**AAQEP Annual Report for 2022**

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| 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.

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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.The College of Education provides research– and practice-oriented programs across a broad spectrum of education issues. Through its departments of Counseling, Higher Education and Special Education (CHSE), Human Development and Quantitative Methodology (HDQM), and Teaching and Learning, Policy and Leadership (TLPL), the College’s highly regarded faculty, staff, students, and alumni are committed to equity and social justice. College programs prepare students to be educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges, and universities. • **Department of Counseling, Higher Education, and Special Education (CHSE)** Its mission is to prepare scholars and practitioners to become administration, counseling, policy, psychological services, and special education leaders. CHSE strives to promote excellence in education and human services across the spectrum of abilities and individual differences, from birth to adulthood, in a wide range of settings. • **Department of Human Development and Quantitative Methodology (HDQM)** This Department is one of the world’s leading centers for research on child development, educational psychology, and cutting-edge psychometric and statistical methods. Its mission is to advance knowledge and practice in these areas of study through innovative teaching and research. The Department’s graduate programs prepare students for careers in academic and non-academic environments, including research and industry settings. HDQM also offers unique undergraduate programs, including a dual-certification major in Early Childhood Education and Early Childhood Special Education and a new major in human development. Program offerings include courses on how children learn prosocial behavior and moral development, socio-cultural contexts of development, educational neuroscience, and sophisticated approaches to data analysis. • **Department of Teaching and Learning, Policy and Leadership (TLPL)** Most of the College’s teacher preparation programs (including elementary, middle, and secondary education) reside in TLPL. Additional departmental programs encourage thoughtful and responsive explorations of education policies, practices, and social issues. Graduate students receive preparation to create and analyze alternative courses of action to enhance the quality of education for all persons and to redress the social conditions that restrict collective democratic aspirations. The Department offers undergraduate study leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), and graduate study leading to the Master of Arts (M.A.) (thesis and non-thesis options), Master of Education (M.Ed.), and Doctor of Philosophy (Ph.D.). |

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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 ) | **Number of Completers**in most recently completed academic year (12 months ending ) |
| ***Programs that lead to initial teaching credentials*** |
| B.S. - Early Childhood / Early Childhood Special Education (undergraduate) | MSDE Early Childhood Education Certificate (P-3); Infant/Primary Special Education Certificate (B-3) | 106 | 26 |
| B.S. and M.Ed. - Elementary (undergraduate and graduate) | MSDE Elementary Education Certificate (1-6) | 193 | 48 |
| B.S. and M.Ed. - Middle School Math and Science (undergraduate and graduate) | MSDE Middle School: Math Certificate (4-9)MSDE Middle School: Science Certificate (4-9)MSDE Middle School: Math and Certificate (4-9) | 30 | 10 |
| B.A. or B.S. and M.Ed. - Secondary Education (undergraduate and graduate) - in Computer Science, Math, English, Sciences, and Social Studies | MSDE Secondary Educator Certificate (7-12) | 163 | 37 |
| B.A. and M.A. - Art Education (undergraduate and graduate) | MSDE Art Certificate (P-12) | 22 | 5 |
| B.M.E. - Music Education (undergraduate) | MSDE Music Certificate (P-12) | 60 | 14 |
| M.Ed. - Physical Education (graduate) | MSDE Physical Education Certificate (P-12) | 7 | 6 |
| M.Ed. - TESOL (graduate) | MSDE English for Speakers of Other Languages Certificate (P-12) | 15 | 8 |
| B.A. and M.Ed. - World Languages (undergraduate and graduate) | MSDE World Languages Certificate (P-12) | 22 | 8 |
| B.S. and M.Ed. - Special Education (undergraduate and graduate) MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12) or Special Education Elementary/Middle (Grades 1-8) and Elementary Education (Grades 1-8) | MSDE Elementary/Middle Special Education Certificate (1-8); Severely and Profoundly Disabled Certificate (P-12) or Special Education Elementary/Middle (Grades 1-8) and Elementary Education (Grades 1-8) | 40 | 11 |
| M.Ed. – CITE Elementary  | MSDE Elementary Education Certificate (1-6) | 27 | 14 |
| Total for programs that lead to initial credentials | 625 | 187 |
| ***Programs that lead to additional or advanced credentials for already-licensed educators***  |
|  |  |  |  |
| Total for programs that lead to additional/advanced credentials |  |  |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** |
|  |  |  |  |
| Total for additional programs |  |  |
| TOTAL enrollment and productivity for all programs | 625 | 187 |
| Unduplicated total of all program candidates and completers | 625 | 187 |

