculty focused on recruitment and enrollment.  As a result of the ongoing COVID-19 pandemic, the summer reading clinic was held remotely (on Zoom) in 2020 and 2021. The program received positive feedback from parents and candidates. As pandemic conditions improved in Maryland, the reading clinic returned to an in-person experience in 2022. A three-week summer program for children in grades K-8 convened in the Stamp Student Union on the University of Maryland, College Park campus. Approximately 25 children, four reading specialist candidates, two doctoral students, and two program alumni participated in the 2022 clinic. We implemented a new clinic program that incorporates the aspects of the virtual and traditional programs. In addition, the faculty collaborated with the local youth and family center to enroll a diverse group of children, conduct two book distributions, and host two local children’s book authors.  **School Counseling**  The program’s greatest accomplishment was to graduate all 11 students who bore the brunt of the challenges associated with the COVID-19 pandemic. Unsurprisingly, some of the students in this cohort experienced various social and psychological challenges during their two years in the program. Through their resilience and our commitment to their success, we added one of the most diverse cohorts in the history of our program into the local school counseling workforce. Our primary challenge has been staffing. The program has been forced to rely more heavily on adjunct instructors, and some struggled to adapt to the online environment. Fortunately, at the beginning of this school year, we gained approval for hiring a new professional track faculty member, who will primarily be responsible for teaching 6 courses a year. This is an exciting and much-needed development, which will undoubtedly strengthen our program. Another positive development has been sustaining our Community Advisory Board (CAB), which consists of students, faculty, alumni, site supervisors, and district administrators. The CAB was established two years ago, when through our initial AAQEP review process, we became aware of a lack of structured opportunities to connect with our community stakeholders. A number of positive outcomes have emerged from our newly developed CAB (e.g., improved marketing, new training for site supervisors, and feedback on assessments).  **School Psychology**  Dr. Cixin Wang, Associate Professor, received the American Psychological Association (APA) Division 16: School Psychology Anti-Racism Award. The anti-racism honor recognizes a student, early career, and mid/late career school psychologist who identifies as a member of a racially/ethnically minoritized group and has contributed to the advancement of anti-racism scholarship, practice, or service. Dr. Wang has over 80 published peer-reviewed journal articles on bullying, discrimination, and youth mental health and several national grants to support her anti-racism research (e.g., from National Science Foundation). Additionally, she offers free workshops and professional development training to parents, educators, and community members. Finally, Dr. Wang’s commitment to anti-racism research, education, and service earned her selection.  Other students and faculty members have published articles, presented at conferences, and received recognition from NASP and APA for their work. Our department submitted our NASP report for reaccreditation, and we remain hopeful for a successful accreditation visit. This year, our program prioritized the creation of a Strategic Plan to communicate our goals and values. Additionally, we have placed high importance on the program’s innovation of racial climate initiatives. |