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University of Maryland College Park
Traditional Program

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Institution Information

AY 2014-15

Name of Institution: University of Maryland College Park
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Maryland

Address: 1207 Benjamin Building
University of Maryland
College Park, MD, 20742

Contact Name: Dr. Kathy Angeletti
Phone: 3014052358
Email: kangel@umd.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Institution Information

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Section I.a Program Information

AY 2014-15

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education - Bachelor's	No
Art Education - Master's/Post-Baccalaureate	No
Creative Initiatives in Teacher Education - Master's	No
Early Childhood Education - Bachelor's	No
Early Childhood/Early Childhood Special Education - Bachelor's	No
Elementary Education - Bachelor's	No
Elementary Education - Master's	No
English - Bachelor's	No
English - Master's/Post-Baccalaureate	No
Mathematics - Bachelor's	No
Mathematics - Master's/Post-Baccalaureate	No
Middle Level Education - Bachelor's	No
Middle Level Education - Master's/Post-Baccalaureate	No
Music Education - Bachelor's	No
Physical Education - Master's/Post-Baccalaureate	No
Science Education - Bachelor's	No
Science Education - Master's/Post-Baccalaureate	No
Social Studies - Bachelor's	No
Social Studies - Master's/Post-Baccalaureate	No
Special Education - Bachelor's	No
Special Education - Master's	No
Teaching English as a Second Language (TESOL) - Master's	No
World Languages - Bachelor's	No
World Languages - Master's/Post-Baccalaureate	No
Total number of teacher preparation programs: 24	

Section I.a Program Information

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Section I.b Postgraduate Requirements

AY 2014-15

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Prior Experience with Children/Youth (entry); Foundational Competencies (entry/exit); edTPA (exit)	Yes	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.386

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.95

Please provide any additional comments about the information provided above:

Candidates are required to receive favorable evaluations on the College of Education Foundational Competencies (dispositions assessment) for both admission and program completion.

Candidates also participate in a yearlong internship in a Professional Development School. Most partner school districts require fingerprinting and a background check as a prerequisite for the internship.

Finally, all teacher candidates complete edTPA as a requirement for program completion. The candidate edTPAs are locally evaluated.

Section I.b Postgraduate Requirements

AY 2014-15


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Section I.b Undergraduate Requirements

AY 2014-15

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Prior Experience with Children/Youth; Foundational Competencies; edTPA	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.46

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.64

Please provide any additional comments about the information provided above:

Candidates are required to receive favorable evaluations on the College of Education Foundational Competencies (dispositions assessment) for both admission and program completion.

Candidates also participate in a yearlong internship in a Professional Development School. Most partner school districts require fingerprinting and a background check as a prerequisite for the internship.

Finally, all teacher candidates complete edTPA as a requirement for program completion. The candidate edTPAs are locally evaluated.

Section I.b Undergraduate Requirements

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Section I.c Enrollment

AY 2014-15

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	305
Unduplicated number of males enrolled in 2014-15:	56
Unduplicated number of females enrolled in 2014-15:	249

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	34
Black or African American:	23
Native Hawaiian or Other Pacific Islander:	1
White:	198
Two or more races:	15

Section I.c Enrollment

AY 2014-15

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Section I.d Supervised Clinical Experience

AY 2014-15

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	217
Average number of clock hours required for student teaching	650
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	25
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	46
Number of students in supervised clinical experience during this academic year	790

Please provide any additional information about or descriptions of the supervised clinical experiences:

The average number of clock hours of supervised field experience required prior to the yearlong internship differs by program area; however, most of the certification areas have been increasing the required hours of clinical experience for program completion. The average number of hours for the secondary program is 81 clock hours. The average number of hours for elementary, special education, and early childhood education is 262 (208 for early childhood, 376 for special education, and 202 for elementary).

The average number of clock hours required for the yearlong internship is 650. MD requires a 100-day internship experience. Using a 6.5 hour day as a guideline, the total hours for the internship is 650 hours.

Section I.d Supervised Clinical Experience

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Section I.e Teachers Prepared by Academic Major

AY 2014-15

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	38
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	16
Teacher Education - Secondary Education	63
Teacher Education - Agriculture	
Teacher Education - Art	19
Teacher Education - Business	
Teacher Education - English/Language Arts	23
Teacher Education - Foreign Language	27
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	22
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	4
Sociology	
Visual and Performing Arts	28
History	17
Foreign Languages	27
Family and Consumer Sciences/Human Sciences	
English Language/Literature	23
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	4
Mathematics and Statistics	9
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	4
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Chinese	16

Section I.e Teachers Prepared by Academic Major

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Section I.e Teachers Prepared by Subject Area

AY 2014-15

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	38
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	16
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	114
Teacher Education - Agriculture	
Teacher Education - Art	19
Teacher Education - Business	
Teacher Education - English/Language Arts	23
Teacher Education - Foreign Language	27
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	22
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	17
Teacher Education - Physics	
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	16



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Section I.f Program Completers

AY 2014-15

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 295

2013-14: 324

2012-13: 296

Section I.f Program Completers

AY 2014-15

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Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2014-15

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

18

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Ultimately, 13 students completed the TESOL program during 2014-15. The majority of these students (62%) come from diverse backgrounds. At times, our interns extend their teaching internships. For example, we had one Master's Certification Program intern extend his internship into the fall of 2015, which he successfully completed. Another intern was terminated from the TESOL 2-Year Certification Program for failure to meet the performance based assessment capstone assignment, but completed her TESOL non-certification degree. We work with individual students who need additional time to complete coursework and successfully complete both their elementary and secondary teaching internships. This helps to ensure our interns are prepared for the demands of the first year teaching experience.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue to monitor interns' progress and provide support through the University Supervisor and Program Coordinator, as needed, on an individual basis. This type of support helps interns complete their program, although sometimes it may take longer for program completion.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

17

Provide any additional comments, exceptions and explanations below:

In addition to the existing one-year MCERT and two-year Master's certification programs, the TESOL faculty is actively working with various school counties to provide different types of outreach programs for their current practicing teachers who work with English language learner students. Currently, we have a signed 5-year MOU with a local county to offer a TESOL certificate (12 credit hours) to practicing teachers. The first cohort of teachers is expected to begin this program in summer 2016.