**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. |
| 625 |
| 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. |
| 187 |
| C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 187 |
| D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe. |
| The expected completion rate varies by program. Undergraduates have a standard 4-year timeframe. Master’s Certification Teacher Education candidates expect to complete their program in 1-year, and graduate Master of Education students expect to finish in two years. Note: Dual degree music majors, a Bachelor of Music Education (B.M.E.), and a Bachelor of Music in Performance (B.M.) take nine semesters to complete, an extended time compared to the other undergraduate programs. One student in this cohort completed the B.M. and returned the following semester to pursue a B.M.E. extending their time on campus (i.e., seven years).

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| **Undergraduate Teacher Education** |
| Initial Cohort | Graduated in 100% time (4 years) | Graduated in 150% time (6 years) | Graduated in 200% time (8 years) | Graduation Rate % (4 years) | Graduation Rate % (6 years) | Graduation Rate % (8 years) |
| 108 | 94 | 13 | 1 | 87% | 12% | 1% |

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| **Graduate Teacher Education** |
| Initial Cohort | Graduated in 100% time (1 year) | Graduated in 150% time (1.5 years) | Graduated in 200% time (2 years) | Graduation Rate % (1 year) | Graduation Rate % (1.5 years) | Graduation Rate % (2 years) |
| 59 | 54 | 3 | 1 | 92% | 5% | 2% |

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| **Graduate M.Ed. Teacher Education** |
| Initial Cohort | Graduated in 100% time (2 years) | Graduated in 150% time (3 years) | Graduated in 150% time (4 years) | Graduation Rate % (2 years) | Graduation Rate % (3 years) | Graduation Rate % (4 years) |
| 20 | 14 | 4 | 2 | 70% | 20% | 10% |

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| 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%. |
| As a graduation requirement, all students completed Praxis Core or an equivalent state-approved substitute (3.0 GPA, S.A.T., A.C.T., and GRE). In addition, students must pass Praxis II content exams and complete the edTPA (also utilized as an exit portfolio). Therefore, all students passed above 80%. |
| F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.  |
| Students in the teacher preparation program expressed satisfaction in their preparation for future employment and practices. Specifically, students felt decidedly prepared based on the opportunities provided for hands-on experience coupled with the explicit instruction provided by faculty. Students indicated that the program’s high-quality faculty, teaching and guidance were strengths. Additionally, most students felt that edTPA aligned with the internship’s content/course assignments and requirements. Academic advising received praise, and the overall sentiment was that they were extremely helpful.Students suggested more clarity regarding curriculum requirements, program organization, and mandatory fees. Some students expressed the need for more focus on the job search process. Overall, most completers conveyed that they were provided with the education and experience needed to succeed in their profession. |
| G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.  |
| The College of Education cannot disseminate the Teacher Education Employer survey because the districts will not permit it. However, we ran a study to identify technical proficiency gaps between interns and district partner expectations by collecting first-hand feedback about classroom internship experiences. All professional responders to our technology and digital tools survey (mentor teachers, school administrators, and university supervisors) informed us that teacher interns/newly graduated demonstrated their adeptness in using technology in the classroom. In addition, the survey completers represented multiple counties, including our four district partners, with positions in over fifty sites in the state. Employers suggest more emphasis on backup plans if technology fails and continue adapting their lesson plans to accommodate children who do not have access to technology. |
| H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study. |
| The 2020-21 completer cohort has 199 students (85%) visible in the Maryland labor workforce. 175 of the 199 students work as teachers. Seventy-one teachers work at a C.S.I., T.S.I., or Title I Designated School. Fourteen of the 199 students appear in state wage data without the teacher designation. All 14 students have an appointment for Educational Services (including private elementary, secondary education, and private post-secondary education).  |

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** |
| Performance-Based Assessment (P.B.A.) | The Performance-Based Assessment (P.B.A.) measures candidate proficiency on key program competencies during the yearlong capstone internship.The Performance-Based Assessment (P.B.A.) consists of three distinct sections:1. Components based on the six Danielson FFT clusters
2. Maryland State Department of Education diversity indicators
3. Program-specific P.B.A. items

The teacher candidate, the mentor teacher, and University Supervisor complete the P.B.A. The mentor teacher is the public school teacher hosting and mentoring the teacher candidate. The university supervisor is the U.M.D. faculty member who works collaboratively with the mentor teachers and conducts periodic evaluations of 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. | The vast majority of completers (n=187) successfully met or exceeded the “meets expectations” benchmark for the Standard 1 Performance-Based indicators. A table showing the percentage of completers who met the indicator benchmark for initial teacher education is available [here](https://umd.box.com/s/mcjl6hqc63sw27bkhiptrim8vtxsfutk). The data provided comes from the final spring supervisor ratings. The data shows that initial teacher completers for the Spring 2022 cohort successfully met the benchmark expectation. |
| Praxis II Content Exams | The Praxis® Subject Assessments measure knowledge of specific subjects that 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, U.M.D. requires candidates to achieve passing scores on the Praxis II Content Knowledge Exams as a requirement 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.) U.M.D. 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. | Spring 2022 initial teacher education candidates successfully passed and exceeded the MSDE score benchmark for each subject-specific exam. A table showing U.M.D. means and the MSDE passing score is available [here](https://umd.box.com/s/k9q09dgni2o1yzegcyxtkl35pzuczn28).  |
| edTPA | 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 minimum passing score set by the College of Education (C.O.E.) is a combined score of 35 for World Language, 39 for all 15 Rubric portfolios, and 47 for the Elementary Education 4 Task portfolios. MSDE implemented a new policy that eventually will require graduates of approved teacher education programs to complete either the edTPA or the ETS PPAT performance assessment. The State Board will establish a qualifying score for implementation in 2025. There is no state minimum score requirement, 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 that 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](https://umd.box.com/s/rxpf0srus78m5ym0q4tbzoz43hug45l3)**.** |
| Exit Survey  | Exit Surveys: Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and identify program improvement areas.  | The survey evidence is viewable in Table 2. Program Performance Indicators, question 6. |

**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** |
| Foundational Competencies/Model Code of Ethics for Educators' Disposition Assessment | The College Foundational Competencies dispositions instrument includes* Sixteen indicators
* Exam foundational competencies in
	+ English language competence
	+ Interpersonal competence
	+ Work and task management
	+ Analytic and reasoning competencies
	+ Professional conduct
	+ Physical abilities
	+ Professionalism

We apply all components to an instrument that aligns with the Model Code of Ethics for Educators (MCEE), adopted by the National Association of State Directors of Teacher Education and Certification. The MCEE defines the critical dimensions of ethical practice expected of professional educators and serves as an ethical guide for future and current educators faced with the complexities of P-12 education. Candidates’ expectations include receiving “Yes” or “Always” ratings.  | The vast majority of initial teacher education completers (n=187) successfully met the disposition expectations for Spring 2022. In addition, all disposition indicators met the 94% or higher benchmark. Click [here](https://umd.box.com/s/79nztlfbmhvmedv198ydj9v9sb26ujvz) to view the final average FC/MCEE disposition scores. |
| Performance-Based Assessment (P.B.A.) | See the description in Table 3, Section 1. | The vast majority of completers (n=187) successfully met or exceeded the “meets expectations” benchmark for the Standard 2 Performance-Based indicators. A table showing the percentage of candidates who met the indicator for initial teacher education is available in Table 3 Standard 1. The data provided originates from final spring supervisor ratings. The data shows that initial teacher completers for the Spring 2022 cohort successfully met the benchmark expectation. |
| edTPA | See the description in Table 3, Section 1 | Data is viewable in Table 3, section 1 of this report. All students in this data completed the edTPA successfully and met the 2021-22 MSDE criteria.  |
| Exit Survey | See the description in Table 3, Section 1 | The survey evidence is viewable in Table 2. Program Performance Indicators, question 6. |

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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| * + - 1. **Diversity, Equity & Inclusion**