We also recently implemented a 26-month, 30-credit Master's program, which provides in-service mainstream teachers with the theory and pedagogy associated with teaching English learners (ELs) across the content areas. Teachers are prepared to not only address ELs' needs in their disciplines but also go on for their add-on certification in ESOL from the state, making them eligible to become ESOL teachers. The curriculum is grounded in practical experiences working specifically with the English language learner population, and the program has both face-to-face and online components to accommodate teachers' work schedules during the academic year: three summers consisting of two workshop-style face-to-face courses, and one online course in both the fall and spring semesters. The current cohort (n=22) is set to graduate in August 2016.

Thus, across all of our teacher preparation program efforts, we expect to produce 39 teachers during the 2015-16 year who will be prepared to work with English learners (15 TESOL MCERT, 2 TESOL 2-year, and 22 add-on endorsement).

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

12

Provide any additional comments, exceptions and explanations below:

The Department is continuing to make major curriculum revisions to the TESOL program in an effort to better prepare the pre-service teachers to work with the different types of English language learners represented in Maryland public schools (i.e., unaccompanied minors, students with limited and interrupted formal education, and bi/multilingual learners). Such revisions include a redesign of course sequencing, revision of TESOL courses, addition of signature assessments for

each course, and restructuring of the year-long teaching internship for the TESOL 2-Year certification students (with input from interns and local mentor teachers). TESOL is transitioning several of the courses offered to an online delivery format in an effort to be more responsive to school system needs. As the faculty moves forward to implement these curricular modifications, we may see a slight decline in TESOL program completers for the traditional one year MCERT and two-year Master's certification programs. However, the expectation is that these program revisions will lead to increased program enrollments in the near future.

Additionally, the program plans to continue its outreach efforts to increase the number of practicing teachers who will be prepared to add an endorsement qualifying them to teach ESOL in Maryland's public schools. The first cohort of teachers for the recently developed Post-Baccalaureate Certificate in TESOL, which is a one-year, 12 credit program, is scheduled to begin in August 2016, and discussions are underway to expand this program to two other Maryland school districts.

Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2014-15



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Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

40

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Ultimately, we prepared 56 teacher candidates in the STEM areas across all teacher certification pathways (traditional and alternative programs, as well as add-on endorsements leading to certification). Of these, there were 9 secondary mathematics and 9 secondary science traditional teacher education program completers; 11 candidates who completed a middle school certification (7 middle school math and 4 middle school science) through the Maryland Science Mathematics Resident Teacher (MSMaRT) Program; and 18 individuals who graduated from the middle school undergraduate and post-BS programs (1 science, 3 math, and 14 math/science). There also were nine people who completed the MEd in Middle School Mathematics leading to an add-on endorsement in middle school mathematics. Thus, across all pathways, 42 people were prepared for a certification in mathematics (secondary/middle) during 2014-15.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

28

Provide any additional comments, exceptions and explanations below:

We anticipate preparing 67 teacher candidates in the STEM areas across all teacher certification pathways (traditional and alternative programs) for 2015-2016 (fall, spring, summer reporting period). Of these candidates, we anticipate 11 secondary mathematics and 11 secondary science traditional teacher education program completers, and 24 candidates who will have completed the traditional middle school teacher certification programs (3 middle school science, 3 middle school math, and 18 middle school math and science).

In addition, our first cohort of 18 students in the M.Ed. In Teacher Leadership with an emphasis in Elementary STEM Education is expected to graduate this spring. Finally, there are three additional students who are enrolled in the add-on endorsement program in mathematics for practicing school teachers in Montgomery County Public Schools who are expected to complete their program of study during the 15-16 year.

Assuming all of these candidates successfully complete the remaining program requirements, we anticipate 35 program completers (across ALL program pathways, secondary and middle) for mathematics for the 2015-16 year. This goal surpasses the original target identified in last year's Title II report submission.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

35

Provide any additional comments, exceptions and explanations below:

We anticipate preparing 56 teacher candidates in the STEM areas all teacher certification pathways (traditional and alternative programs) for 2016-2017 (fall, spring, summer reporting period). Of these candidates, we anticipate 16 secondary mathematics and 11 secondary science traditional teacher education program completers, and 27 candidates who will have completed the traditional middle school teacher certification programs, including 23 middle school math and science. Finally, there are two additional students who are enrolled in the add-on endorsement program in mathematics for practicing school teachers in Montgomery County Public Schools who are expected to complete their program of study during the 16-17 year.

Across ALL pathways, we anticipate 41 program completers for mathematics (secondary/middle) for the 2016-17 year. (Assuming some small attrition losses over the academic year, we aim to achieve a yield of 35 teachers.)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

40

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Ultimately, we prepared 56 teacher candidates in the STEM areas across all teacher certification pathways (traditional and alternative programs, as well as add-on endorsements leading to certification). Of these, there were 9 secondary mathematics and 9 secondary science traditional teacher education program completers; 11 candidates who completed a middle school certification (7 middle school math and 4 middle school science) through the Maryland Science Mathematics Resident Teacher (MSMaRT) Program; and 18 individuals who graduated from the middle school undergraduate and post-BS programs (1 science, 3 math, and 14 math/science). There also were nine people who completed the MEd in Middle School Mathematics leading to an add-on endorsement in middle school mathematics. Thus, across all pathways, 42 people were prepared for a certification in mathematics (secondary/middle) during 2014-15.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

28

Provide any additional comments, exceptions and explanations below:

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Assuming all of these candidates successfully complete the remaining program requirements, we anticipate 35 program completers (across ALL program pathways, secondary and middle) for mathematics for the 2015-16 year. This goal surpasses the original target identified in last year's Title II report submission.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

35

Provide any additional comments, exceptions and explanations below:

We anticipate preparing 56 teacher candidates in the STEM areas all teacher certification pathways (traditional and alternative programs) for 2016-2017 (fall, spring, summer reporting period). Of these candidates, we anticipate 16 secondary mathematics and 11 secondary science traditional teacher education program completers, and 27 candidates who will have completed the traditional middle school teacher certification programs, including 23 middle school math and science. Finally, there are two additional students who are enrolled in the add-on endorsement program in mathematics for practicing school teachers in Montgomery County Public Schools who are expected to complete their program of study during the 16-17 year.

Across ALL pathways, we anticipate 41 program completers for mathematics (secondary/middle) for the 2016-17 year. (Assuming some small attrition losses over the academic year, we aim to achieve a yield of 35 teachers.)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

33

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Ultimately, 38 students graduated from the special education teacher preparation program in 2014-15.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The College has made significant curriculum changes to the special education program offerings. We shifted from a five-year program in elementary special

education to a four-year curriculum leading to teacher certification, which is expected to lead to increased enrollments in special education in the near future. Candidates in this program who wish to continue with master's coursework will be able to double-count some of their B.S. credits toward a future M.Ed., thus allowing them to enter the workforce sooner and continue their M.Ed. part time. The College also recently completed a transformation of its early childhood and special education teacher preparation programs to launch a revised, truly blended early childhood, special education program that will lead to dual certification. This program will allow graduates to be prepared to meet the needs of typically developing and atypically developing children from birth through age 8/grade 3. A unique aspect of the modified program is a focus on children who are at environmental risk due to poverty, immigration, and/or language. The first cohort from the revised early childhood special education program is scheduled to graduate in May 2017.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

50

Provide any additional comments, exceptions and explanations below:

We expected a short-term increase in the number of program completers for the 2015-16 year, because there is an overlap between candidates completing the 5-year BS/M.Ed. program (which is being phased out) and individuals who will represent the first group of graduates for the streamlined 4-year Bachelor of Science degree program. However, we also had a number of students who failed to meet the rigorous performance standards set forth by the Maryland State Department of Education, the Council for Exceptional Children, and the College of Education who were counseled out of the program. As a result, we anticipate the actual number of program completers for 2015-16 to be 41.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

50

Provide any additional comments, exceptions and explanations below:

The 2016-17 projections will represent the final phase of our transition from a five-year BS/MEd to a streamlined, 4-year Bachelor of Science degree program in Middle/Elementary Special Education; and to a blended, dual certification Bachelor of Science program in early childhood/early childhood special education. The 16-17 graduation cohort will be the first class of program completers that does not include candidates from the old BS/MEd program, or candidates from the former, stand-alone early childhood education and early childhood special education (EC/ECSE) programs. We anticipate 23 completers for the BS in Middle/Elementary Special Education, and 27 completers for the dual certification program in EC/ECSE.

Section II Assurances

AY 2014-15

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

PREPARATION RESPONDS TO THE IDENTIFIED NEEDS OF THE LOCAL EDUCATIONAL AGENCIES OR STATES WHERE THE PROGRAM COMPLETERS ARE LIKELY TO TEACH, BASED ON PAST HIRING AND RECRUITMENT TRENDS.

RESPONSIVENESS TO STATE WORKFORCE NEEDS:

The College is working to increase the number of teachers prepared in high demand subject areas and to reduce the number of students enrolling in fields where

there is an abundance of teachers. In response to changing demands from our public school partners, we are shifting our portfolio of educator preparation options to include a greater focus on certification-only, add-on endorsement, and continuing professional development programs. We are in the process of transitioning to a teacher education enrollment management plan that includes more rigorous selective admission criteria aligned with new CAEP accreditation standards, targets for overall teacher production (with an emphasis on the state's critical shortage areas), and innovative teacher preparation models that focus on retaining graduates to teach in Maryland. As part of that plan, the College reduced the number of slots for the undergraduate elementary education program, while simultaneously increasing the number of pathways for obtaining STEM-based certifications. In addition to expanding the alternatives for obtaining STEM-based certifications, several programs within the College are undertaking significant curriculum transformations to better prepare candidates for the complex challenges and demands of high-need public school classrooms. A few examples are provided below.

The undergraduate elementary education program has been revised to incorporate more extensive clinical experiences, which span five semesters and culminate in a Teaching Residency during the final year where the professional education courses are taught on site, in high-need classrooms. Terrapin Teachers is another example of an innovative teacher preparation initiative. This program, which is a collaborative effort between the College of Education and College of Computer, Mathematical, and Natural Sciences, emphasizes inquiry and project-based instruction, and incorporates early, frequent, and intensive field experiences that are supervised by master teachers. In addition to being a rigorous comprehensive new program for secondary math and science majors, Terrapin Teachers has proven to be an excellent recruitment avenue for bringing people into the middle school math and science major at the undergraduate level. Furthermore, while intended to encourage candidates to complete their certification as undergraduates, the early field experiences also have been a valuable recruitment tool for encouraging other candidates to pursue certification through the Masters-level (MCERT) program.

Major curriculum revisions in TESOL include revising the current teacher preparation program to better prepare the pre-service teachers to work with the different types of English language learners represented in Maryland's public schools (i.e., unaccompanied minors, students with limited and interrupted formal education, and bi/multilingual learners). This includes revising the current sequencing of course offerings, as well as reviewing (and updating) the curricula and transitioning courses to an on-line delivery format in an effort to be more responsive to school system needs.

The World Language program has incorporated field experiences in immersion schools, in Spanish, French, and Chinese languages in diverse school settings to better prepare teacher candidates to differentiate instruction for Heritage learners, gifted, and at-risk students. Revisions have been made in the courses and in the teaching internship seminars to incorporate tasks that require interns to collaborate with school specialists (e.g., reading, special needs, media and ESL). The interns collaborate with the specialists to develop lesson plans that will be implemented in the classroom to teach diverse student populations, including English Language Learners [ELL], Heritage Learners, gifted students, and students with special needs in regular classrooms.

The World Language program meets the needs of local and international applicants. In addition to offering several courses in the evenings to accommodate the schedules of working students, the faculty has obtained general education approval for the introductory World Language methods course to allow many students to explore the field of World Language and to encourage students in the Arts and Sciences to consider a career in teaching.

Finally, the World Language program recently developed a Post Baccalaureate Certificate, which is comprised of 4 graduate courses (12 credits). The purpose is to target teachers who are certified in content areas other than World Language. The certificate offers another path to prepare highly qualified world language teachers at the elementary, middle, and high school levels. This certificate program will meet the needs of Maryland school systems which currently have teachers teaching World Language who are not certified in this content area. It is also designed for teachers who were certified before 2011, when the Maryland State Department of Education (MSDE) extended the World Language Teacher Certification from grades 7-12 to PreK-12. Conversations are in process with Maryland school districts to develop a cohort of 25 teachers to enroll in this program.