We have reflected upon and responded to teacher diversity in the past year. As the “Teacher Diversity in Maryland” presentation articulates, the diversity of the educator workforce is critical, and the University of Maryland College Park faculty and staff continue to work toward minimizing some of the gaps between students of color and their teachers in PK-12 classrooms and aim to increase the number of teachers of color in our programs. We address teacher diversity in a number of ways, including through our new Elaine Johnson Coates scholarship, named for the first African-American graduate of the University of Maryland College Park. The scholarship is awarded to an undergraduate student who shows evidence of the promotion of racial diversity in the College of  **A. Council of Racial Equality and Justice**Education through activism, service, and research. We also continue to examine the experiences of underrepresented groups through our CORE-J group, the Council of Racial Equality and Justice pronounced “courage,” which explores the student experience to better identify barriers to student success and includes a stakeholder group that engages students, faculty, and staff. CORE-J is releasing their findings of a student climate survey in the 2022-2023 academic year. **B. Recruitment Coordinator** We have hired a new recruitment coordinator with plans for a Director for Enrollment Management who will develop a recruitment strategy for undergraduate and graduate education across the college, and track and support our first-generation scholars. the hiring of an Enrollment Manager to assist the new Recruitment Coordinator, and to survey our internal reports through our centers in the College; we can better identify indicators and contributing factors in our educator preparation enrollment. **C.** **Middle College**Our Middle College Program, now in its second year, continues to grow. It is a partnership with Prince George’s Community College and the Academy of Health Sciences; we have six students in the program, including students majoring in shortage areas: early childhood/special education, middle school mathematics and science education, secondary mathematics education, and world languages education. Prince George’s County Schools continues as one of the districts with the largest percentage of racial/ethnic diversity according to the Maryland State Department of Education. **D.** **Creative Initiatives in Teacher Education (CITE)**We strategically place our interns in diverse schools and are continuing to build our Creative Initiatives in Teacher Education program (CITE) in Montgomery County Public Schools (MCPS), which has the largest English for Speakers of Other Languages (ESOL) population in the state of Maryland. CITE is a graduate-level pathway to certification, and graduates from this elementary education program acquire a teaching emphasis in either special education or ESOL. CITE is a partnership between the University of Maryland College Park and MCPS. **II. Faculty Accomplishments, Awards, and Grants**As a research-intensive university and the flagship institution for the state of Maryland, faculty accomplishments, awards, and grants are integral to our programs and key in our growth and development.1. **Department of Teaching and Learning, Policy & Leadership (TLPL)**

Dr. Sophia Rodriguez, Assistant Professor, received an award of $350,000 as a William T. Grant Scholar this year to study ways to reduce structural barriers to educational equality for these youths in three Maryland school districts. In the future, she plans to expand the project to schools around the mid-Atlantic region.**Dr. David Weintrop (Assistant Professor) was awarded $855,769,00 in National Science Foundation funding for** Collaborative*Research*: Harmonizing Scratch Encore: Empowering Educators to Create Customized Culturally-Responsive Computing Materials to support teachers in customizing elementary computer science instructional material. **Drs. Margaret Peterson (PI. TLPL) and Elizabeth Singleton (Co-I, TLPL) were awarded a National Endowment for the Humanities award for** Restorying We The People: Connecting Maryland Classrooms to the Reginald F. Lewis Museum of Maryland African American History and Culture to offer a Summer Institute for Grade 4-12 public school teachers which includes professional development and curriculum writing workshops. 1. **Department of Counseling, Higher Education & Special Education (CHESE)**

Dr. Michelle Espino’s research to explore the representation of Latinx administrators at research universities awarded her $75,000 in funding. Dr. Espino will study Latinx leadership in higher education through the Spencer Racial Equity Special Research Grant program, which works to improve racial inequality in education. **Dr. Julie J. Park (Associate Professor) was awarded a grant for $551,881 from the National Science Foundation for her project:** Race, Religion, and STEM: Examining the Intersections for Black Students. **Dr. Delida Sanchez** has been awarded a grant for $87,395.00 from the National Institutes for Health as part of a collaboration with Johns Hopkin University for the project, Adolescent Stress, Critical Consciousness, and Resilience Trajectories in the Context of Structural Racism.1. **Department of Human Development and Quantitative Methodology (HDQM)**