There also are major curriculum transformations taking place in the special education and early childhood program areas. We have replaced the stand-alone early childhood education major with a new, blended program leading to dual certification in early childhood and special education. The first cohort began the program in fall 2014, and the first graduates with this dual certification are anticipated in 2017. Additionally, the special education program is in the process of phasing out its five year BS/M.Ed. program in favor of a streamlined, four-year curriculum in elementary/middle special education that leads to generic teacher certification and severe disabilities certification.

These curriculum revisions are significant and substantive. They are intended to strengthen the quality of our educator preparation; and, when fully implemented,

should lead to increased enrollments in key critical shortage fields. As we are transitioning to these new models, there may be a short-term decline in the number of program completers for some areas, which may require the College to reconsider some of its program targets during this time frame.

TRAINING TO MEET IDENTIFIED NEEDS OF LOCAL EDUCATIONAL AGENCIES/STATE:

PARCC assessment materials and resources related to the Common Core have been purchased and have been made available in the P-16 Center for College faculty, and PARCC assessments are studied and reviewed in methods courses. Professional Development School (PDS) Coordinators have attended Maryland State Department of Education (MSDE) sponsored math and literacy Common Core workshops as well as conferences focused on C3, the Social Studies complement to Common Core. The methods instructors have incorporated the Common Core standards, Student Learning Objectives (SLO) process, and IEP requirements in their course work and lesson plan templates; and, the College has instituted the edTPA performance assessment, which parallels the SLO process and is aligned to the Common Core and Danielson Framework for Teaching (FFT).

Candidates are immersed in PDS sites and are exposed to the Maryland College and Career Ready Standards (i.e., Common Core) and to the national standards associated with their disciplinary area on an ongoing basis, which prepares them to teach in any MD school system. Practicing teachers and administrators are guest lecturers in seminars and classes, which affords the interns an opportunity to learn instructional strategies and testing requirements relevant to the local education agency. The representation of UM faculty members on the PDS School Improvement Teams broadens awareness of instructional issues in our PDSs, which in turn results in content infused in our courses relevant to that which is happening in the PDS.

UM faculty members and administrators have close collaborations and working relationships with mentors, coordinators, and administrators in PDS sites. They collaborate with mentors in the development of syllabi for methods courses. Ongoing meetings with mentor teachers afford the faculty the opportunity to identify needs of local schools and to use this information to guide curriculum/course planning. Additionally, candidates are encouraged to base their action research/inquiry and student impact projects around issues related to the various school improvement plans and SLOs.

PROSPECTIVE SPECIAL EDUCATION TEACHERS RECEIVE COURSEWORK IN CORE ACADEMIC SUBJECTS:

The recent changes to the BS/M.Ed. program in Special Education will help to ensure that our teacher candidates have strong preparation in the core academic areas. Within the last 5 years, changes in service delivery in local school districts have made it increasingly necessary for students interested in secondary special education certification to have an academic content major (e.g., math, science, social studies, English) to teach in a Maryland public school system. However, very few current students in the Combined BS/MEd program have taken the necessary coursework to meet the requirements for a content degree. As a result, when the department made the determination to revise the BS/M.Ed. Special Education Program, the faculty decided to drop the secondary age base certification from the Special Education BS-ONLY program. Individuals who are interested in obtaining the secondary special education certification can still apply to the Master's Certification Graduate Program in Secondary Special Education; however, they will be required to provide evidence of completing a degree in the academic discipline as a condition for program admission.

Likewise, when the program faculty made the decision to blend the Early Childhood Special Education Program with the Early Childhood Program to create a cross department, combined Early Childhood/Early Childhood Special Education BS program that results in eligibility for dual certification, there was no longer a need to have an Early Childhood Special Education stand-alone program. As a result, this program strand was eliminated, leaving a single, age-based specialization at the undergraduate level. The Elementary/Middle BS-Only Special Education program contains a strong foundation of academic course work, including more than 30 credits in the liberal arts and sciences.

GENERAL EDUCATION TEACHERS RECEIVE TRAINING IN PROVIDING INSTRUCTION TO CHILDREN WITH DISABILITIES:

Development of joint general education and special education teacher candidate placements and field supervision is a primary goal for the College. We have been reviewing our existing PDS sites to focus on schools that model co-teaching between general education and special education. It is important to note that many of our candidates work with co-teachers in special education classes.

Interns are required to attend all IEP meetings that their teachers attend unless specifically asked by parents to exclude the intern. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting.

Our teacher preparation programs emphasize the Principles of Universal Design for Learning (UDL), and candidates' competencies related to teaching students with disabilities effectively and strategically are assessed formatively and summatively on the Performance Based Assessment (PBA), which is the internship assessment; and edTPA (Teacher Performance Assessment). Candidates are asked to focus on three students, including at least one individual with special needs in the edTPA by analyzing their learning and determining how these students might receive instructional accommodations.

Multiple sections of the Introduction to Special Education course are offered every semester, including winter and summer extended sessions, ensuring seat access for all general education majors. In the revised elementary education program, undergraduates will enroll in a new course, Teaching Students with Disabilities in the Elementary Classroom, prior to their internship and residency experiences. Secondary and middle-level undergraduate teacher education candidates are required to complete a course on Inclusion, Diversity, and Professionalism. This course addresses basic terms and concepts in educating students with disabilities and English Language Learners (ELLs). It helps candidates become familiar with and apply instructional techniques for the inclusion of students with disabilities in mainstream classrooms and for promoting content and language development among ELLs.

In addition to the Inclusion, Diversity, and Professionalism course, the Social Studies program invites special educators into its spring Undergraduate and MCERT seminars to address Special Education legal mandates, accommodations, and co-teaching. Students in the Master's Certification program (MCERT – elementary, secondary, and middle level) complete two diversity courses, one of which addresses special needs learners and ELL.

Finally, as discussed above, early childhood teacher education candidates' preparation related to children with disabilities will now be significantly enhanced as a result of the transition to a blended program that leads to dual certification in early childhood/special education.

PROVIDING INSTRUCTION TO LIMITED ENGLISH PROFICIENT STUDENTS, CHILDREN FROM LOW-INCOME FAMILIES, AND CHILDREN/YOUTH IN URBAN SETTINGS:

The State of Maryland recently modified its program approval process for teacher preparation to include Guidelines for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools. Our educator preparation programs have been making curricular modifications to incorporate these guidelines into the instructional and field-based components of teacher preparation. Candidates are prepared to teach students who are limited English proficient through coursework and seminar sessions, as well as field experiences. Several courses, including EDCI 417, Bases for English Language Instruction, and EDCI 463, Reading in the Secondary School (a required course for all secondary education majors), integrate textbooks and activities based on the Sheltered Instruction Observation Protocol (SIOP) Model. Secondary and middle-level education teacher candidates are placed in professional development school settings in which they plan instruction, teach, and assess collaboratively with mentor teachers, reading specialists, special education professionals, and TESOL professionals to create optimal learning experiences for all students. The Teaching Residency portion of the revised elementary education program includes rotations that require candidates to shadow an ELL teacher; and, a unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language.

Many of the courses in the special education program are related to diversity and fostering cultural understanding, safety and emotional well-being, positive social interactions, family issues, and active engagement of individuals with exceptional learning needs. For example, in EDSP 210 – Introduction to Special Education, students are introduced to the needs of children with disabilities who are also ELLs. They are given an overview of ESOL services and the importance of non-discriminatory assessments when determining a child's eligibility for special education services. EDSP 416/616, EDSP 443, and EDSP 484/684, which focus on Reading and Writing in Special Education, incorporate discussions of English language learners (ELLs) throughout each class period. Readings and discussion focus on the identification of students who are ELLs in special education and ESOL, accommodating the language needs of students who are ELLs with multisensory / multidimensional instruction, and evaluating ELL students with reading and writing assessments that take into account language differences. In EDSP 411 - Universal Design for Learning (UDL), critical information is included on assistive technology, accommodations, and modifications that need to be incorporated in lesson planning and instruction to meet the needs of diverse students in the classroom, including students who are English Language Learners.

edTPA, which is one of the Unit's key assessments, provides clear evidence of a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. This assessment requires that candidates plan for diverse students, including (but not limited to) racial, ethnic, and language minority students. edTPA emphasizes teaching academic language, including vocabulary and language functions, to ensure all students have access to the language they

need to succeed in schools. edTPA language and requirements have been incorporated into lesson plan protocols and rubrics across all of the teacher preparation programs.

Finally, the University of Maryland is located in a highly-diverse, urban metropolitan area, and our candidates' early field experiences and internships are in these diverse schools. Many of these schools are Title I schools. We aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead. Equity issues and the teachers' role in making tracking/placement decisions are addressed in coursework and field experiences/internships. Our programs encourage inquiry and reflection, teaching for understanding, embracing diversity and building democratic learning communities - the core tenets of successful teaching and learning.

Section II Assurances

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Section III Assessment Pass Rates

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	5			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	19	175	19	100
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	3			

Section IV Low-Performing	Educational Testing Service (ETS)				
Section V Use of Technology	All program completers, 2014-15				
Section VI Teacher Training	ETS0235 -BIOLOGY CONTENT KNOWLEDGE	12	177	12	100
Section VII Contextual Information	Educational Testing Service (ETS)				
Section VIII Report Certification	All program completers, 2013-14				
Print Report	ETS0235 -BIOLOGY CONTENT KNOWLEDGE	10	172	10	100
Print Prior Report	Educational Testing Service (ETS)				
Account Information	All program completers, 2012-13				
Log Out	ETS0245 -CHEMISTRY CONTENT KNOWLEDGE	4			
	Educational Testing Service (ETS)				
	All program completers, 2014-15				
	ETS0245 -CHEMISTRY CONTENT KNOWLEDGE	1			
	Educational Testing Service (ETS)				
	All program completers, 2013-14				
	ETS0245 -CHEMISTRY CONTENT KNOWLEDGE	4			
	Educational Testing Service (ETS)				
	All program completers, 2012-13				
	ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE	5			
	Educational Testing Service (ETS)				
	Other enrolled students				
	ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE	14	197	14	100
	Educational Testing Service (ETS)				
	All program completers, 2014-15				
	ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE	1			
	Educational Testing Service (ETS)				
	All program completers, 2013-14				
	ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE	1			
	Educational Testing Service (ETS)				
	All program completers, 2012-13				
	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	17	172	15	88
	Educational Testing Service (ETS)				
	Other enrolled students				
	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	1			
	Educational Testing Service (ETS)				
	All program completers, 2014-15				
	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	14	185	14	100
	Educational Testing Service (ETS)				
	Other enrolled students				
	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	15	169	14	93
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	25	179	25	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	22	180	22	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	31	183	31	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	26	182	26	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) Other enrolled students	18	177	17	94
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	55	180	55	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	98	181	98	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	123	180	123	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	24	177	23	96
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS	21	178	21	100

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	20	185	20	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	23	181	23	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	11	179	11	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	4			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2014-15	13	174	13	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2013-14	12	175	12	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	10	178	10	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	15	180	15	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	168	12	100
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0112 -MUSIC ANALYSIS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION	8			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	14	175	14	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	3			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2014-15	2			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2013-14	12	10	12	100
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5265 -PHYSICS CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	257	183	256	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	281	184	280	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	318	184	318	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	287	184	287	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	259	182	258	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	284	182	284	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	317	182	317	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	287	182	287	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	258	179	258	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	281	179	281	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	318	179	318	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED)	287	180	287	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	63	180	63	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	80	181	80	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	61	179	61	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	22	171	22	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	22	173	22	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	31	178	31	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	26	172	26	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	47	180	47	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	80	180	80	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	98	182	98	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	124	181	124	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	48	179	48	100

Educational Testing Service (ETS) Other enrolled students				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	38	180	38	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	30	180	30	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	27	179	27	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	22	169	22	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	21	171	21	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2012-13	16	170	16	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	11	181	11	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ACT2002 -WPT CHINESE American Council on the Teaching of Foreign Language Other enrolled students	2			
ACT2002 -WPT CHINESE	2			