**Dr. Christy Tirrell-Corbin (Clinical Professor) received the** [Provost's Excellence Award for Professional Track Faculty](https://umd.us17.list-manage.com/track/click?u=82322cfb78e3d00099ae54367&id=3f130c19ea&e=82ad370ad2) in recognition of her outstanding of her outstanding contributions and accomplishments in research for 2020-2021Dr. Rachel Romeo (Assistant Professor) received the College of Education’s Support Program for Advancing Research and Collaboration (SPARC) award for her project. Investigating How Bilingual Language Exposure Influences Neurocognitive Development in Socioeconomically Diverse Preschoolers. The SPARC Award is as competitive grant program for new assistant professors and doctoral candidates intended to “spark” their funded research.**Dr. Kelly Mix (PI, HDQM) and Dr. Gregory Hancock (Co-I, HDQM) received $1,699,333.00 in grant funding from the Institute of Education Sciences in the Cognition and Student Learning area for their project,** Applied Spatial Training for Elementary Mathematics to explore malleable factors related to elementary students’ use of spatial tools, such as diagrams, charts, and sketches, during mathematics problem solving1. **Cross-Collaborative Projects**

**Dr. Doug Lombardi (PI, HDQM and Dr. Sarah McGrew (Co-PI, TLPL) received funding from the National Science Foundation for their** Collaborative*Research*: Scaffolding middle and high school students' scientific evaluations of sources and alternative claims in Earth and environmental sciences project.**Dr. Diane Jass Ketelhut (Professor) (**PI, TLPL) andDr. **Ebony Terrell Shockley (Executive Director of Educator Preparation/Associate Clinical Professor)** (Co-PI, TLPL) and Dr. Brian Nelson (Professor) at Arizona State University have been awarded $795,651 from the National Science Foundation for their project Collaborative Research: Accessible Computational Thinking in Elementary Science Classes within and across Culturally and Linguistically Diverse Contexts. Dr. Donald Bolger (HDQM) is leading a team of faculty from the College of Education, College of Arts and Humanities, College of Behavioral and Social Sciences, and College of Information Studies as finalists for the Grand Challenge Institutional grants. These grants address a grand societal challenge of our time and the Maryland Initiatives for Literacy & Equity (MILE) is addressing the multi-faceted components of literacy for all. **III. Continuous Improvement: Subject Matter Expert (S.M.E.) Groups**During the 2021-22 academic year, the college formed Subject-Matter Expert (SME) groups to discuss and re-think areas around continuous improvement for our unit-wide internship assessments and other facets of the student experience. Based on previous data and survey feedback, the groups discussed improvements to existing measures and practices. The committees presented their recommendations for improvement in the annual Assessment Retreat. A brief statement of the recommendations/findings from each SME group are below: A. **Fingerprinting:**The COE has submitted a request to the State asking them to oversee the coordination of fingerprinting for all counties. The task will involve the oversite/management of three (3) components: Background checks; Child Protective Services (CPS) and Online SafeSchool Training Modules. B. **International Society for Technology Educators (ISTE) Portfolio**: The ISTE Portfolio underwent several revisions to include a more meaningful connection to the submitted artifacts and the ISTE standards. The college will proceed with the revised ISTE Technology Portfolio for the 2022-23 cohort which streamlines the process and includes standards throughout coursework in educator preparation programs.C.**Performance Based Assessments (*P.B.A):*** Based on the data and survey feedback, the PBA SME group recommended that the College establish an expert group to revise the language in the PBA descriptors. This group will meet throughout 2022-23. The focus should be on consistent descriptors to ease scoring and increase reliability around scoring.  D**. edTPA Porfolio:**The team discussed mapping edTPA rubrics to all syllabi as a next step.  This will ensure that students enrolled in teacher education programs will use edTPA language as they learn about human development, diversity, and effective teaching strategies early on in their program. In response to the feedback, the group also recommends threading edTPA language into the revised PBA descriptors. E. **School Partnerships including Professional Development Schools**: The group suggested to continue to discuss and implement creative ways in which to have cross-programmatic partnerships and maintain intern cohorts of 3 or more; clarify what is needed from our partners as it relates to asking questions about program improvement and research-based practices, such as the internal review board (IRB), and to learn more about employer data/graduates. **IV. Innovation****The Pledge**The College of Education signed the Educator Prep Programs for Digital Equity and Transformation Pledge, a partnership between the U.S. Department of Education and the International Society for Technology in Education (ISTE). We joined to show our commitment to preparing teachers to thrive in digital learning environments; use technology to pursue ongoing professional learning; apply frameworks to accelerate transformative digital learning; equipping all faculty to continuously improve expertise in technology for learning; and collaborating with school leaders to identify shared digital teaching competencies. |