American Council on the Teaching of Foreign Language All program completers, 2014-15				
ACT2002 -WPT CHINESE American Council on the Teaching of Foreign Language All program completers, 2013-14	12	10	12	100
ACT2002 -WPT CHINESE American Council on the Teaching of Foreign Language All program completers, 2012-13	2			

Section III Assessment Pass Rates

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	295	294	100
All program completers, 2013-14	323	323	100
All program completers, 2012-13	289	289	100

University of Maryland College Park
Traditional Program

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Section IV Low-Performing

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Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Middle States

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section IV Low-Performing

AY 2014-15

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Interns complete a variety of assignments that require them to integrate technology into curricula and instruction. Candidates consult a variety of digital resources throughout their coursework and internship to develop and implement instructional activities; resources include web sites such as the Common Core State Standards Initiative (CCSSI) (<http://www.corestandards.org/>), readwritethink (<http://www.readwritethink.org/>), Learn 360, and Wikispaces for Teachers (<http://www.wikispaces.com/content/teacher>). Candidates use a variety of technologies in courses to create digital portfolios, digital stories, blogs, wikis, webquests, and other media-based products that can be adapted and used in their PK-12 classrooms.

In the yearlong internship, interns are expected to master whatever technology is in the classroom. Examples could include augmentative or alternative communication devices (e.g., iPad or Dynovox), visualizers, Smartboards or Promethean Boards, clickers, MS PowerPoint or Prezi presentations, digital behavior management systems (e.g., Dojo points), MS Excel spreadsheets and graphs, as well as other digital-based data management systems. Candidates gain practice with many of these technologies through coursework and workshops. Most classrooms in the College of Education have SmartBoards, and a full-time Learning Technology Specialist is available to provide training and support to faculty.

All candidates submit artifacts to demonstrate their use of technology in the classroom and their proficiency on the Maryland Teacher Technology Standards (MTTS). Candidates are required to design, implement, and assess learning experiences that incorporate the use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration. Evidence of their ability to effectively integrate technology is assessed quarterly in the Performance Based Assessment and is required to be present in the MTTS exit portfolio. For example, math education majors are required to use the MTTS portfolio to show how they use math-specific technology (e.g., GeoGebra, graphing calculator, etc.) in the teaching and learning of mathematics. TESOL majors use Adobe Connect to collaborate with classmates, practice teaching lesson plans, and to engage in discussions about their teaching together. They are required to write and implement lesson plans in which they incorporate technology as a tool to support student learning and provide a rationale for how the use of technology in those lessons scaffold students in ways that other means would not allow.

Teacher candidates in the secondary science and middle school teacher preparation programs, are introduced to the Technological and Pedagogical Content Knowledge (TPACK) framework, and asked to examine a variety of technological resources and locate their use within a three-component Venn diagram that emphasizes the overlap of content, pedagogy, and technology. This approach arose out of the design of the middle school program, which was designed specifically with a focus on technology in keeping with the expectations of the Association of Middle Level Education. The revised elementary education program incorporates a central focus on digital learning and has recently added a course on Digital Learning Tools and Communities to prepare candidates to explore the digital tools that enhance elementary-aged students' learning in core-subject learning communities. This course will be incorporated into the interns' full-time residency during the final semester of the senior year.

All candidates are required to use ELMS (a web-based learning management system), and LiveText (an electronic portfolio, assessment, and accreditation system). Many course assignments are completed and/or submitted through ELMS, and edTPA portfolios and MTTS portfolios, along with other assessments, are submitted and managed through Livetext.

Candidates prepare and practice using technology to collect, manage, and analyze data to improve teaching and learning in several ways. Many candidates gain experience in this area through data analysis workshops and through the use of electronic grading and data management systems, as well as digital IEP development and management systems at their school placements. Candidates use these systems to submit grades, plan lessons, assist with IEP development, and analyze trends to inform instruction; these data are discussed in school-based meetings and workshops. Interns are also required to collect and analyze pre-test/post-test data for seminar and methods course assignments.

Candidates regularly use video of their own teaching and of expert teaching to analyze and reflect on teaching practice. Additionally, some programs are using Avatars (www.mursion.com) to do simulation lessons in front of their peers and to receive feedback prior to implementing lessons at their internship sites. For example, in the middle school program, teacher candidates practice the "core practices" of Leading Discussion and Eliciting, Interpreting, and Responding to student thinking by trying out discussion questions in mathematics or science with the Avatars. All interns must collect and analyze video footage of their teaching for edTPA. edTPA also requires interns to collect and analyze data on students' prior knowledge, learning, and performance. Much of these data are managed and analyzed electronically, via online grading systems, Excel graphing, Excel spreadsheets, and other software.

Finally, throughout the College, instructors emphasize the Principles of Universal Design for Learning (UDL) and integration of technology in instruction through e-texts, different types of software, and assistive technology.

Section V Use of Technology

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Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

General education teacher candidates' internships take place in inclusive classrooms. Candidates' experience and ability to work with special services personnel is evaluated quarterly on the Performance Based Assessment (PBA). Evidence of accommodation and differentiation are included and evaluated in each candidate's exit portfolio and/or edTPA.

The edTPA addresses a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. It requires that candidates plan for diverse students, including (but not limited to) racial, ethnic, and language minority students. Specific components of edTPA assess candidates' ability to teach to a range of learners from those struggling to gifted and talented. Not only must candidates plan for the teaching of a diverse student population, but they are assessed on how they implement those plans, and how they assess student learning. Included in those plans, instruction, and assessment are ways in which the candidates modified or supported accommodations for exceptional needs students.

In addition to the College-wide focus on edTPA, all of our teacher preparation programs emphasize the Principles of Universal Design for Learning (UDL). Many courses address differentiation, special needs, and diverse learners, and there are several required courses that prepare candidates to teach students with disabilities. Secondary and middle level interns take EDCI 474, Inclusion, Diversity, and Professionalism in Secondary Education, concurrent with the student teaching internship. Elementary Education candidates take a seminar on students with special needs. During the internship, seminar sessions are devoted to

accommodation, differentiation, and more formalized special education protocols such as parental rights, coding, and IEP meetings. The Teaching Residency portion of the revised elementary education program includes rotations that require candidates to co-teach with a special educator and to shadow an ELL teacher. Physical Education teacher candidates take KNES 689J, Diversity in Physical Education, concurrent with the student teaching internship. The co-instructor for this course is the Prince George's County Adapted Physical Education Coordinator, also a National Board Certified Teacher.

TESOL interns are required to take EDCI 632, Special Education and Oral Language Development in TESOL. In this course, teacher candidates learn techniques to differentiate second language learning needs from high- and /or low-incidence special needs commonly found within the special education spectrum. They also learn how to prepare for accommodations, modifications, and instruction of second language learners who have high- and/or low-incidence special needs as well as complete a case study on an English language learner with alternative abilities and needs. Finally, early childhood teacher education candidates' preparation related to children with disabilities will now be significantly enhanced as a result of the transition to a blended program that leads to dual certification in early childhood/special education. A unique aspect of the modified early childhood/special education program is a focus on children who are at environmental risk due to poverty, immigration, and/or language.

Art Education interns are required to take EDSP 470, Introduction to Special Education. In this course, teacher candidates gain a better understanding of the various types of exceptional children and their developmental, cognitive and/or physical needs. The content of this course serves as a foundation in each of the Art Education courses so candidates learn how to plan, prepare, and assess for the necessary accommodations and/or modifications not only required for the many different types of lessons, projects, techniques, materials, etc. but also for the different grade levels - PreK-12.

As a requirement of the yearlong internship, the interns attend School Instructional Team meetings, IEP meetings, and parent conferences, first as observers then as active participants in the second semester. In the event that interns are placed in classes with no students having IEPs, the PDS Coordinators request that they be permitted to sit in on at least one IEP meeting.

Finally, the University is located in a highly-diverse, urban metropolitan area: Our candidates' early field experiences and internships are in diverse schools, which include large populations of students with limited English proficiency. Candidates are required to take diversity course work that focuses on cultural proficiency, and their internship sites provide ample opportunities for interns to engage in planning and instruction with English Language Learners.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The information provided below pertains to the special education program that was completed by the 2014-2015 teacher education graduating class:

(a) Teach students with disabilities effectively:

The EDSP BS/MEd, and MEd Initial Certification Programs use the Council for Exceptional Children (CEC) Standards (2012) to ensure teacher candidates are well prepared to teach students with disabilities and meet the requirements for highly qualified special education professionals. While all seven standards pertain, those

that relate directly to assessing and teaching students with disabilities are highlighted below along with sample projects/assignments from EDSP classes:

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences AND CEC Initial Preparation Standard 4: Assessment

EDSP 210/470 - Introduction to Special Education

EDSP 404/604 - Education of Students with Autism Spectrum Disorders

EDSP 415/615 - Assessment in Special Education

EDSP 417 - Universal Design for Learning in Special Education

EDSP 420/620 - Characteristics of Infants & Young Children in Special Education

EDSP 423/624 - Assessment in Early Childhood Special Education

EDSP 416/616 - Reading and Writing Assessment in Special Education

EDSP 474/674 - Assessment in Middle/Secondary Special Education

EDSP 691/692/693 – Graduate Internship I in Special Education

EDSP 694/695/696 – Graduate Internship II in Special Education

Our teacher candidates' ability to determine which assessments, strategies, and accommodations will enhance academic achievement for students with disabilities in the general education classroom is documented by, but not limited to, the following assignments: Administration of Curriculum Based Measurement Reading (CBM-R) Probes and Research To Intervention (RTI) Interview of School Personnel in EDSP 415/615; Literacy Assessment Tool to assess literacy components including a description of and statement of what the tool assesses (e.g., DIBELS ORF measures oral reading fluency) in EDSP 416/616; Student Profile Assignment to analyze and develop a written profile of a student's assessment results for a student who participates in a co-taught content class in EDSP 474/674.

CEC Initial Preparation Standard 3: Curricular Content Knowledge

EDSP 485/683 - Assessment and Instruction in Mathematics in Special Education

EDSP 422/627 - Curriculum and Instruction: Early Childhood Special Education

EDSP 451/652 - Curriculum and Instruction: Elementary/Middle Special Education

EDSP 477/677 - Curriculum and Instruction: Middle/Secondary Special Education

EDSP 482/682 - Literacy Approaches for At-Risk Adolescents

EDSP 484/684 - Reading and Writing Instruction in Special Education II

EDSP 691/692/693 – Graduate Internship I in Special Education

EDSP 694/695/696 – Graduate Internship II in Special Education

Our teacher candidates' knowledge of curricular content that will enhance academic achievement for students with disabilities in the general education classroom is determined by, but not limited to, the following assignments: Student Support Plan (SSP) for Math Lesson Plans and Instructional Unit in EDSP 485/683; Case Study Report on Literacy in EDSP 484/684; and Early Childhood Curriculum Unit Plan based on evidence from a multicultural perspective in EDSP 422/627.

CEC Initial Preparation Standard 5: Instructional Planning and Strategies

EDSP 400/602 - Functional Assessment and Instruction in Special Education

EDSP 403/603 - Instruction of Students with Physical Disabilities

EDSP 410/614 - Functional Reading and Community Based Instruction

EDSP 430/631 - Early Intervention: Early Childhood Special Education

EDSP 466/664 - Issues and Models of Instruction: Middle/Secondary Special Education

EDSP 691/692/693 – Graduate Internship I in Special Education

EDSP 694/695/696 – Graduate Internship II in Special Education

Throughout the Special Education teacher preparation curriculum, courses focus on evidence based instructional strategies that enhance functional, academic, social, and transition outcomes for students with disabilities from early childhood until age 21. Instructional planning is addressed in internships for teacher candidates who must develop lesson plans including behavior supports, accommodations, modifications, evidence based instructional procedures, data collection/evaluation, and reflection. Instructional planning is addressed in coursework through assignments such as: unit planning; understanding the MD College and Career Ready [Common Core] Standards and relating lesson plans and instruction directly to state content standards and functional academic skill plans for students with low-incidence disabilities.

CEC Initial Preparation Standard 2: Learning Environments

EDSP 413/613 - Behavior and Classroom Management in Special Education

EDSP 690 - Teacher Candidate Research Seminar in Special Education

EDSP 691/692/693 – Graduate Internship I in Special Education

EDSP 694/695/696 – Graduate Internship II in Special Education

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. EDSP 690, Teacher Research in Special Education, is taken in conjunction with Internship II and is designed to have teacher candidates develop an understanding of the importance of evidence based educational research and reflection on scientifically based knowledge by designing, implementing, and evaluating an Instructional Inquiry Project. Interns implement and prepare a 10-page evaluative report, which can involve one student, a group of students, or the entire class. Projects vary due to the students with whom interns are assigned; however, the project must: (a) relate directly to an IEP objective of a student or students in the classroom; (b) be aligned to an objective from Maryland College and Career Ready Standards; (c) include the selection of a rigorous independent variable (IV) in which an evidenced based instructional method is implemented and an academic dependent variable (DV) is observed, recorded, and evaluated; (d) implement the procedures of their inquiry project and collect data using electronically generated data sheets and methods on the project each time the intervention is implemented; (e) electronically graph the results which visually displays the findings of the project; and (f) provide a detailed analysis and discussion of the results/findings.

(b) Participate as a member of individualized education program teams

CEC Initial Preparation Standard 7: Collaboration

Teacher candidates in special education receive direct instruction in how to participate as a member of an IEP according to section 614(d)(1)(B) of the Individuals with Disabilities Education Act in EDSP 210, 470, 615, 674, and 687. Specifically, teacher candidates review the IDEA 2004 regulations for IEP membership and

participation, Response to Intervention (RTI), and transition services. In field placements/courses, candidates are required to attend IEP meetings, fill out a form identifying who attended the meeting, how the student and family participated in the meeting, the assessment data reviewed, the outcomes of the meeting and their thoughts and reflections on the meeting. Candidates participate in a mock IEP case study in EDSP 664, 674, and 687; candidates work on case studies that ask them to review sample IEPs and plan for future goals and services based on the assessment data presented. During EDSP 687 and Internship I and II, the need for collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways is stressed. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Other methods courses stress the need for special educators to be a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs and the instructional needs of diverse learners.

(c) Teach students who are limited English proficient effectively

Many of the special education courses are related to diversity and fostering cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In all method courses, co-teaching and RTI models are emphasized in an effort for future special educators to support their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.

EDSP 416/616 and EDSP 484/684, which both focus on Reading and Writing in Special Education, incorporate discussions of English language learners throughout each class period. Readings and discussion focus on the identification of students who are ELLs in special education and ESOL, accommodating the language needs of students who are ELLs with multisensory/multidimensional instruction, and evaluating ELL students with reading and writing assessments that take into account language differences. Assignments across age-based areas also include assessment and instructional strategies for working with English language learners. Moreover, in EDSP 417 - Universal Design for Learning (UDL) critical information needed to be incorporated in lesson planning and instruction to meet the needs of diverse students in the classroom, including students who are English Language Learners is included.

NOTE: The special education program recently was revised. The redesigned curriculum is intended to be more responsive to the diverse needs of learners in today's public school classrooms and is aligned with the national Common Core State Standards/MD College and Career Ready Standards and the Council for Exceptional Children (CEC) Standards (2012). The first graduates of this revised, streamlined program are expected to graduate in 2015-2016.

Section VI Teacher Training

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Section VII Contextual Information

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

It is important to note that UM offers multiple pathways for teacher certification. The annual targets that have been established reflect ALL pathways leading to certification (both traditional and alternative preparation program models, as well as add-on endorsements leading to teacher certification). When reporting Praxis assessment results and program completer information, the Title II report only captures the data for traditional program completers. The individuals who complete an alternative preparation program or an add-on endorsement are not reflected in the test scores. Yet, it is precisely in these areas where UM has been expanding its teacher preparation options to address the needs of our local area schools and the changing demographics of the teacher candidate pool. Even though these people do not show up in the Title II Praxis assessment results, they ALL have passed the Praxis I and Praxis II exams. Successful completion of the Praxis is a requirement for program completion. The College also is re-examining its definitions and overall targets for teacher education program completers in response to changing demands from our public school partners. We have shifted our portfolio of educator preparation options to include a greater focus on certification-only, add-on endorsement, and continuing professional development programs, as compared to traditional teacher education degree programs. NOTE: There appears to be a large drop in our teacher education program enrollments, in comparison to last year's data. The decline can be attributed to the way we reported program enrollments for the 2016 Title II Report. Last year's report included all of the pre-service teacher education candidates who were admitted to UMD. However, after getting a clearer understanding of the intent of this data item for Title II reporting, we excluded those students (n=431) from this year's report, and only included the individuals already admitted to UMD who actually went through the formal selective admissions review process (which typically occurs during the end of the sophomore/beginning of junior year) and who were granted full admission to the professional teacher education program.

Supporting Files

[Contextual Information Title II April 2016](#)

Section VII Contextual Information

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Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from section 1.c is **305**.

Number of program completers from section 1.f is **295**.

For a total enrollment of **600**.

Certification of submission

I certify the total enrollment shown above is correct. **Required**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting*

- [Section IV Low-Performing](#)
- [Section V Use of Technology](#)
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Reference and User Manual.

Name of reviewer:

Title:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	719	305	-57.58%
Male Enrollment	119	56	-52.94%
Female Enrollment	600	249	-58.50%
Hispanic/Latino Enrollment	81	26	-67.90%
American Indian or Alaska Native Enrollment	0	1	
Asian Enrollment	56	34	-39.29%
Black or African American Enrollment	66	23	-65.15%
Native Hawaiian or Other Pacific Islander Enrollment	0	1	
White Enrollment	438	198	-54.79%
Two or more races Enrollment	28	15	-46.43%
Average number of clock hours required prior to student teaching	139	217	56.12%
Average number of clock hours required for student teaching	650	650	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27	25	-7.41%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	48	46	-4.17%
Number of students in supervised clinical experience during this academic year	702	790	12.54%
Total completers for current academic year	324	295	-8.95%
Total completers for prior academic year	296	324	9.46%
Total completers for second prior academic year	363	296	-18.46%